

INTERCOLLEGE

INTERCOLLEGE NICOSIA

**QUALITY ASSURANCE
MANUAL**

September 2023

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List of Acronyms and Abbreviations

A	Accomplishments
AAT	Association of Accounting Technicians
ABE	Association of Business Executives
AC	Appeals Committee
A.C.T.E.	The Advisory Committee for Tertiary Education
A-level	Advanced level (General Certificate of Secondary Education)
AP	Advanced Placement (College Board)
ACCA	Association of Chartered Certified Accountants
APER	Annual Programme Evaluation Report
ARPC	Academic Ranking And Promotion Committee
AU	Auditing Course
BA	Bachelor of Arts
BSc	Bachelor of Science
CAM	Cambridge College of Managers
CAPA	Corrective and Preventive Action Plan
C.E.E.A.	The Council of Educational Evaluation – Accreditation
CertHE	Certificate of Higher Education
CIB	Chartered Institute of Bankers
CIM	Cyprus Institute of Marketing
CLEP	College Level Examination Level
CPA	Cumulative Grade Point Average
CPAD	Continuous Professional Academic Development
DC	Disciplinary Committee
DE	Deferred
DI.P.A.E.	The Cyprus Agency of Quality Assurance and Accreditation in Higher Education
DipHE	Diploma of Higher Education

E.A.I.P.	The Evaluation Committee of Private Universities
E.C.P.U.	The Evaluation Committee of Private Universities
ECTS	European Credit Transfer and Accumulation System
EDEX	Educational Excellence Corporation Ltd
EHEA	European Higher Education Area
ENQA	European Association for Quality Assurance in Higher Education
EPT	English Placement Test
EQAR	European Quality Assurance Register for Higher Education
ESGs	Standards and Guidelines for Quality Assurance in the European Higher Education Area
ESU	European Students' Union
EU	European Union
EUA	European University Association
EURASHE	European Association of Institutions in Higher Education
F	Fail
FAC	Faculty Appraisal Committee
FSC	Faculty Selection Committee
FT	Full-time
GCSE	General Certificate of Secondary Education
GPA	Grade Point Average
GPSC	Grievance Preliminary Screening Committee
HE	Higher Education
HIV	Human Immunodeficiency Virus
HR	Human Resources
I	Incomplete work
IA	Internal Auditor
I.B.	International Baccalaureate
IELTS	International English Language Testing System

IGCSE	International General Certificate of Secondary Education
IPPF	International Professional Practices Framework
IQA	Internal Quality Assurance
IQAA	Internal Quality Assurance Auditor
IQAC	Internal Quality Assurance Committee
ISAs	International Standards on Auditing
IT	Information Technology
KESY	Centre for Therapy, Training and Research
LCCI	London Chamber of Commerce & Industry
LCD	Liquid-crystal Display
LIA	Lead Internal Auditor
MA	Master of Arts
MoE	Ministry of Education, Sport and Youth
MSc	Master of Science
O-level	Ordinary level (General Certificate of Secondary Education)
P (Grading System)	Pass
P (Faculty Track)	Publications
PEC	Programme Evaluation Committee
PEP	Proficiency Examination Programme
PgD	Postgraduate Diploma
PRC	Programme Review Committee
PT	Part-time
QA	Quality Assurance
QMS	Quality Management System
SOP	Standard Operating Procedure
SW	Scholarly Work
TE	Teaching Excellence
TOEFL	Test of English as a Foreign Language

UNESCO	United Nations Educational, Scientific and Cultural Organisation
VET	Vocational Education and Training
W	Withdrawn
WA	Administratively Withdrawn
WS	Self-withdrawn
YS	Years of Service

List of Documents

Name	Reference	Owner
Academic Calendar		Academic Affairs Office
Alumni Association Registration Form		Student Affairs Office
Annual Internal Auditing Cycle Flowchart		IQAC
Annual Internal Audit Plan		IQAC
Annual Programme Evaluation Report (APER)		IQAC / Academic Affairs Office
Appeals Application Form	QA-33.03.02F	
Appeals Committee Assessment Chart	QA-33.04.03F	
Application for Scholarship Form		Admissions Office
Application Form		Admissions Office
Cheating and Plagiarism Form		Academic Affairs Office
Checklist for Conducting an Audit		IQAC
Class Admission Slip		Academic Affairs Office
Class Presentation Form		Academic Affairs Office
Clearance Slip		Academic Affairs Office
Course Evaluation and Modification Form		Academic Affairs Office
Credit by Examination Form		Academic Affairs Office
Credit Evaluation Application Form		Academic Affairs Office
Faculty Activities and Deliverables Calendar		Academic Affairs Office

Faculty Timesheet		Academic Affairs Office
Final Examination Audit Report		IQAC / Academic Affairs Office
Formal Grievance Document		
Grade Petition Form	QA-33.03.01F	
Graduate Follow-up Survey		Student Affairs Office
Grievance Resolution Document		
Independent Study Form		Academic Affairs Office
Internal Audit Observation Worksheet		IQAC
Internal Audit Report		IQAC
Make-up Exam Form	QA.-33.03.07F	Academic Affairs Office
Non-conformance Process Map		IQAC
Non-conformance Report		IQAC
Organisational Chart		Administration Office
Peer Review Evaluation Form		IQAC / Academic Affairs Office
Permission for Disclosure Form		
Permission for the Witness to Conceal their Identity		
Procedure for Auditing and Approving APERs		IQAC / Academic Affairs Office
Procedure for Auditing and Approving Student Handbooks		IQAC / Academic Affairs Office
Programme Review Committee (PRC) Workflow Chart		
Request for Amendment Form		
Second Examination Application Form		Academic Affairs Office

Serious Adverse Circumstances
Form

Academic Affairs
Office

Sexual Harassment Complaint
Form

Student Appraisal Questionnaire

Student Petition Form

Student Tuition Fees and Other
Expenses

Admissions Office

Withdrawal Form

Academic Affairs
Office

1 Introduction to Quality Assurance

1.1 Definition

The term 'quality' has a relative meaning. Its definition is reliant on the demands and/or expectations of the relevant stakeholders. The general consensus, however, understands the term 'quality' to mean the standard of something as measured against other things of a similar kind and to an extent, its own degree of excellence.

In an attempt to maintain quality, a Quality Assurance (QA) system needs to be established to help monitor and/or enhance the expected level of quality. QA is the systematic measurement, comparison with standards, monitoring of processes and an associated feedback loop that confers error prevention.

QA is a management approach that focuses on the quality of an organisation's overall performance, as well as the quality of its more specific day-to-day operations. To ensure the success of such a system, the participation of all stakeholders is vital. QA comprises of administrative and procedural activities implemented so that the requirements and goals for a product/service/activity are met.

Unless otherwise specified, in this manual 'stakeholders' are understood to cover all agents within Intercollege including students and staff (both administrative and faculty), as well as external stakeholders such as external partners of the institution.

1.2 Quality Assurance in Higher Education

'Quality' is a disputed term in Higher Education (HE) and still lacks a common definition. It is a multifaceted concept that involves different demands and/or expectations from different stakeholders. Nevertheless, there is a universal consensus of the positive connotations that the term 'quality' carries which are typically conjoined with excellence and good practice.

Higher Education aims to fulfil multiple purposes some of which include supporting student's personal development, contributing to their employability, preparing them for active citizenship, creating a broad advance knowledge base and stimulating research and innovation, etc. Therefore, stakeholders, who may prioritise different purposes, can view quality in Higher Education differently and for this reason quality assurance needs to take into account these different perspectives.

Quality, whilst not easy to define, is primarily a result of the interaction between teachers, students and the institutional learning environment. Within the context of this manual, the term 'quality' is taken to relate to all aspects of the teaching/learning process, as well as all aspects of the overall institutional performance.

Quality Assurance then should ensure a learning environment in which the content of programmes, learning opportunities and facilities are fit for purpose. Indeed, Quality Assurance aims at safeguarding and improving the quality of teaching, learning, training and research within the economic, social and cultural context on a national,

level. This helps create a trustworthy national education system which in turn helps reinforce transparency and efficiency.

1.3 Purpose

Quality assurance helps further enhance transparency and thus raise trust and confidence in the Higher Education system. By help building trust, quality assurance helps reinforce the attractiveness of cross-border education. At a national level Quality Assurance in further and Higher Education ensures transparency and efficiency. This helps to create a trustworthy national education system, for the benefit of both national and international students by ensuring the portability of national qualifications across European Member States fostering employment or learning mobility.

1.4 Requirements

1.4.1 European Quality Assurance Standards

In Bologna in 1999 the Ministers of Education of 29 different countries agreed on a common vision of a European Higher Education Area (EHEA). Their commitment to enhance the competitiveness of Higher Education provision within Europe, while also emphasising the need to further the independence and autonomy of all Higher Education Institutions, was translated into the Bologna Declaration as measures of a voluntary harmonisation process.

This in turn launched the Bologna Process which is a series of ministerial meetings and agreements between various European countries designed to ensure comparability in the standards and quality of Higher Education qualifications. At its inception, the Bologna Process was meant to strengthen the competitiveness and attractiveness of the European higher education and to foster student mobility and employability through the introduction of a system based on undergraduate and postgraduate studies with easily readable programmes and degrees. Quality assurance has played an important role from the outset, too.

With the aim of developing comparable criteria and methodologies for Quality Assurance, Ministers at the Bologna Ministerial Summit in Bergen held in 2005 adopted the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESGs) based on a proposal by the European Association for Quality Assurance in Higher Education (ENQA) in co-operation with the European Students' Union (ESU), the European Association of Institutions in Higher Education (EURASHE) and the European University Association (EUA) – the so-called E4 Group.

At the Bologna Ministerial Summit held in London in 2007 the E4 Group was tasked with setting up the European Quality Assurance Register for Higher Education (EQAR). The Register was set up on March 4th, 2008 as the first legal entity to emerge from the Bologna Process with a mission to help further develop the EHEA by increasing transparency of quality assurance and thus enhancing trust and confidence in European Higher Education.

1.4.2 National Quality Assurance Standards

The House of Representatives of the Republic of Cyprus has on July 9th, 2015 adopted The Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Law of 2015 which foresaw the formation and running of The Cyprus Agency of Quality Assurance and Accreditation in Higher Education (DI.P.A.E.).

DI.P.A.E. is expected to ensure and enhance the quality of Higher Education across Cyprus by identifying and eradicating any weaknesses and/or disadvantages of the Cypriot tertiary education institutions operating on the island. It is the competent authority responsible for ensuring that all requirements and/or processes set by the relevant legislation are being diligently followed for the continuous improving and upgrading of Higher Education institutions and their respective programmes of study.

In an effort to create a qualitative and attractive Higher Education system in Cyprus, the agency assumes the following responsibilities:

- The enhancement of internal and external quality assurance procedures in Higher Education institutions.
- The periodical institutional, departmental and programmatic evaluation and accreditation of the Higher Education institutions.
- The publication of the official list of all recognised Higher Education institutions operating in the Republic of Cyprus and the programmes of study they have been authorised to offer.
- The evaluation and accreditation of cross-border education offered in EU member states or other international third countries by any local Higher Education institutions.

As a result, DI.P.A.E assumes all the responsibilities of the following bodies which are now repealed:

- The Council of Educational Evaluation – Accreditation (C.E.E.A, or more commonly known S.E.K.A.P)
- The Evaluation Committee of Private Universities (E.C.P.U, or more commonly known E.A.I.P)
- The Advisory Committee for Tertiary Education (A.C.T.E. or more commonly known S.E.T.E)

The Council of Ministers appoints the DI.P.A.E Council at the recommendation of the Ministry of Education, Sport and Youth (MoE) every five (5) years. The Council is responsible to ensure that all relevant legislation is consistent with the procedures and evaluation and accreditation criteria of the ESGs, and is expected to take all necessary actions in order to register DI.P.A.E both in the ENQA and the EAQR.

Further information, including all national QA standards set by DI.P.A.E, can be found on the Agency's official website at <http://www.dipae.ac.cy/index.php/en/>.

2 Introduction to the College and its Systems

2.1 Introduction

2.1.1 A Brief History

Having been founded in 1980 as a small educational institution aimed at preparing Cypriots for professional examinations, Intercollege has come to establish itself as one of the most dynamic and respectable institutions of Higher Education in Cyprus. Intercollege was the first college in Cyprus to have three separate campuses, each located in the major cities of Nicosia, Larnaca and Limassol.

As a modern progressive educational institution, Intercollege offers a diverse spectrum of vocational opportunities to students of varied origins and backgrounds. A systematic pioneer in the field, Intercollege's latest success was in 2014 when the Bachelor in Culinary Arts was accredited rendering the programme the first Bachelor in the field to be accredited in Cyprus and the only accredited Bachelor taught in Greek nationally.

2.1.2 Strategic Vision and Objectives

The Intercollege mission is to assist students to become educated individuals, to achieve their academic and career goals, and to assume responsible roles in a changing world of international cooperation and interdependence.

In pursuit of its mission, Intercollege strives to:

- offer quality, career-oriented undergraduate programmes, graduate studies in selected fields, and quality professional programmes
- implement the college motto "excellence in education", by encouraging students to strive for excellence in every activity
- remain firmly committed to the economic, social, scientific and cultural development of Cyprus
- develop further as an international college, where Cypriot and international students, faculty, and staff are valued for their cultural diversity
- recruit and retain qualified faculty and support their development
- encourage research, publications and creative activity
- strengthen facilities, resources, and services to provide a stimulating environment conducive to personal growth, discovery and learning
- continually review and update programmes to keep pace with developments and standards in western higher education
- enhance student communication, democratic leadership and critical thinking skills
- expand opportunities for professional and social interaction within the College

2.1.3 Relationship to the University of Nicosia

A central feature of Intercollege's identity is the College's special relationship to the University of Nicosia which allows the students to have access to the University's library and learning and recreational resources. More importantly, Intercollege

students are granted the opportunity to continue their studies if they choose to do so in a quality assured University in which they will be particularly welcome.

The University of Nicosia was established in 2007 when all academic programmes offered at Intercollege Nicosia at the time were transferred to it.

2.1.4 Academic Partnerships

Intercollege maintains close links with a number of European universities, giving the students various opportunities for transfer studies. As an active member of the ERASMUS+ programme, Intercollege offers students the chance to spend a semester or year abroad studying at an overseas Higher Education institution.

Recently, the College has made a series of franchise agreements with British Universities and is now in a position to deliver some of their undergraduate and graduate programmes in Cyprus. This offers Intercollege students the opportunity to receive an international qualification without ever leaving the country.

2.2 College Protocol

2.2.1 Institutional Values

Colleges and other higher education institutions play a central role in the development of society, the economy and culture at a global, regional, national and local level. To ensure the advance of a just, free and ethical society, all the key pillars of that society (such as universities) must stand by certain Values, described in appropriate Codes of Practice.

The Values of our College provide a framework to guide our professional practice and remind us of our responsibilities to our students, our colleagues, our institution, our society and ourselves. Our Values can be used to direct our behaviour, guide our decisions and achieve our objectives.

Intercollege will respect and espouse the values of the European Union, particularly those of liberty, democracy and equality, and of respect for human dignity and human rights. These values will aim at fostering a culture of pluralism, tolerance, justice and non-discrimination.

The Statement of Values which follows below represents the core priorities of our College in summary form, including what should drive our priorities, define our policies and practices, and how we should truly act within the College. These Values will be vital in strategic planning and will be used to determine the intent and direction of the College, as well as, to manage any changes within it. Intercollege' Statement of Values provides a foundation upon which to continue building the College's reputation, to achieve the College's objectives, and to represent the College's commitment to all its stakeholders (students, faculty, staff, and the Cypriot community in general).

Intercollege expects its faculty, staff and students to uphold and respect the Values of the College in the continuing quest for "Excellence in Education".

Statement of Values:

The College community cultivates:

- The values of personal and academic integrity.
- The freedom to question and the pursuit of knowledge.
- The respect for the laws of the Cyprus Republic and the European Union.
- The respect for the College regulations, democratic governance and management of the institution.
- The respect for any person's professionalism and diligence, ethical behaviour, civic responsibility, multi-cultural awareness, tolerance and sustainability of resources.

Briefly elaborated, the core values entail the following:

- a) Promoting personal and academic integrity; especially honesty, trust, fairness, respect, openness, responsibility and accountability. This includes avoiding conflicts of interest, as well as integrity in the conducting of research.
- b) Cultivating, promoting, transmitting and exchanging knowledge and safeguarding academic freedoms, such as the liberty to question, the freedom to pursue knowledge and freedom of expression. This includes the associated issues of autonomy and responsibility.
- c) Respect for the College's regulations, as well as, the laws of the Republic of Cyprus and the European Union. Emphasis is placed on laws relating to data protection, confidential information and prevention of fraudulent practice.
- d) Promoting and ensuring democratic governance and management of the College. Emphasis is placed on the effective and efficient operation of the College, ethical leadership and the crucial role all College members play in the running of the institution.
- e) Promoting high standards of integrity and ethical behaviour, exhibiting professionalism and diligence, and the avoidance of unethical or questionable practices. This includes considerations which arise when making or appealing against decisions, as well as, general courtesy and professional ethics.
- f) Promoting civic and social responsibility and responsiveness to the needs of society, the country and the region. This covers the importance of our commitment to the students and the society we serve, of taking a responsible role within civic society and of being responsive to the wider needs of society and the economy.
- g) Promoting tolerance, diversity and multi-cultural awareness through the curriculum, through constant debate and through respect for cultural diversity and for the opinions of others.
- h) Efficient and sustainable use of infra-structural, human and financial resources so that the College remains financially viable and environmentally friendly. This includes effective management, avoidance of waste and emphasis on health and safety.

The above core values underpin the Code of Practice of the College, which attempts to translate the ethos entailed in the Values into general principles and guidelines.

2.2.2 Code of Practice

Intercollege Code of Practice is a point of reference and a shared statement of commitment to upholding its Institutional Values. The Code of Conduct is intended to guide Intercollege staff and faculty in identifying and resolving issues of ethical and professional conduct that may arise in their employment, when dealing with colleagues, students, the College and others. The Code is a set of general principles and guidelines rather than detailed prescriptions. It complements, but does not exclude or replace, the rights and obligations of faculty and staff under Intercollege Internal Regulations or Cyprus or European law.

All College employees – faculty and staff – must have knowledge of and are expected to comply with the provisions of this Code of Practice; both individually and collectively. When situations arise which are not clearly covered by the College's Internal Regulations, one may use his/her best judgment based on the Values of our institution.

2.2.3 Personal and Academic Integrity

Intercollege believes that integrity is the single most important value which must guide our actions and decisions. Integrity provides a sound foundation for knowledge development, quality teaching and for the training of students as responsible citizens and professionals. It fosters an environment conducive to learning: it must underpin the manner in which our institution specifies its goals, selects and retains its faculty, admits students, establishes curricula, determines programmes of research, pursues service, demonstrates sensitivity to equity and diversity issues, allocates resources, and serves the public interest.

The College will seek to demonstrate its integrity through honesty, trust, fairness, respect, openness, responsibility, accountability and a deep concern for its constituencies and for the public.

College members should avoid situations of conflict of interest on account of personal, intimate and financial relationships. The latter includes the receipt of gifts, accepting pay outside work and having private interests.

a) General Academic and Personal Integrity

- The quest for honesty should start with oneself and be extended to all other members of the academic community, systemically avoiding any dishonest behaviour which could negatively affect the quality status of academic degrees; such as cheating, lying, fraud, plagiarism and theft.
- The respect and trust that is mutually shared by all members of the academic community will be the backbone of that climate of work which fosters the free exchange of ideas, creativity and individual development; regardless of one's position in the hierarchy of learning and research.

- Ensuring fairness in teaching, student assessment, research, staff promotion and any activity related to the award of degrees, should be based on legitimate, transparent, equitable, predictable, consistent and objective criteria.
- Responsibilities should be shared by all members of the academic community, thus allowing for the upholding of accountability and for the free expression of attitudes and actions in the face of wrongdoing.

b) Avoiding Conflicts of Interest

- Every effort should be made to avoid a conflict of interest. The potential for a conflict of interest arises when a member of the College is placed in a situation where private interests could influence, or appear to influence, judgements made in matters related to the College.
- Faculty or staff should not participate in decisions affecting a person with whom they have a personal relationship as this may lead to a conflict of interest. Situations that entail such a conflict include: the marking of student assignments or examination papers; appointment, supervision or promotion of colleagues; and awarding financial assistance. If a conflict arises, the faculty or staff member concerned should withdraw from the situation or make known the relationship to their superior so that the latter can decide on how the issue should be handled.
- Difficulties in maintaining boundaries between personal and professional life may arise from close relationships, compromising the professional or personal status of those involved. This kind of conflict is particularly heightened in faculty, staff and student relationships.
- A conflict of interest could arise from a financial relationship, whereby the person involved has an economic interest in the company from which their services or supplies are obtained. If such a relationship is present, then it must be revealed prior to any decisions or agreements being made. Those with financial interest must avoid getting involved in such transactions.
- A conflict of interest can be created by receiving gifts as an incentive to act in a particular way or perform duties differently. College faculty and administrative staff should not accept, encourage or request a gift of any form. This does not include special occasion gifts which are offered in accordance with social or cultural practice.
- Faculty and staff are committed to the duties and responsibilities of their appointment at the College. Additional paid external work may be permitted in accordance with the College's policy and guidelines. Similarly, research for pecuniary return should be based on an understanding with the College's appropriate authorities.
- More importantly, prior approval must be sought by faculty before any additional paid external work is undertaken. Outside work which has the potential of promoting the creation of links between the community and the

College will usually be considered in a favourable light; care should be taken, however, to avoid the creation of any unreasonable competition with professionals working in the same field or with any external community activity.

- In cases where conflict may arise between the faculty or staff member's private interests and duties to the College, external work should not be authorised. An example is seeking to secure paid counselling outside of College work, while this would normally be considered as part of one's duties. Approval must be obtained for the use of any College facilities connected to additional external work; the cost of which, the College should be compensated for.

c) Integrity in Research

- Intellectual freedom and social responsibility will be the key values guiding scientific research at the College with regards to vocational education and training.
- Researchers at the College are expected to be morally responsible for research processes (choice of topics, methods of enquiry and the integrity of the research) but also for the research outputs. As such, they should adopt and respect the relevant codes of ethical standards that regulate their scientific research.

2.2.4 Knowledge and Academic Freedom

Teaching, research and service are the main pillars of any College and certainly of Intercollege. Intercollege places pivotal importance on intellectual and academic freedom and on the associated issues of autonomy and responsibility. The College expects faculty and staff to:

- a) Promote and sustain advanced knowledge related to their particular discipline or area of work.
- b) Achieve the highest standards of excellence by carrying out their duties professionally and conscientiously and to the best of their ability.
- c) Be fully responsible and accountable for their official performance as relates to decisions, actions and behaviour.
- d) Make continuous efforts to develop and improve their skills and expertise as related to their particular area of work.
- e) Focus on client service, regardless of whether the clients are students, other colleagues or staff, or the general public.
- f) Academic freedom is essential to the practice of teaching, research and scholarship. Faculty are expected to be committed to freedom of inquiry, which implies that they have the right to confront and pass critical judgment on the belief systems of society in the spirit of a more conscientious and sincere search for knowledge and its dissemination.

- g) Institutional autonomy is essential to academic freedom – the freedom to examine data, to question assumptions, to be guided by evidence, and to be a learner and a scholar. In turn, academic freedom builds and strengthens institutional integrity.
- h) Intellectual and academic freedom entail responsibilities at all levels of the institution – administration, faculty and students.
- i) The administration is obliged to protect all faculty, staff and students from harassment and/or inappropriate pressures.
- j) On the part of the faculty, there is an obligation to distinguish personal convictions from proven conclusions, and to present relevant data objectively to students. Faculty should be careful not to introduce controversial matters into their teaching, which have no relation to their subject. Faculty are also expected to exercise the right of academic freedom and expression without offending others
- k) On the part of the students, there is the obligation to be critical and to question. All the parties are expected to be committed and to be actively involved in the life of the institution.
- l) Intellectual freedom does not rule out commitment and it does not require neutrality on the part of individuals or the institution itself. Individual faculty members or students may hold to particular political, social, or religious philosophies, but they must remain intellectually free, while also allowing others the same freedom to pursue truth. In all cases, faculty and students are expected to exercise the right of academic freedom and expression without offending others.

2.2.5 Respect for Regulations and Laws

Intercollege faculty and staff are expected to act in accordance with the prevailing laws of the Republic of Cyprus and of the European Union (EU), as well as, the Internal Regulations of the College. Special mention must be made of the laws relating to data protection, confidential information, and the prevention of fraudulent practices.

- a) College members dealing with personal data shall respect the privacy and the integrity of individuals in accordance with the provisions of Cyprus and EU laws. They are not allowed to process personal data for non-legitimate purposes, or to transmit such data to unauthorised persons.
- b) Computerised data concerning any individual should be accessed for institutional purposes only; unless the person concerned gives his/her consent. Accessing personal records without a specific, job-related purpose, constitutes a breach of the College's privacy policy. However, the College is legally obliged to respond to any request for information in the form of a police warrant, subpoena, summons or other court order.
- c) Any password, authorisation code, etc. given to a user will be for their use only, and must be kept secure and not disclosed to, or used by, any other person –

except in cases in which a College policy or decision determines otherwise (e.g. when a member of staff is to go on leave).

- d) College members are expected to adhere to the principles of confidentiality and have a duty to maintain the confidentiality and security of any personal information for which they are responsible, including computerised data. Personal information will generally not be released to a third party unless the subject is informed of the reason for the disclosure and provides approval – with the exception of special circumstances where such disclosure may prevent a serious or imminent threat to the life or health of the individual concerned or of another person.
- e) All members of the College should ensure that they have an email password to prevent fraudulent misuse of personal mailboxes and newsgroups. Leaving workstations unattended while logged into email should be avoided, as this could lead to fraudulent use of individual accounts. College members should not use another person's account without their permission, either to read or send emails, or post articles to newsgroups.
- f) Members of the College should not send emails which could prove to be defamatory or bring the institution's standing into disrepute; the College's computing facilities should not be used to harass others by sending abusive, threatening or defamatory messages.

2.2.6 Democratic Governance and Management

- a) The governing bodies of the College will aim to operate the institutions in an efficient and effective way, as is necessary in the modern world.
- b) In relation to entrepreneurial and commercial objectives and activities, the governing bodies will aim to safeguard the rule of law and the core academic and ethical values of the College.
- c) Academics, students and staff members will have a critical role to play in making sure that the quest for efficiency and increased revenue does not impair the quality of learning and research outcomes, or the intellectual standards of the College.
- d) Official views of the College as a corporate body should only be made public by the appropriate officers of the College, as duly designated by the College's statutes.
- e) The College will aim to maintain a balance between the need to encourage effective leadership and management and the need to encourage participation by the members of the academic community, including students, teachers, researchers and administrators, in decision making.
- f) College leaders at all levels will be held accountable for the effective management of the College and for providing ethical leadership.

2.2.7 Ethical Behaviour

Ethical considerations often arise when making or appealing against decisions, when ensuring courteous, just and equal treatment of others, and when complying with professional ethics. Professional ethics must be adhered to, representation of a group must be authorised and unethical activities should be disclosed.

- a) The College aims to foster an environment where all persons are treated equally and with due respect. Faculty, staff and students will be commended for their efforts, and will be given due acknowledgment for their accomplishments.
- b) Faculty and staff should treat others equally, regardless of gender, race, culture, disability or medical condition, sexual orientation, religion, marital status, age or political belief. All such information should be treated as confidential and should not be disclosed or disseminated without written consent. It is unfair and irrelevant to determine the grade to be awarded to a student based on factors such as age or gender.
- c) Actions, practices or rules should not exclude individuals or a group of individuals from opportunities because of personal characteristics, irrelevant to the situation, whether consciously or unconsciously. (E.g. when a person is treated less favourably because of that person's race or gender, or because of stereotypical ideas, practices or rules based on that person's race or gender.)
- d) College faculty and staff should have respectful relationships with students, colleagues and the community in general. The personal behaviour of faculty and staff is regarded as a crucial part of their responsibilities within their position and duties. Disrespectful, offending or vindictive behaviour is unacceptable in all cases.
- e) Making Decisions
 - The principles of impartiality, fairness and objectivity should be applied when making decisions, taking action of a discretionary nature, or resolving problems which may negatively affect a person's rights, independence, interest or lawful expectations. Those whose rights are affected by a decision shall have the right to respond in writing or verbally to accusations or claims made against them, before the decision is taken.
 - Decisions should be made impartially and fairly and be based on relevant matters, without prejudice, preferential treatment or any arbitrary action. Such decisions should never be guided by personal or political pressure or interest. If someone involved in a decision has a personal financial interest, s/he should declare that interest and withdraw from the decision-making process, while also ensuring that s/he is substituted by another appropriate person.
 - In making decisions, faculty and staff shall ensure that the principle of equality of treatment and the avoidance of discrimination should be respected; so that people with similar circumstances should be treated in

the same manner. If there is a difference in treatment, it must be justified with relevant objective factors in the particular case.

f) Appealing against Decisions

- In cases where the rights or interests of individuals are involved, the right of defence should be respected at every stage of the decision-making procedure. Such individuals must be given the opportunity to submit written comments and, if necessary, present their verbal clarifications before a decision is made.
- In cases where the rights or interests of individuals are involved, the right of defence should be respected at every stage of the decision-making procedure. Such individuals must be given the opportunity to submit written comments and, if necessary, present their verbal clarifications before a decision is made.
- If a decision is made that may adversely affect the rights or interests of an individual, then the College member must indicate the appeal possibilities available for challenging the decision; particularly, informing the person concerned of how s/he may go about appealing, who s/he should direct their appeal to, and the time-limit within which s/he has to react.
- Notification of a decision to the person(s) concerned must be sent in writing as soon as possible after the decision is made. The decision should not be communicated to other people involved, until the person directly concerned has been informed.
- The grounds on which the College bases a decision must be clearly stated in the case where the rights or interests of an individual may be unfavourably affected. In cases where standard replies are issued, given a large number of similar decisions, individual reasons should be provided in writing by the College official to the person involved.

Refer to section 3.5 on Appeals Policy for more information.

g) Courtesy

- College faculty and staff are expected to be service-minded, courteous and accessible when dealing with students, other colleagues (regardless of their position or rank) and members of the community. They should always try to be as helpful as possible and reply to any queries as completely and as accurately as possible. If they are unable to assist, they should direct the query to the appropriate person that is responsible for the matter concerned.
- Disrespectful, offending, rude, insulting or vindictive behaviour towards students, colleagues and the public is unacceptable in all cases and could also be a disciplinary offence.
- In cases where such behaviour has occurred, the person responsible is expected to apologise and endeavour to immediately correct his/her

behaviour. If classed as a disciplinary offence the person responsible is liable to disciplinary action and reserves the right for an appeal.

- Harassment and bullying are unacceptable. Faculty, staff and students must not get involved in anything which could amount to or may be perceived as sexual, racial or gender-based harassment. Neither should they behave in a manner that may be perceived as intimidating, threatening, domineering or bullying.

h) Professional Ethics

- College faculty should encourage students in their pursuit of independent scholarly learning, critical judgment, academic integrity and ethical sensitivity. They should, in turn, demonstrate these qualities themselves when interacting with students. Faculty also have the obligation to be courteous and sensitive to the needs of the students. The students' best interests should always be a priority in a relationship of trust between faculty and students.
- Faculty should assess students' work in a fair and accurate way. Details should be given regarding the assessment criteria, making it clear what is expected of students. Feedback should be given within a reasonable timeframe. Faculty also need to allocate sufficient time for personal advising of students. Students adhering to defensible alternative views or approaches should not be penalised.
- Those supervising others have the special obligation of ensuring fair treatment and equal opportunity, and of maintaining open and honest communication and correct understanding of the standards expected from performance. Performance evaluations should be carried out taking into account the above standards in an as fair and objective way as possible. Development and training opportunities should be made available by the supervisors without discrimination or preferential treatment.
- College members, who work, teach or undertake research related to professional activities such as lawyers, accountants, therapists etc., may have obligations to abide by principles related to their profession. Professional ethical standards are usually consistent with the standards of conduct outlined in this Code. Those who are subject to professional ethical standards should seek to perform them in a manner that is suitable to the ethical standards of both the College and their profession.
- The ethical conduct of research should be guided by the principles of intellectual honesty and public interest. Therefore, research should be designed to develop the particular field of scholarship understanding, and should thus employ an appropriate and reliable methodology. The accuracy and reliability of the data should be protected. Ideas, information and contributions of others should be appropriately recognised and intellectual property should be respected. Whenever necessary, the consent of the participants in the research process should be secured.

- College members are encouraged to report genuinely suspected or acknowledged fraud and/or dishonest behaviour to the appropriate College or external authorities. Those who report or expose fraud or dishonest behaviour should not be subjected to harassment or any other vindictive behaviour.
- Faculty and staff who are considered experts in their area may comment publicly, within their capacity as members of the College, but they should make it clear that the views expressed are not necessarily those of the College. Publicly expressed opinions should at all times be accurate, and respectful of other opinions.
- Whenever members of the College wish to participate in matters of professional or public debate on behalf of a group of colleagues, they must secure formal delegated authority to do so; in such a case, the views presented must be attributed to the particular group that the member represents.

2.2.8 Civic and Social Responsibility and Responsiveness

The mission of most higher education institutions implies a commitment to the students and the community it serves. The College assumes a responsible role for itself and its members within civic society and aims to be an institution that is responsive to the needs of society and the economy.

- a) Developing academic programmes that meet international academic and professional benchmarks, as well as, local, regional and national needs.
- b) Seeking and developing ties with outside stakeholders, such as industry groups, whose input and opinion will help the College improve its offerings and increase the employability of its graduates.
- c) Addressing the specific needs of adults, marginalised groups, or groups requiring special attention.
- d) Exploring and promoting alternative delivery methods, incorporating the use of state of the art technology.
- e) Focusing some research on, and organising activities related to, social, economic, political and other issues of major and current importance.
- f) The College depends on community debate and support for its mission. Faculty and staff are also members of the community they serve. As part of their civic responsibility, therefore, faculty and staff should offer their expertise on economic, social, cultural, political and scientific matters of concern to the community.
- g) There are no restrictions to participation in political, professional, interest groups or charitable activity, provided that it does not create a conflict of interest or hinder the performance of official College duties. Such activities should not

be carried out during working hours or cause duties and commitments to the College to suffer.

- h) The College promotes the democratic participation of faculty, staff and students in many collective bodies and decisions and maintains corporate transparency well within the limits permitted by any laws.
- i) The College administration has been transparent on financial matters in the past and will continue to be in the future, even though this is not required by any law. The College expects its members to view such transparency as a privilege that should be respected and not be disclosed to third parties.

2.2.9 Tolerance and Multi-cultural Awareness

The College places high value on involvement in external activities, particularly those promoting tolerance; of the opinions of others and of diversity and multiculturalism.

- a) The College prides itself on its commitment to multiculturalism, diversity and democratic values.
- b) The College accommodates and respects other people's opinions. Disagreements are dealt with by rational debate, giving the opportunity for open discussion and for expressing alternative points of view. Verbal or physical violence or intimidation should not obstruct or halt a rational debate. Criticism of ideas should be differentiated from personal criticism.
- c) The College aims to encourage respect for cultural diversity and to prevent any discrimination which occurs due to cultural differences. Faculty and staff should make it clear that each individual must acknowledge cultural diversity and identity as an enrichment of the community and should make every effort to encourage a respectful College environment. Cultural diversity widens the range of options open to everyone within the College, while multicultural awareness and policies are conducive to the production and dissemination of diverse cultural ideals.

2.2.10 Sustainable Use of Resources

The College considers the proper use and management of resources and continued financial viability as fundamental components upon which the College will continue to exist and prosper. Effective management of resources, avoidance of waste and emphasis on health and safety, are vital to the efficient running of the College.

- a) College members have the responsibility to ensure that the resources required, in order to provide teaching, research and community service, are managed effectively and without harm to the College, the community or the environment.
- b) College property and resources (such as material, financial and computerised resources) should only be used for the legitimate College purposes for which they are intended. Equipment should not be removed from campus, unless

there is a College related need for its use, and only after seeking appropriate permission.

- c) College members should not use the College's computing facilities to access, download, transmit or display material which might be offensive and which is not relevant to their work, study or research.
- d) Occasionally, College resources may be used for private purposes, such as personal phone calls: in such cases, the College member should be sensitive that in doing so they are using College resources and should make an effort that such use is kept to a minimum. The rules governing all use of the College's IT Office and network facilities, whether accessed through the College's property or otherwise, can be found in the Information Technology (IT) Use Policy.
- e) Waste should be avoided and resources should be used efficiently. College property and equipment should be handled with the proper care and should be safely protected against theft and mistreatment.
- f) The most significant resource of the College is its members' skill and time. Effective interpersonal and human resource management skills, and the provision of training and development prospects, improve this resource for the benefit of the individuals concerned, the College in general and the community that the College serves.
- g) When undertaking activities, particularly when the advice or information offered is relied upon by others, College members have a duty to take reasonable care to offer correct guidance and avoid causing harm to anyone.
- h) College administrative procedures must be accurate and up-to-date. Written instructions, clear explanations and demonstrations must be given when training others on the practice of health and safety in the workplace. Hazardous or infectious material used during teaching, researching or assisting in laboratories must be handled and disposed of using appropriate and safe procedures. Such procedures must also be thoroughly demonstrated and explained to students using such materials, while the supervisor must ensure that the correct procedures are implemented properly.
- i) The College is committed to safe and healthy working practices in a safe environment. Consequently, all College members are encouraged to regard accident prevention and working safely as both a collective and individual responsibility.

2.2.11 Continuous Improvements

The Institutional Values and the Code of Practice are subject to periodic revisions, as the organisation's aims and environment are subject to change.

- a) The basic core values and the basic principles of ethical behaviour may not change over time. What are likely to change are the specific types of unethical behaviour.

- b) It is suggested that this Code of Practice be periodically reviewed, so that it is kept up-to-date with new College decisions and regulations.

2.2.12 Code Violations and Enforcement

It was mentioned by way of introduction that the College's Code of Practice is a point of reference and a shared statement of commitment to upholding its Institutional Values. The Code of Practice is intended to guide College staff, faculty and students in identifying and resolving issues of ethical and professional conduct that may arise in their employment and/or studies. The Code refers to general principles rather than detailed prescriptions. It complements, but does not exclude or replace, the rights and obligations of faculty and staff under the College's Internal Regulations or Cypriot or European law.

- a) All College employees – faculty and administrative staff members – must have knowledge of and are expected to comply with the provisions of this Code of Practice, both individually and collectively. When situations arise which are not clearly covered by the College's Internal Regulations, one may use best judgment based on the values of our institution.
- b) The Code of Practice will be used to regulate College members' behaviour. College members may be counselled in accordance with common management strategies if their performance falls below the standards outlined. For example, the inadequate performance of one individual may lead to the inadequate performance of a whole office/department.
- c) Grievance procedures are in place to support College policies. Any concerns regarding the application or breach of the Code in a particular situation should be raised with the official designated to that particular policy. In any other situations, the College member should consult their immediate supervisor or other designated person.
- d) The College is obliged to take effective measures to publicise the rights of College members specified in this Code; the Code should be available at all times in electronic form on the website, and must also be published and distributed in the form of a brochure.
- e) The Ethics Committee is assigned with the overall responsibility for the enforcement, violations and suggested reviews of the Code. Each programme and Administrative Office/Department within the College is responsible for helping to ensure legal and ethical compliance by everyone within its area of responsibility.
- f) The Ethics Committee supports the College and Programme Coordinators in their efforts to ensure that the College adheres to this Code of Practice, its policies and procedures and other applicable laws. Employees may contact the Ethics Committee directly for suspected compliance violations, or any questions or concerns about compliance issues within the College.

In the case where unethical behaviour is a disciplinary offence (as defined in the College's Internal Regulations), such offences are brought to the Disciplinary Committee. This Committee ensures the right of the defendant to defend him/herself and his/her right of appeal. The Disciplinary Committee and the Appeals Committee do not allow or deem necessary any legal representation on behalf of the defendant.

Acknowledgement of Sources: This document has used material from a diverse variety of sources. These include the Draft Constitution for Europe, the UNESCO Bucharest Declaration on Ethical Values and Principles of Higher Education in the Europe Region, The Code of the University of Queensland and the European Code of Good Administrative Behaviour.

2.2.13 Environment, Health and Safety Policy at Intercollege

The College's Environment, Health & Safety Policy outlines the steps that must be followed to ensure compliance with the Health & Safety at Work Law 89(1)/96. The main requirement under the legislation is for the College to ensure so far as is reasonably practicable that all staff members (both administrative and faculty), students and visitors are not exposed to risks affecting their health and safety.

As the employer, Intercollege (EDEX – Educational Excellence Cooperation Limited) carries the ultimate responsibility for Environment, Health and Safety. Nevertheless, the Director of Administration is charged with the detailed day-to-day Environment, Health & Safety arrangements made within the College.

The Health & Safety Policy is regularly monitored to ensure that the objectives outlined inside are achieved. It is reviewed and, if necessary, revised in the light of legislative or organizational changes. Any comments or suggestions regarding the content of the policy are welcome, and should be sent, in writing, to the Director of Administration.

Every employee must cooperate with the College to ensure that it complies with all its statutory duties. The successful implementation of this policy requires total commitment from all employees. Each individual has a legal obligation to take reasonable care for his or her own health and safety, and for the safety of other people who may be affected by his or her actions and/or omissions. All employees are required to familiarise themselves with the contents of the College's Environment, Health & Safety Policy and continue to practice safe and healthy working methods. They should ensure that their colleagues and students do the same.

A copy of the Environment, Health & Safety Policy manual can be obtained from the Administration Office.

2.2.14 Data Protection and Confidentiality

The Data Protection Act of 2001 sets out the principles that should be followed when dealing with information about individuals. The College's practices reflect these data protection principles and restrict the use of such information. The day-to-day workings of the College involve the processing of personal data which may relate to both employees and/or individuals outside the College (e.g. contact details of suppliers, business partners and students).

Personal data includes any information which relates to or identifies an individual. The data protection principles apply to personal data which is either automatically processed (e.g. on a database) or which is held in a structured filing system (e.g. a set of personnel files). There is a sub-category of personal data known as sensitive personal data, which relates to matters such as health, race or ethnic origin, trade union membership and criminal offences. Another form of personal data that the College holds is images recorded on the various CCTV cameras installed across the different campuses.

The College takes steps to keep the personal data it holds accurate and up-to-date. It is each individual's responsibility to inform the HR Department if there are any changes to their personal details. Personnel files and other personal data relating to employees and other individuals are kept for a reasonable time after they have left the College's employment or have stopped dealing with the College.

It may be part of certain employees' job (e.g. as the Director of Academic Affairs) to hold personal data about students, other College employees and/or other individuals. With this in mind, all employees are subject to an implied duty of confidentiality as part of their employment relationship with the College.

The College reserves the right to make some personal data available to its advisers such as lawyers, accountants, etc.; as well as to government and/or regulatory authorities when this is deemed absolutely necessary.

2.3 Management and Operation of the College

2.3.1 Organisational Structure

The outline structure described below represents the model to which Intercollege Nicosia will strive to conform; in cases in which other, more efficient or practicable arrangements prove necessary, the structure may be altered after consultation with the College Council.

The top management structure of the College consists of:

- a) Collective bodies
- b) Advisory Bodies (e.g. boards and councils)
- c) Executives
- d) Committees

Refer to Appendix A for a copy of the College's Organisational Chart clearly outlining the working hierarchy within Intercollege.

2.3.1.1 Collective Bodies

2.3.1.1.1 Board of Governors

- Is responsible for the institution under the laws of the Republic of Cyprus.
- It is the top governing body of the College.
- Is appointed by and represents the interests of the shareholders of EDEX – Educational Excellence Corporation Ltd.

- Manages the institution through the College Council authorising it to act on its behalf.
- Defines broad institutional policies.
- Secures financial resources to adequately support the institutional goals.
- Reviews and approves major financial decisions and performance.
- Confers all degrees by authorising the Executive Director and the Director of Academic Affairs to sign them.
- Appoints the Executive Director and the Directors of the college.
- Meets at least once a year.

2.3.1.1.2 College Council

- Is comprised of the Campus Directors, at least three (3) members appointed by the Board of Governors, three (3) faculty members and three (3) student representatives.
- Advises the College Directors on: the educational programmes and the areas of study; the criteria for admission, advancement and graduation; the internal regulations of the College and any other subject brought to it by the Board of Governors or the College Directors.
- Is chaired by a person appointed by the Board of Governors.
- May form ad hoc or permanent committees to study or coordinate specific topics.

2.3.1.1.3 Directors Council

- Consists of all Directors of the College with the participation of senior officers upon approval by the Executive Director.
- It is the top Executive Body of the College.
- Collects information from all sectors of the College and proceeds to corrective actions in accordance to the strategies that are to be implemented.
- Develops the overall strategic plan of the College.
- Meets at regular intervals to ensure the smooth strategic development of the College.
- Approves and decides upon all executive aspects of the College.
- Works collaboratively to develop key-strategic activities designed to meet the needs of the College.
- Oversees that the College complies with all its legal obligations.
- Forms extended Council meetings, when necessary, to include external members for forming the necessary strategy and proceed to risk assessment evaluations.

As the College's fiduciary, the Directors' Council is responsible for the establishment's long-term viability, overseeing and aligning its strategic direction, educational policy, finances and operations in accordance to the mission of the College.

2.3.1.2 Advisory Bodies

2.3.1.2.1 Faculty Council

- Is an advisory council and functions as a general academic forum.
- It includes full-time representatives of the faculty, who have been elected by full-time and part-time faculty of the College.
- One representative is elected for every five full-time faculty members of the College.
- Elections are conducted during regular College faculty meetings in April of each year. At their first meeting, the Council elects officers for the ensuing year.
- The council holds two regular meetings annually with the general faculty. The Council meets more often as needed.
- Administrators who have taught or have a right to teach and the Librarian may be members of the Council, with a right to vote. However, they may not hold office.
- Policy recommendations sponsored by the Faculty Council must be sanctioned by a majority vote (51%) of the entire full-time faculty in a general session.
- The Council is chaired by a full-time faculty member.

2.3.1.2.2 Alumni Association

- Is autonomously run by the graduates and former students of Intercollege on the basis of their articles of association.
- Provides a vehicle for an organised communication with graduates and former students.

2.3.1.3 Executives

2.3.1.3.1 Executive Director

- Is the chief executive of the College and is in full charge of its activities.
- Is responsible for the operation and development of the College and the implementation of College policies.
- Is accountable to the Board of Governors for administering the policies of the College, subject only to the laws of the Republic, and the College regulations.
- Oversees all external relations and promotes the image and expansion of the College.
- Approves all external promotional communications including pamphlets, brochures, the advertising and/or PR programme.
- Liaises with foreign universities and other organisations.
- Prepares and submits a Plan of Action for the next year as well as an annual Report.
- Oversees and implements the College Operating and Capital Budget.
- Selects, hires and evaluates faculty and staff for the College, and decides on cases related to termination of employment, according to College policy and standards.
- Chairs the Appeals and Administrative Committees.

- Participates in any committee deemed necessary.
- Signs the degrees.
- Is appointed by the Board of Governors.

To assist him/her with carrying out his/her duties and implement his/her objectives, the following offices/departments are established:

Administrative Offices/Departments:

- a) Academic Affairs
- b) Administration
- c) Finance
- d) Admissions
- e) Training and Development Centre
- f) Student Affairs
- g) European Office
- h) Registration Office
- i) Marketing
- j) Human Resources
- k) Quality Assurance Office
- l) Information Technology (IT) Office
- m) Library

2.3.1.3.2 Director of Academic Affairs

- Is in charge of the academic policies of the College.
- Is in charge of the Academic Affairs Office.
- Coordinates College efforts towards achieving academic goals.
- Contributes to College strategic planning and curriculum development.
- Oversees the work of Programme Coordinators and ensures that the delivery of programmes is in accordance with College policy and the provisions of the Law of the Republic of Cyprus.
- Oversees and participates in the processes of faculty selection and appraisal.
- Proposes and implements faculty and student academic regulations.
- Approves textbooks and course syllabi recommended by Programme Coordinators.
- Monitors the quality of instruction.
- Sets the graduation requirements.
- Considers exemptions to academic rules and Regulations.
- Oversees the academic aspects of relations with other institutions of Further and Higher Education.
- Chairs the Academic Committee.
- Chairs the Internal Quality Assurance Committee.
- Maintains records and prepares reports related to the academic activities and processes of the College.
- Undertakes projects that are assigned to him/her by the Executive Director.
- Is appointed by and reports to the Executive Director.

2.3.1.3.3 Director of Administration

- Implements the College's Administrative Policies.¹
- Ensures that the physical facilities and the technical infrastructure of the College are fully operational, properly maintained and secured, according to the provisions of the relevant laws of the Republic of Cyprus.
- Develops, maintains and implements College administrative regulations, policies and procedure.
- Establishes, maintains and initiates procedures, programmes and methodologies to enhance the administrative effectiveness of the College and its compliance with the relevant laws of the Republic of Cyprus.
- Ensures that all College faculty and staff are fully aware of and adhere to College regulations, policies and procedures.
- Oversees, collaboratively with the Executive Director, the hiring of personnel, maintaining personnel records, monitoring and ensuring that personnel policies are up-to-date.
- Develops programmes and strategies to enhance the motivation, development and retention of the human resources of the Institution.
- Ensures that employees receive appropriate training and maintain the skills and knowledge necessary to carry out their duties effectively.
- Oversees performance evaluations and staff development.
- Maintains records and generates reports on the administrative activities of the College.
- Furnishes reports, budgets and statistics to facilitate the strategic policies of the organisation.
- Chairs the Disciplinary committee.
- Undertakes projects assigned to him/her, by the Executive Director.
- Is appointed by and reports to the Executive Director.

2.3.1.3.4 Director of Finance

- Is in charge of the Finance Office of the College.
- Implements approved accounting and financial policies and the financial aid programme.
- Sets accounting standards and manages internal audits.
- Prepares periodic reports.
- Prepares a College operating and capital budget.
- Liaises with the Chief Financial Officer of EDEX.
- Undertakes projects and may be in charge of projects assigned to him/her by the Executive Director.
- Is appointed by and reports to the Executive Director.

2.3.1.3.5 Director of Admissions

- Develops and implements the enrolment and admission process of the College.

¹ The term "administrative policies" refers to policies pertaining to the administrative activities of the College. They include human resource policies, health and safety, administrative procedures, etc.

- Works with the Executive Director and other key officers of the College to meet annual enrolment targets.
- Tracks progress and undertakes activities that support the achievement of these targets.
- Prepares promotional material and designs promotional strategies for the academic programmes of the College.
- Participates in appropriate recruitment and enrolment activities such as College exhibitions, fairs, presentations, training sessions, orientation programmes, career days and other on- and off-campus advertisement activities.
- Works collaboratively with the Executive Director as well as with other key officers of the organisation in the development of the fee structure, scholarships and other related policies of the College.
- Leads, directs and mentors all staff related to the admission and enrolment process.
- Liaises with and oversees the work of overseas agents.
- Ensures that overseas students are supplied with the visas required by the Law of the Republic of Cyprus.
- Furnishes reports, budgets and statistics on student enrolment, progression and retention.
- Undertakes projects assigned to him/her by the Executive Director.
- Is appointed by and reports to the Executive Director.

2.3.1.3.6 Director of Training and Development Centre

- Is responsible for managing the Training & Development Centre of the college.
- Is responsible for drafting and executing the centre's strategy and managing its day to day activities.
- Establishes contacts with the industry and supports the College administration by providing business excellence services and advises.
- Identifies business opportunities and updates the spectrum of services provided by the centre.
- Monitors the implementation of all consultancy services provided to the centre's customers.
- Identifies the training and development needs within the college and develops/suggests suitable programmes, and/or courses to meet these needs and requirements.
- Identifies the training and development needs of the market and develops/suggests suitable programmes, and/or courses to meet these needs and requirements.
- Identifies suitable marketing methods to promote the training and development programme of the college.
- Identifies, selects and manages external consultants/trainers/associates for participation in tenders and/or training and development programmes of the college.
- Trains, leads and motivates an effective Training and Development team to prepare and execute appropriate programmes and/or tenders.

- Liaises with local organisations and authorities to conduct suitable tenders and training programmes, based on the current requirements of the market.
- Liaises with external organisations and overseas institutions to conduct vocational programmes based on the training schedule of the college.
- Is responsible for the development and execution of all vocational programmes conducted within the college.
- Evaluates the training and development programmes, the consultancy services and amends relevant procedures if necessary.
- Prepares and manages the budget of the Training and Development centre.
- Furnishes reports, budgets and statistics to facilitate the strategic policies of the college.
- Is appointed by and reports to the Executive Director.

2.3.1.3.7 Director of Student Affairs

- Supervises all student services including student counselling, accommodation, job placement and sports.
- Maintains relations with and supervises the activities of the Student Union, student societies and the Alumni Association.
- Designs and, once approved, implements an annual student activities plan.
- Designs and, once approved, implements the student orientation programme and a tutorial programme for weak students.
- Organises interviews with prospective employers, a job fair and other activities.
- Performs any other duties assigned to him/her by the Executive Director.
- Is appointed by and reports to the Executive Director.

2.3.1.3.8 Head of European Office

- Identifies the needs for European project development within the organisation and develops suitable partnerships to participate in suitable transnational European projects (the current ERASMUS+ programme and its successor).
- Identifies and selects suitable partners/associates for participation in such transnational European projects.
- Manages the execution, valorisation and dissemination of such European projects.
- Participates in meetings and consortiums conducted within the framework of such European projects.
- Leads, trains and motivates an effective European Projects team to prepare and execute appropriate European projects.
- Furnishes reports, budgets and statistics to facilitate the project development and execution.
- Is appointed by and reports to the Executive Director.

2.3.1.3.9 Registrar

- Is in charge of all student records.
- Implements academic policies.
- Handles student registration and grades.

- Evaluates student records in terms of transferability options.
- Develops and implements a standard admissions process.
- Develops and implements a standard registration process.
- Issues grade reports and transcripts.
- Oversees student Cumulative Grade Point Average (CPA) compliance in terms of probation and ineligibility.
- Maintains student records.
- Prepares the College timetable and the examinations schedule.
- Reports to the Director of Academic Affairs.

2.3.1.3.10 Academic Affairs Officer

- Provides consulting in relation to student requests and abiding to admission
- Provides general administration of the Academic Affairs Office.
- Assists in the administrative development of the curriculum.
- Provides Faculty support in relation to documentation needed.
- Assists in Registration/Accreditation processes.
- Oversees student requests in relation to proper handling of records.
- Oversees the implementation of the student evaluation process.
- Administers and maintains faculty rating procedures.
- Provides Statistical reports in relation to current student status to the Ministry of Education, Sport and Youth (MoE) and/or the Cyprus Agency of Quality Assurance and Accreditation in Higher Education (DI.P.A.E.).
- Oversees the smooth implementation of the faculty manual.
- Assists in the preparation of all documentation that relates to the Ministry of Education and/or DI.P.A.E.
- May be assigned additional duties depending on the development of the College's policies.
- Reports to the Director of Academic Affairs.

2.3.1.3.11 Student Affairs Officer

- Offers pastoral support and/or counselling to the students when needed.
- Offers assistance with student accommodation.
- Helps maintain an effective student work placement programme.
- Encourages and/or promotes student sport involvement.
- Helps supervise the activities of the Student Union, student societies and the Alumni Association.
- Follows and executes the annual student activities plan.
- Helps implement the student orientation programme and a tutorial programme for weak students.
- Informs students of available services and offers preparatory support for job interviews and résumé writing.
- Liaises with students, faculty staff, training centres and governmental authorities.
- Prepares a placement manual and contacts businesses for job openings.
- Reports to the Director of Student Affairs.

2.3.1.3.12 Finance Officer

- Assists with the implementation of the operating and capital budget of the College.
- Implements approved accounting and financial policies.
- Ensures all financial data (i.e. all income and expenditure transactions) is properly recorded and entered into a centralised system.
- Issues invoices for all accounts due and receipts for all payments received.
- Prepares balance sheets.
- Prepares monthly financial statements.
- Maintain financial files and records.
- Reports to the Director of Finance.

2.3.1.3.13 Admissions Officer

- Participates in the organization of the admissions and registration process of the College.
- Administers the enrolment and admission process of the College.
- Participates in appropriate recruitment and enrolment activities such as College exhibitions, fairs, presentations, training sessions, orientation programmes, career days and other on- and off-campus advertisement activities.
- Ensures that overseas students are supplied with the visas required by the Law of the Republic of Cyprus.
- Arranges student interviews and/or portfolio meetings when necessary.
- Provides information related to the various programmes of study offered by the College.
- Liaises with national high schools and overseas agents with the aim of attracting new students.
- Reports to the Director of Admissions.

2.3.1.3.14 Human Resources (HR) Officer

- Assists College Directors to understand and implement company policies and procedures.
- Advises on employment law.
- Develops with College Directors HR planning strategies which consider immediate and long-term staff requirements.
- Coordinates employee recruitment and selection process.
- Oversees inductions for new faculty and staff.
- Maintains employee records.
- Monitors staff performance and attendance activities.
- Plans and/or provides staff training and development to employees to help develop their skills and capabilities.
- Arranges employee services such as welfare support.
- Deals with complaints and grievances.
- Oversees employee social facilities.
- Promotes equality.

- Writes and/or prepares staff handbooks.
- Reports to the Director of Administration.

2.3.1.3.15 Administration Officer

- Organises and supervises the maintenance of an effective administration and filing system.
- Maintains the Internal Regulations Handbooks and staff manuals.
- Is responsible for developing, monitoring and controlling absenteeism/leave.
- Co-ordinates and supervises secretarial staff where necessary for the successful completion of tasks.
- Assists with facilities, premises and office management.
- Manages the issuing and cancellation of security passes to staff and other personnel.
- Manages and orders printing material and other office consumables.
- Promotes Health and Safety at work.
- Reports to the Director of Administration.

2.3.1.3.16 Marketing Officer

- Implements the marketing strategy of the College.
- Works with the Executive Director and other key officers of the College to meet marketing strategic targets.
- Tracks progress and undertakes activities that support the achievement of these targets.
- Prepares promotional material and designs promotional strategies for the academic and vocational activities of the College.
- Oversees the coordination and execution of marketing and recruitment policies.
- Serves as the primary liaison between the College and the Marketing Office of EDEX.
- Participates in appropriate recruitment and enrolment activities such as College exhibitions, fairs, presentations, training sessions, orientation programmes, career days and other on- and off-campus advertisement activities.
- Monitors and updates the college web site and promotes the social media marketing strategy.
- Leads, directs and mentors all staff related to the marketing process.
- Furnishes reports, budgets and statistics on marketing issues.
- Is appointed by and reports to the Executive Director.

2.3.1.3.17 Internal Quality Assurance Officer / Internal Auditor

- Implements and monitors quality assurance standards.
- Follows sampling procedures and directions for recording and reporting quality data.
- Documents internal audits and other quality assurance activities.
- Investigates student complaints and non-conformance issues.
- Collects and compiles statistical quality data.
- Analyses data to identify areas for improvement in the quality system.

- Monitors corrective and preventive actions.
- Prepares reports to provide the outcomes of quality activities to the Internal Quality Assurance Committee (IQAC).
- Support on-site audits conducted by external auditors.
- Evaluate audit findings and implement appropriate corrective actions.
- Monitors risk assessment activities.
- Ensures ongoing compliance with quality standards of the College.
- Reports to the Chair of the IQAC.

2.3.1.3.18 Information Technology (IT) Officer

- Oversees the utilization of the College computer facilities.
- Ensures the safety/maintenance of computer facilities.
- Proposes expansion/replacement of computer facilities.
- Proposes relevant programs for student/faculty use.
- Recommends software programs and other applications for the College.
- Reports to the Director of Administration.

2.3.1.3.19 Librarian

- Develops and implements a standard classification method.
- Develops and implements loan and other policies.
- Assists in increasing library holdings.
- Assists in the development and implementation of a computerised system.
- Arranges for interlibrary loans.
- Recommends data bank services.
- Coordinates audio-visual aids.
- Reports to the Director of Administration.

2.3.1.3.20 Programme Coordinator

Each programme is required to have one (1) coordinator. A Programme Coordinator must be a full-time faculty member and possess the minimum qualifications to teach in that programme. He should preferably not be an administrator and will report to the Director of Academic Affairs.

The duties of a Programme Coordinator include the following:

- Prepares the programme budget requests.
- Prepares the timetable of the courses offered in the programme.
- Is involved with academic administration work.
- Makes recommendations to the Director of Academic Affairs for faculty needs in the programme.
- Participates in the screening of applications and interviews of faculty applicants.
- Provides academic advice to students and provides help to the academic advisors when necessary.
- Deals with day-to-day student enquiries and problems regarding their programme.

- Co-ordinates the preparation of the timetable of the programme in consultation with the Director of Academic Affairs.
- Prepares documents for the Ministry of Education (MoE) in consultation with the Director of Academic Affairs (registration, accreditation and other documents).
- Monitors syllabi, use of recommended books, course syllabi and outlines and examinations and teaching staff arrangements of the programme.
- Considers requests by faculty members for the appointment of teaching assistants.
- Coordinates the acquisition of educational material by the College.
- Monitors uniformity of programme standards and provides quality assurance control.
- Provides leadership in the development of research, faculty development and industry collaboration within the scope of his/her programme of study.
- Organises meetings for planning, coordination and review purposes.
- Assists in the orientation process of new faculty and provides guidance during probation period.
- Submits a list of students expected to graduate.
- Reports to the Director of Academic Affairs.

In cases where applicants do not possess the required qualifications, experience and skills, one of the highest ranked faculties will be appointed as the acting Programme Coordinator.

2.3.1.4 Committees

2.3.1.4.1 Internal Quality Assurance Committee

The role and purpose of the Internal Quality Assurance Committee (IQAC) is to monitor all procedures (academic and administrative), ensure transparency, where deemed necessary revise and introduce new procedures in order to enhance transparency and quality.

The IQAC reserves the right to audit all sectors of the College, form subcommittees and invite external auditors when necessary.

The IQAC is appointed every two (2) years by the Executive Director on the recommendation of the Director's Council.

The IQAC consists of the following, at a minimum:

- The Director of Academic Affairs or other appointed representative (Chair)
- At least three (3) faculty members
- At least one (1) Quality Assurance Officer
- One (1) Administrative representative
- One (1) student elected representative

2.3.1.4.2 Academic Affairs Committee

The Academic Affairs Committee deals with all matters concerning the academic aspects regarding the operation of the College including:

- Academic standards, and the criteria for admissions, advancement and graduation (as per article 29(3a) of the Law 67(I)/96 of the Republic of Cyprus.)
- Considers the introduction and modification of academic programmes.
- Considers the structure and content of academic programmes.
- Specifies course requirements and instructional guidelines.
- Considers all academic policies and regulations.
- Monitors academic standards.
- Considers academic cooperation with other institutions.

The Academic Affairs Committee is chaired by the Director of Academic Affairs and consists of the following:

- All College Programme Coordinators
- The Librarian
- One (1) elected faculty representative
- One (1) elected student representative

2.3.1.4.3 Appeals Committee

The Appeals Committee (AC) hears and decides on grievances of faculty or staff members and students against decisions taken by the College and affecting them and/or disciplinary proceedings or measures taken against faculty, staff or students.

The AC is chaired by the Executive Director and consists of the following:

- One (1) Programme Coordinator
- The Director of Academic Affairs
- The Director of Administration
- One (1) faculty representative (other than the one belonging to the Disciplinary Committee)
- One (1) student representative (other than the one belonging to the Disciplinary Committee)
- One (1) external faculty representative

2.3.1.4.4 Grievance Preliminary Screening Committee

The Grievance Preliminary Screening Committee (GPSC) consists of the following:

- The Director of Administration (Chair)
- The Director of Academic Affairs or other appointed representative
- One (1) faculty representative (other than the one belonging to the Disciplinary Committee)

2.3.1.4.5 Grievance Committee

The Grievance committee consists of the following:

- The Director of Administration (Chair)
- The Director of Academic Affairs or other appointed representative

- The Director of Student Affairs or other appointed representative
- One (1) faculty member
- One (1) student elected representative

2.3.1.4.6 Formal Grievance Committee

The Formal Grievance Committee is comprised by the Grievance Preliminary Screening Committee (GPSC) with the addition of a member from the Student Affairs Office and one (1) student representative. The committee is chaired by the Director of Administration.

2.3.1.4.7 Disciplinary Committees

The various Disciplinary Committees of the College deal with all matters related to discipline within the College (as per article 29(3γ) of the Law 67(I)/96 of the Republic of Cyprus) and examines cases of breach of regulations by students, faculty staff members and administrative staff members.

Disciplinary Committees are chaired by the Director of Administration.

The Disciplinary Committee (DC) overseeing student-related matters consists of:

- The Director of Academic Affairs
- The Director of Student Affairs or the officer in charge of the Student Affairs Office
- The Programme Coordinator whom the case regards
- One (1) elected faculty representative
- One (1) student representative (President or nominee)
- One (1) Faculty Union representative

Disciplinary Committee overseeing faculty-related matters consists of:

- The Director of Academic Affairs
- The Director of Student Affairs or the officer in charge of the Student Affairs Office
- The Programme Coordinator whom the case regards
- One (1) elected faculty representative
- One (1) Internal Auditor
- One (1) Faculty Union representative

Disciplinary Committee overseeing staff-related matters consists of:

- The Director of Academic Affairs
- One (1) Internal Auditor
- One (1) Staff Union representative
- One (1) Administrative Officer or appointed representative

The presence of five (5) members of DC constitutes a quorum if the student representative is present. If not, another meeting is convened half an hour later where the presence of a student representative is not required to form a quorum.

2.3.1.4.8 Administrative Committee (Required?)

The Administrative Committee deals with all aspects related to the smooth functioning of the College (as per article 29(3β) of the Law 67(I)/96 of the Republic of Cyprus).

The Administrative Committee is chaired by the Executive Director and consists of the following:

- The Director of Administration
- The Director of Finance or other appointed representative
- One (1) faculty representative
- One (1) student representative

2.3.1.4.9 Programme Review Committee

Programme Review Committees (PRCs) are formed once per semester and consists of the following:

- The relevant Programme Coordinator (Chair)
- Academic Affairs Office Representative
- Internal Quality Assurance Auditor (IQAA) or other assigned representative
- All relevant faculty members
- Student representatives (1 or 2 from each year)
- Clerk
- An additional Academic Affairs Officer may participate

The aim of the PRC is to provide transparency in terms of academic quality and tackle issues that reflect the smooth delivery of the modules and the programmes (either newly developed or ongoing) in general.

The student representatives are chosen by their peers in order to inform the PRC of any issues and provide feedback.

All meetings are minuted, the action points are noted and send by the IQAA for feedback to the Programme Coordinator for completion prior to the commencement of the next semester. Official minutes are stamped and kept by the IQAA and disseminated to all participating members. The Programme Coordinator is liable to monitor the completion of all actions.

2.3.1.4.10 Programme Evaluation Committee

Programme Evaluation Committees (PECs) are formed once per semester after the completion of the final examinations and are chaired by the Programme Coordinator and all faculty staff members (both full-time (FT) & part-time (PT)).

Scope of the PEC:

- Evaluates the extent to which the programme's aims and objectives are being achieved using instruments and procedures that the Committee considers appropriate.
- Reviews student assessment practices.
- Reviews teaching methods.
- Studies evaluations of faculty and courses by students.

- Studies data on student enrolment, performance and withdrawal.
- Studies the adequacy of human and physical resources, for the delivery of the programme and makes recommendations
- Reviews staff development issues in relation to the content and teaching of the courses.
- Prepares the Annual Programme Evaluation Report (APER).
- Meets at least twice during the academic year after the final examinations of each semester.

2.3.1.4.11 Advisory Committee

The aim of the Advisory Committee is to enhance the link between the industry and academia by providing an insight as to the contemporary needs of the market. The Advisory Committee members are introduced to the programme's syllabus and reserve the right to make suggestions for improvement. This is comprised of at least four (4) members from the industry, the relevant Programme Coordinator and all faculty members of the programme of study concerned

2.3.1.4.12 Faculty Selection Committee

The selection of faculty at Intercollege is carried out by the Faculty Selection Committee (FSC) which recommends to the Executive Director the candidate(s) who, in its view, should be offered employment. The final hiring decision is made by the Executive Director.

The FSC consists of the following:

- The Executive Director or other appointed representative (Chair)
- The Director of Academic Affairs or other appointed representative
- The Programme Coordinator of the programme in which candidates apply to teach or other appointed representative
- At least one (1) but ideally two (2) other faculty members, preferably senior and from the same programme or other appointed representatives
- At least one (1) external member (usually a senior academic from a University) may be invited when:
 - a) the position to be filled is at the level of Assistant Professor; or
 - b) the successful candidate will teach subjects that are not within the broad area of the College faculty's expertise.

2.3.1.4.13 Academic Ranking and Promotion Committee

- a) The Academic Ranking and Promotion Committee (ARPC) will be chaired by the Director of Academic Affairs or, if s/he is absent or unable to chair by his representative, who is appointed by the Executive Director. The Chair is as non-voting member.
- b) Apart from the Chair, the ARPC will be composed of at least three (3) academics that must hold at minimum the rank of Assistant Professor. These academics may be faculty members of Intercollege or of a recognised University. The precise number of the members of the ARPC in each case is decided by the Executive Director.

- c) In all cases, the ARPC must consist of faculty who hold ranks at least equal to the rank they will consider for placement or promotion.

2.3.1.4.14 Faculty Appraisal Committee (Required?)

The Faculty Appraisal Committee (FAC) is an ad hoc committee formed on a biannual basis. The main reason for forming this committee is to help assess the submitted self-assessment reports.

The committee is formed upon invitation of designated faculty members (whether internal or external) that are directly or indirectly related to the field of expertise of the evaluated faculty staff members.

The procedure entails the FAC to call a general meeting to discuss every submitted self-assessment report individually and proceed to compose a general findings report for each evaluated faculty staff member. Each final report is signed by all members of the FAC and is subsequently disseminated to the relevant faculty staff members with a copy kept on record by the Academic Affairs Office.

2.3.1.4.15 Other Committees

Ad Hoc Committees may be formed and summoned to examine specific matters according to necessity.

2.3.1.5 Personnel (Administrative, Secretarial and Other Auxiliary Staff)²

- Senior Officer A'
- Senior Officer
- Officer A'
- Officer
- Technical Support Officer
- Computer Training and Support Officer
- Computer Systems Administrator
- Assistant Officer
- Accounts Assistant
- Head Receptionist
- Receptionist
- Executive Secretary/Personal Assistant
- Senior Secretary
- Secretary A'
- Secretary
- Messenger
- Lab Assistant
- Maintenance Assistant
- Cleaner

² The qualifications and number of personnel allocated to each Office/ Department depends on the range of responsibilities and needs of the Office/Department.

Upon their appointment, new employees are provided with a Job Description which outlines their specific duties. The Job Descriptions of persons holding these posts are based on these Descriptions but not exclusively, as they take into consideration the specificity of the holder's qualifications and experience and the organisational needs of the College.

2.3.2 College Infrastructure

The main academic building for Intercollege Nicosia houses seven (7) modern lecture theatres which can hold an average of 350 students and are equipped with the best in multimedia technology. Built-in PCs, visualizers, Blu-Ray players, Wi-Fi and surround sound ensure educators have everything they need to deliver highly engaging lectures. Wall-mounted whiteboards are also available in all lecture theatres. Although predominantly used for teaching, lecture theatres often accommodate a range of College events.

The College houses Cyprus' most advanced and sophisticated Oil & Gas laboratories, as well as a further total eight (8) state-of-the-art Vocational Education and Training (VET) micro-labs.

The building also accommodates the College's café where students and staff can meet, network, socialise and relax. Intercollege staff and students enjoy a wide variety of excellent food and drink options, both on-campus and at nearby cafes, restaurants and pubs.

The School of Culinary Studies laboratories are accommodated at the University of Nicosia main campus with specially designed kitchens which are generously equipped with the finest, professional equipment and advanced instructional technologies.

The College's library is housed under the University of Nicosia. All Intercollege students and staff have full access to the University's library resources and facilities, as well as the bookstore which supplies the book needs of faculty members and students likewise.

2.3.3 General Rules and Regulations

2.3.3.1 Disciplinary Offences

Definition of Disciplinary Offences:

- Violent, disorderly, threatening or offensive behaviour or language whilst on College premises or engaged in University activity off campus.
- Serious acts of fraud, deceit, deception or dishonesty in relation to the College or its staff or in connection with holding any office in the University or in relation to being a student of the College.
- Serious disruption of or improper interference with the academic, administrative, sporting, social or other activities of the College.
- Any action likely to cause injury or impair safety to oneself or others on College premises.

- The purchasing, ordering or selling goods or services on behalf of the College without prior authority.
- All improper behaviour which brings the College into disrepute.
- Failure to comply with a previously imposed penalty under these or other relevant regulations.
- Cases of academic plagiarism and cheating related to examinations or written work.
- Replication of degrees, diplomas, certificates and in general any College degree or of falsifying student records.
- Theft of College funds or purposeful damage to College property.
- Provocation of disturbance or engaging in improper behaviour in such a way as to inflict damage to buildings, laboratories and other property of the College.
- Offences under Criminal Law when these are immediately related to the College.
- Violations of security provisions of electronic equipment of the College and/or causing malfunction of such equipment.
- Sexual harassment.
- Violations of Internal Regulations and the College Code of Conduct.
- Violations of the College's Student Rules and Regulations outlined in section 2.7.

This list above is for illustrative purposes only and is not a comprehensive statement of disciplinary offences.

Each disciplinary case will be taken in context and consideration will be given to the gravity of the alleged offence. The regulations will be applied in a rational manner.

2.3.3.2 Parking

- Administrative staff, faculty members and students may park their vehicle on campus for free.
- Parking of vehicles is allowed only in designated areas.
- Parking spaces are marked with painted lines on the ground — if there are no painted lines, it is not a parking space. Vehicles may not be parked outside designated areas and/or on curbs.
- It is not permitted for vehicles to occupy more than one designated parking space at a time.
- Disabled spaces will be clearly marked. Vehicles without a valid disabled badge are not permitted to occupy such spaces.
- Motorcycles and mopeds are allowed to park at specially designated motorcycle/moped spaces only. These may not be parked on sidewalks, the entrance-way to any building, or in bicycle racks.

- Bicycles must be parked in the bicycle racks provided. They must not be parked on sidewalks, chained to trees, light poles, fences, benches, disability access ramps, etc.
- Administrative staff, faculty members and students are responsible to bring and use their own locking devices to ensure the secure parking of their bicycles.
- Bicycles are not permitted inside any College building.
- Intercollege assumes no liability for loss of or damage to any vehicles, motorcycles, mopeds, bicycles, etc. or their contents while on College grounds.

2.3.3.3 Smoking

As of 1st January 2010 the College is a smoke-free campus. Smoking is allowed only in outside areas or other specially designated areas. Students, faculty and administrative staff members must use ashtrays to extinguish their cigarettes in order to avoid starting a fire.

2.3.3.4 Typing and Photocopying of Material

If a faculty member wishes the office to have examinations or other material photocopied, the material should be in the Photocopy Centre at least one (1) day in advance of the date needed. Faculty members should make sure that they specify the date and time the material must be ready, the course for which it is required, and the number of copies needed.

As a policy, only brief class notes or other unusual material of reasonable length, not available in the official texts should be copied. Preferably, such material should be typed. Other material, such as material from other books, examination questions, manuals or study guides should be reproduced commercially and paid in advance by the students. Departure from this can only be authorised by the Executive Director.

Faculty members who have taught a course for two (2) semesters at the College are required to collect all material they wish to give to their students in a small volume and give them to the Administrative Officer to be photocopied and bound. The volume will then be given to the College bookshop to sell to the students. When supplementary notes are prepared or used, these should be typed, reproduced and sold to the students. However, such notes are not a substitute for the textbook.

2.3.3.5 Publications

During the year, there are several publications distributed to faculty and students. Faculty members should familiarise themselves with the College Prospectus and other College publications.

2.3.3.6 Document Management

Document Management is the process of electronically capturing and storing documents. Once approved, the documents must be easily accessible to all potential users.

Standardised naming, coding and filing are required for all approved documents. The aim for this is to achieve consistency across the College and improve retrieval efficiency.

The following guidelines should be strictly followed when composing a formal College document:

- Each document should have a clear and unambiguous title as appropriate.
- The text should be clear, precise and accurate. It should be free from colloquialisms, whilst jargon language should be kept to a minimum.
- All documents must be dated indicating when they were last formally approved. This should be clearly indicated on the first page of each document.
- Text is generally formatted using the 'Normal' style and justified. The standard typeface used should be 'Arial' in font size 11pts.
- Indenting is to be used for bullet points.
- Paragraphs should be spaced from one another using the 'Add Space after Paragraph' feature.
- Documents should be page numbered at the bottom of the page using 'Accent Bar 4' style.
- All formal records should bear the Intercollege logo header. Templates for this can be found on the College's network server or the Intranet.
- Electronic folders and files must be concisely named and saved in a logical structure on the College's network drive, as well as on the relevant Intranet pages as appropriate to their usage.
- All documents should be version controlled with the relevant reference coding clearly indicated in the document footer.
- Some records require formal approval in their final form. Where this is the case, the present status of the document should be clarified by marking it with 'DRAFT' or 'FINAL' in the document header.
- Corporate records such as minutes of meetings, reports, etc. must be filed chronologically by academic year. A new folder/file should be started on the College's network drive for each year.
- The official College letterhead paper should be used for all external correspondence.

Standard document templates for course and module specifications and other quality management documents are available on the College's network server or the Intranet.

2.3.4 Marketing

The College's marketing strategy is informed by its strong commitment to 'Excellence in Education', and reflects the College's mission statement and dedication to quality assurance.

The Marketing Officer is responsible for maintaining a consistent corporate image across all promotional material and for ensuring its accuracy, accessibility and timely production. Furthermore, all advertising and marketing materials must be informative, unequivocal and free from stereotyping. The content of such material must be precise, explicit and clear.

The production of all institutional promotional material pertaining to programmes of study is the responsibility of the Marketing Officer in consultation with the relevant Programme Coordinators. No faculty and/or administrative staff member may produce publicity materials, whether electronic or paper-based, without the consent and approval of the Marketing Officer.

Open days, off-campus recruitment events and other promotional and/or informative events are the responsibility of the College's Marketing Office/Department.

Promotional material, in either paper or electronic form, may not be disseminated to the public unless it has been appropriately endorsed by the College's Management. This is also the case for all publicity-focused College organised events.

2.3.5 Administrative Calendar (indicative)

Staff Holidays

October	1 (Republic Day) and 28 ('OXI' Day)
December	23-26 (Christmas Holiday) and 31 (New Year's Eve)
January	1 (New Year's Day) and 6 (Epiphany Day)
Green Monday	Moveable Feast – 6 weeks before Easter
March	25 (Greek Independence Day)
April	1 (Cyprus National Day, otherwise known as 'Struggle for Independence Day')
Easter Holiday	Moveable Feast – From Holy Thursday to Easter Tuesday Inclusive
May	1 (Labour Day)
Kataklysmos Day (otherwise known as the 'Festival of Flood')	Moveable Feast – 50 days after Easter Sunday
August	15 (Assumption Day, otherwise known as 'Our Lady's Day')

N.B.: Three more days will be chosen by each employee in consultation with their Executive Director between 22nd December and 6th January.

In the case of urgent College work, members of the staff may be asked to present themselves for duty at any time.

2.4 Quality Assurance in the College

2.4.1 Aims and Objectives

The overall aim of Intercollege's approach towards Quality Assurance (QA) is to ensure that it is capable of delivering quality education and assessment for programmes validated and accredited by external awarding bodies. In particular, Intercollege strives to:

- Satisfy DI.P.A.E. that the whole range of services offered (both academic and pastoral) is of a suitably high quality.
- Ensure that the standard of teaching and learning is appropriate and their provision meets the requirements of DI.P.A.E.
- Adopt the Quality Management System (QMS) in accordance with the International Standard ISO 9001:2015
- Ensure a commitment to quality assurance and more specifically to the quality enhancement of the student experience.
- Ensure that the College's quality assurance and enhancement policies and procedures are implemented in an efficient and effective manner.

2.4.2 Scope

The College's QA approach contained within this manual applies to all Intercollege employees (both administrative and faculty) and students; and includes compliance to the following policies, procedures, standards and legislation:

- Intercollege Internal Regulations
- Intercollege Code of Practice
- Intercollege Grievance Procedure
- Intercollege Appeals Procedure
- Intercollege Examinations Manual
- Intercollege Health & Safety Policy
- Intercollege Information Technology (IT) Use Policy
- the Institutions of Tertiary Education Laws 1996 to 2013 [Laws 67(i)/1996, 15(i)/1997, 67(i)/1997, 10(i)/1999, 193(i)/2002, 45(i)/2003, 25(i)/2004, 221(i)/2004, 198(i)/2007, 89(i)/2008, 88(i)/2009, 1(i)/2010, 53(i)/2013]
- the Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Law of 2015 [Law 136(I)/2015]
- International Standards on Auditing (ISAs)

The College's adopted policies and procedures are reviewed at least annually and whenever the need arises. Such reviews aim to ensure that the College's policies and procedures continue to be in accordance with the requirements of the relevant accrediting bodies, appropriate for the College's strategy and relevant to the expectations of Intercollege students and staff.

2.4.3 Policy Statement

Intercollege strives to ensure the delivery of continued academic programme quality and excellence that is based on sound exploitation of scientific data and human elements that is formulated into necessary criteria to establish a functional and well documented quality assurance system and procedures with a view to enable continuous improvement through self-evaluation and action planning.

The statement of the College Quality Assurance policy is supported by a clear set of well established procedures which are appropriately outlined in this manual.

Additional policies may be implemented based on the recommendations of the Internal Quality Assurance Committee (IQAC).

2.4.4 Compliance with the Quality Assurance Manual

Intercollege promotes a commitment to compliance with the legal, regulatory and ethical principles that govern the industry, as well as all adopted internal policies and procedures. The College heavily relies on a system of self-regulation and integrated oversight to accomplish its vision and objectives.

This manual is not a substitute for Intercollege Internal Regulations. The two publications are intended to be used in conjunction and where one lacks in information, the other supersedes.

Primary responsibility for compliance with the Quality Assurance Manual (or more commonly known as 'QA Manual') lies with the College's Management. The various sections of the QA Manual state those circumstances where responsibility lies elsewhere.

The IQAC has responsibility for interpreting the QA Manual and therefore for determining whether the action(s) of an individual and/or office/department is in accordance with the provisions laid out in the QA Manual. Compliance with the QA Manual is checked by the Internal Auditors (IAs) and reviewed by the IQAC.

If an action is outside the provisions of the QA Manual, the Lead Internal Auditor (LIA) will arrange for this to be considered on behalf of the IQAC. All members of the Intercollege community seeking advice on a particular section of the QA Manual should contact the College's LIA. The current LIA at Intercollege is Sotia Paphiti and can be reached at paphiti.s@intercollege.ac.cy or on +357 22842579.

It is each Programme Coordinator's responsibility to keep his/her programme's practice under review and in line with the QA Manual. The Programme Coordinator may delegate his/her responsibilities but where this is the case it should be formally documented and appropriate protocols established. The Programme Coordinator always maintains the responsibility to exercise a general monitoring function to ensure that the policies and procedures set out in the QA Manual are being properly followed and executed.

2.4.5 Version Control

The ongoing developments of documents within the QA Manual mean that any printed copy might become out of date very quickly. It is every user's responsibility to ensure that they are referencing the latest version when using it.

A hard copy of the QA Manual may be obtained from the Academic Affairs Office on demand.

When a change and/or update takes place, an announcement will be displayed on notice boards across the campus and posts will be published on the College's web portal to notify students and employees of all amendments and/or revisions made.

2.4.6 Management Commitment

The College's Management is committed to:

- Ensuring compliance with regulatory and legal requirements.
- Creating and maintaining awareness of the importance of adhering to internal regulations, policies and procedures.
- Meeting both national and international quality standards.
- Promoting regular and periodic reviews.
- Ensuring the availability of relevant resources.
- Pursuing continuous improvement.
- Ensuring that adopted policies and procedures are appropriately and effectively communicated, understood and implemented throughout the College.

2.4.7 The College's Internal Quality Assurance Team

The IQAC and the IAs are the only official qualified College entities that reserve the right to carry out inspections and create mechanisms with a view of ensuring and continuously upgrading the quality and transparency within the College. They reserve the right to monitor all sectors of the College and carry out continuous checks to confirm that internal standards and regulatory legislation are being followed.

2.4.7.1 The Internal Quality Assurance Committee

The role and purpose of the IQAC is to monitor all procedures (both academic and administrative), ensure transparency, revise where deemed necessary and introduce new procedures in order to enhance transparency and quality. The IQAC reserves the right to audit all sectors of the College, form subcommittees and invite external auditors.

The IQAC coordinates the preparation and submission of special self-assessment reports submitted to DI.P.A.E for external audit purposes, as well as general assessment reports concerning the College including quality indicators.

The IQAC meetings take place at regular intervals. The decisions made during the meetings are binding and concern the continuous enhancement of quality with respect to the services offered by the College. All decisions are taken with the view of directing all College processes towards quality betterment.

When necessary, the IQAC reserves the right to designate ad-hoc subcommittees to handle any necessary procedures and/or reach the appropriate conclusions regarding the functionality and compliance of the different College sections.

The College's IQAC is authorized to direct a broad but comprehensive programme of internal auditing within the College. It is authorized to:

- Have full and free access to all sections of the College.
- Have unrestricted access to all student and personnel data, records, functions, property, etc. All sensitive material provided to the IAs will be handled in the same prudent and confidential manner as by those individuals normally accountable for them.
- Allocate resources, set frequencies, select subjects, determine scopes of work and apply the techniques required to accomplish their audit objectives.
- Obtain the necessary assistance from the appropriate personnel (whether administrative or faculty).
- Develop a flexible Annual Internal Audit Plan using appropriate risk-based methodology and submit the plan to the Management for review and approval, as well as periodic updates.
- Perform consulting and advisory services related to internal controls, risk management, compliance, and governance processes as appropriate for the College.
- Keep the Management informed of emerging trends and successful practices in internal auditing.
- Issue periodic reports to the Management summarising results of audit activities.
- Evaluate and assess significant new or changing services, processes, operations, control processes, standards, etc. coincidental to their development, implementation and/or expansion.
- Ensure adequate internal controls exist.

The IQAC has an appointed LIA who coordinates a team of two (2) or three (3) IAs. The LIA is responsible for organizing and maintaining an annual audit plan. The IQAC expects to be duly informed of the various audit results and the calculated rates of compliance and/or non-compliance.

All programmes of study are monitored through completion of annual reports and organised biannual meetings during which members of the IQAC are present.

The IQAC is appointed every two (2) years by the Executive Director on the recommendation of the Directors' Council and consists at a minimum of the following:

- The Director of Academic Affairs or other appointed representative (Chair)
- At least three (3) faculty members
- At least one (1) QA Officer
- One (1) Administrative representative
- One (1) student elected representative

This composition is in line with the relevant regulatory framework as set by DI.P.A.E. Although the Executive Director of the College reserves the right to change the

structure of the IQAC to ensure its continuous upgrading, the above composure must always be followed.

2.4.7.2 Internal Quality Assurance Auditor / Internal Auditor

An Internal Auditor (IA) works to monitor and evaluate how well risks are being managed, the College is being governed and internal processes are working. They also provide a consulting service advising management on how to improve systems and processes.

The scope and nature of audits can vary significantly but the main priority of the IA's work is to make sure any issues that affect the survival and prosperity of the College are dealt with. They consider a wide spectrum of factors from simple day-to-day operation tasks to financial, but also other factors such as reputation, growth, environmental impact, treatment of employees and ethics.

The composure of the IQAC allows for one (1) LIA who is responsible for planning the audit and may seek specialized assistance from appointed IQAC team members in fulfilling this responsibility. IQAC members may take on the role of IAs to assist the LIA with the audit planning and execution but should comply with the relevant requirements set out in this standard when doing so. Normally the LIA coordinates a team of two (2) or three (3) IAs.

For the purposes of this manual the terms LIA and IA will be used interchangeably at times.

An IA needs to be able to fulfil certain criteria by demonstrating the following characteristics and/or skills:

- The ability to use own initiative
- Analytical thinking and attention to details
- The ability to work effectively individually and as part of a team
- Strong ethical standards and high levels of integrity
- The ability to think objectively and demonstrate sound judgment
- Strong interpersonal communication and facilitation skills
- Resilience under pressure
- Good organization skills
- Flexible thinking and the ability to adapt to change
- Leadership skills that will enable them to organize and direct audit team members
- Ability to prevent and/or resolve conflicts
- Capacity to lead auditing team in reaching conclusions
- Knowledge of audit principles, procedures and techniques
- Experience in planning audits
- Quality management system experience
- Organizational understanding
- Possess expertise skills that will enable them to coach "auditors-in-training"

The IA has the following main responsibilities:

- Implements and monitors quality assurance standards.

- Implements the Annual Internal Audit Plan as approved including when applicable any special investigations and/or tasks requested by the Management.
- Follows sampling procedures and directions for recording and reporting quality data.
- Documents internal audits and other quality assurance activities.
- Investigates student complaints and non-conformance issues.
- Collects and compiles statistical quality data.
- Analyses data to identify areas for improvement in the quality system.
- Monitors corrective and preventive actions.
- Prepares reports to provide the outcomes of quality activities to the IQAC.
- Supports on-site audits conducted by external auditors.
- Evaluates audit findings and implements appropriate corrective actions.
- Monitors risk assessment activities.
- Ensures ongoing compliance with quality standards of the College.
- Evaluates the adequacy of actions taken by the IQAC and Management to correct reported non-conformances and/or deficiencies.
- Reports to the Chair of the IQAC.

2.4.8 Accreditation

Accreditation is a process in which the proficiency and credibility of an institution is determined by peer review. Higher Education institutions are legally required to have the programmes, services and operations they offer evaluated by an external body to determine if applicable standards are met. If standards are met and an appropriate quality assurance process has been established, accredited status is obtained.

There are currently two types of accreditation:

- Institutional Accreditation: This is when an entire institution is accredited by a regional or national accreditation body. The accreditation process automatically bestows a high level of credibility to the organization as a whole.
- Programme Accreditation: This is when individual programmes within an institution are accredited. The relevant accrediting body will review a variety of determining factors including faculty, curriculum, students, resources, administrative structures, infrastructure, etc. One of the main concerns is to enhance the student experience and ensure that all students receive the same standard of supervision, advisement, support and access to relevant programme resources.

The Management is currently in the process of reviewing the College's quality assurance internally in an effort to identify any existing deficiencies in the institution's day-to-day services and operations. With the college's established motto 'Excellence in Education' always in mind, the goal is for Intercollege to obtain institutional accreditation by 2020.

Although Intercollege may not yet be institutionally accredited, it currently offers twenty-three (23) programmes of which fourteen (14) are already accredited and the

remaining nine (9) are in the process of being accredited with the relevant applications having already been submitted to DI.P.A.E.

2.4.9 Policy Development System

Intercollege sets forth clear guidelines for acceptable policies and leaves the responsibility of developing and refining the policy with the responsible party and the responsible designated College staff member.

Although Intercollege does not follow a strict single uniform policy development system, there are common themes that pervade through each policy development process that takes place. These are:

- All processes require multiple levels of review by committees and/or other designated officials. Policy development processes commonly require policy developers to gain approval from an institution executive before proceeding to later stages of review by committees or other designated officials. The final approval decision is made by the Executive Director of Intercollege unless otherwise specified
- The policy developer is generally responsible for ensuring that the policy proposal meets institution and legislative standards, but the IQAC may provide assistance on request by coaching, editing and facilitating communication between facilitating communications between policy stakeholders.
- Policy developers are expected to submit proposed policies using a standard template. This ensures consistency among all College policies. Further information on this can be obtained from the Director of Academic Affairs.

While shepherding proposed policies through the approval process and ensuring that policies meet College and legislative standards is largely the responsibility of the party that proposes the policy, a number of other parties may be closely involved in the policy process. These may include the IQAC, the IA and/or LIA, senior officials or other designated staff members.

As a general guideline, the following steps should be considered and followed:

- Proposal
- Development and drafting of policy
- First review
- Adjustments and/or improvements to the first draft
- Final review
- Approval
- Dissemination and/or promulgation
- Maintenance

2.4.10 Risk Management

Risk management is a systematic approach to maximise the prospects of ongoing success by identifying, analysing evaluating and treating threats accordingly.

The College's risk assessment system is designed to understand, prioritise and develop appropriate action plans for avoiding potential risks and their consequences that may or may not affect the efficient running of the day-to-day College operations.

Refer to section 3.12.11 on Risk Assessment for further information.

2.4.11 Monitoring

The IQAC provides sufficient mechanisms in monitoring and preserving all compliance to regulations and policies set for the College. Monitoring extends to all faculty development issues and encompasses continued upgrading of all regulations. The monitoring process provides the IQAC with prompt feedback in order to provide corrections, enhancements or establish additional set of policies where needed.

2.4.11.1 Auditing

An audit is a systematic, independent and documented process for obtaining evidence and/or data to help determine whether the Quality Management System (QMS):

- a) Conforms to the College's standards, policies and objectives
- b) Conforms with regulatory requirements
- c) Is effectively implemented and maintained

The audit programme shall be planned taking into consideration the status and importance of the processes and areas of the College to be audited, as well as the results of previous audits. The audit criteria, scope, frequency and methods shall be defined by the IQAC. The selection of the auditors and conduct of audits shall ensure objectivity and impartiality of the audit process. Auditors shall not audit their own work.

The objective of the LIA is to plan the audit so that the audit is conducted effectively. The LIA is responsible for planning the audit and may seek specialized assistance from appointed IQAC team members in fulfilling this responsibility. IQAC members may take on the role of IAs to assist the LIA with audit planning and execution but should comply with the relevant requirements set out in this standard when doing so.

The LIA should properly plan the audit. Planning the audit includes establishing the overall audit strategy and developing a plan, which may also include risk assessment procedures. Planning is not a discrete phase of an audit but, rather, a continual and iterative process that might begin shortly after (or in connection with) the completion of the previous audit and continues until the completion of the current audit. The LIA may contact the previous auditor(s) and verify any pending unresolved issues or receive specialized information.

The primary focus of internal auditing is to ensure the quality of performance by the various operations running within the College and the overall adequacy and effectiveness of the College's system and internal controls. An effective quality system needs to be able to anticipate, identify and eliminate potential problems promptly and avert them from repeating themselves.

Refer to section 3.12 on Audit Policy for further information.

2.4.11.2 Non-conformance

Non-conformance occurs when a deviation from the standard is observed by one's own documentation or by that of a third party. Such deviations may occur when an individual, a service, a process or a system does not fulfil what is required by a specification, a requirement, a standard, or an expectation as defined by the Internal Regulations of the College, relevant regulatory bodies, or the students themselves.

For the purposes of the College's quality policy, all non-conformities (whether minor, major or critical) will be treated the same. Non-conformities are important as they can be an indicator of how successful and effective the quality system is in terms of standard compliance. In brief the more conformances observed, the less compliant the organization is and vice-versa.

Non-conformities can be identified either through an audit procedure (whether internal or external; formal or informal) or complaints. These are documented and reported through an audit report.

The correct procedure requires that the extent of the problem is assessed and its effects contained. The responsible individual decides on what immediate action ('corrective actions') will be taken to correct the problem ('damage control') and whether further preventive action is necessary to ensure this does not occur again in the future.

In order to identify conditions which have or may have a detrimental effect on quality, adequate monitoring and controls must be in place. Preventive actions focus on identifying negative trends and addressing them before they become a problem.

Refer to section 3.13 on Non-conformance Policy for more information.

2.5 Faculty Staff Rules and Regulations

2.5.1 Employment Process

The faculty selection process entails the following stages:

2.5.1.1 Job Vacancies, Advertisement and Candidate Selection

Programme Coordinators identify faculty needs within their programmes and make recommendations to the Executive Director, who is responsible for advertising job vacancies locally and/or abroad. The Faculty Selection Committee (FSC) is responsible for screening applications that have been sent as a response to such advertisements. Any other applications on file may also be considered by the FSC.

- **Screening of Applications and Shorting**

When applications for a particular vacancy are sent to the Executive Director, he/she distributes copies of the applications to the other members of the FSC. The FSC considers all applications and prepares a shortlist of candidates to be further considered. During this stage, the academic and professional backgrounds of the candidates are examined and evaluated. Special

consideration is given to the qualifications of the candidates, their teaching experience, their research work and publications, and finally, to any relevant industrial experience. Candidates should have the qualifications specified by law (currently at least a level higher than the programme they will teach in). Preference is normally given to candidates with doctorates.

- Preliminary Interviews

Unless the FSC decides otherwise, preliminary interviews will be conducted by the Executive Director and/or the Director of Academic Affairs and/or the College Programme Coordinator. During the interview an initial assessment of the candidate's personality and potential, is made (i.e. As regards to his/her expected contribution to the teaching and research work of the college). The candidate is also given the opportunity to ask questions about the College, the programme in which he/she is expected to teach, the post for which he/she applied and he/she is provided with information about the faculty's terms of employment. The opportunity is given to the candidate to express the reasons why he/she is applying for the job, what he/she expects from the specific job and how he/she will contribute to the programme and the College in general. Candidates whose performance at the preliminary interviews is deemed satisfactory are invited to the next stage i.e. the Presentation.

- Presentation

The presentations are organised by the Chair of the FSC. Intercollege attaches great value to the teaching skills of the faculty. Furthermore, it is the College's view that a person with brilliant academic qualifications does not necessarily make an excellent teacher. Thus, candidates who wish to join the College's faculty are usually required to teach a subject with which they feel comfortable, in the presence of the presentation panel, (an audience consisting of the FSC and some additional faculty from the programme in which the candidate is expected to teach; these faculty are invited by the Chair of the FSC). The presentation is considered an important part of the selection process and all applicants go through this process. Although the presentation lasts for twenty (20) to twenty-five (25) minutes, candidates may be asked to conduct a fifty (50) minute lecture, which is the normal duration of each lesson.

During the presentation, candidates are expected to behave as if they were in a real class situation and to treat the members of the presentation panel as if they were genuine students; this assumption is very crucial to the success of this exercise. The College recognises that the classroom atmosphere will be different from that of a class of real students but it nevertheless believes that the presentation will supply supporting evidence for the candidate's suitability as a lecturer. Because it acknowledges the classroom situation is atypical, the evaluation of the presentation panel will seriously take into consideration, when evaluating the candidate, the fact that he/she may feel nervous and somewhat uncomfortable with this exercise.

During the presentation the members of the presentation panel fill in a Class Presentation Form which rates the candidate in terms of various teaching and academic qualities. Each panel member presents his/her comments on the form and makes a recommendation.

Immediately after the presentation the panel members are given the opportunity to question candidates about their presentation and CVs. Following this, the FSC to decide whether to recommend the hiring of a candidate.

Note:

A presentation may not be part of the selection process. For example, consider the following cases:

- When the candidate has over five years of teaching experience.
- When the candidate will teach certain highly specialised courses (e.g. Physical Education, Art, Music, etc.).
- When a post has to be filled quickly (e.g. because a faculty member resigned during the semester).

2.5.1.2 Guidelines for Assessing a Candidate's Presentation

The lecture

The lecture must be well organised and with a clear focus. The objectives of the lecture must be explicitly made and should be achievable within the time period of a fifty (50) minute class. Candidates are expected to demonstrate their ability to maintain a balance between the material they plan to cover and the questions they will address.

The style

The College acknowledges that each lecturer has his/her own teaching style. It is nevertheless expected that the right combination of pitch, movement within the classroom, use of audio-visual aids, discussions with students, hand-outs and/or exercises given, will generate and sustain an atmosphere conducive to learning and will arouse and preserve the attention of the class.

The medium of instruction

Lecturers are expected to have a very good command of the English language (Greek for those applying to join the Pre-primary Education programme) and to speak fluently and clearly.

2.5.1.3 Final Interview

It is the responsibility of the Executive Director to communicate with the successful candidate(s), make an offer, negotiate the details of the offer and prepare and sign the faculty contract. It is also the responsibility of the Chair of the FSC to let the unsuccessful candidates know about the results of their interviews.

Candidates who are offered a position are given a Contract of Employment to sign. Before, or at the signing of the Contract, the new faculty member must complete the form Υ.Π.Π. Τριτ. Εκπ. 2 and produce all documents mentioned in this form. The form is available at <http://www.highereducation.ac.cy/gr/entypa/entypo5.pdf>.

If the FSC is dissatisfied with all of the candidates, no offer is made and the job is re-advertised.

2.5.2 Faculty Selection Committee

The selection of faculty at Intercollege is carried out by the Faculty Selection Committee (FSC) which recommends to the Executive Director the candidate(s) who, in its view, should be offered employment. The final hiring decision is made by the Executive Director.

The FSC is composed of:

- The Executive Director or other appointed representative (Chair)
- The Director of Academic Affairs or other appointed representative
- The Programme Coordinator of the programme in which candidates apply to teach or other appointed representative
- At least one (1) but ideally two (2) other faculty members, preferably senior and from the same programme or other appointed representatives
- At least one (1) external member (usually a senior academic from a University) may be invited when:
 - a) the position to be filled is at the level of Assistant Professor; or
 - b) the successful candidate will teach subjects that are not within the broad area of the College faculty's expertise

2.5.3 Probation and tenure

A faculty member is hired by the College on an annual basis for a probation period during which he/she is evaluated by the College for determining whether he/she suits the College's needs and standards. Such employment may be terminated at any time at the sole discretion of the College and according to the provisions of the relevant laws of the Republic of Cyprus.

Faculty members who have completed four (4) years of employment at the College and their performance has been considered satisfactory may be offered permanent employment. If the College is uncertain as to the suitability of the faculty member it may offer the latter an annual contract.

A faculty member who is permanent cannot be discharged from the college except for inadequate performance or disciplinary reasons. (Inadequate performance will be determined according to objective criteria, clearly stated and known by the faculty; according to evaluations carried out. Disciplinary reasons relate to behaviour which violates ethical and/or professional regulations of the College (e.g. sexual harassment) or laws of the Cyprus Republic; the decision to be based on the recommendations made by the Disciplinary/Ethical Committee.)

In certain cases faculty may be hired under special terms and conditions.

If a faculty member must be made redundant or laid off due to extreme and unforeseen circumstances, he/she will be compensated according to the provisions of the Law of Redundancy of the Republic of Cyprus.

2.5.4 General Terms of Employment

All faculty members in the service of the college are required to arrive on time and be prepared for each class, to teach the number of hours as specified by the contract, to abide by the college regulations regarding the official registration of students in his/her classes, to keep attendance and academic records, and to submit grades and academic reports as requested by the Executive Director, the Director of Academic Affairs, or the Director of Administration, Programme Coordinators/Directors or their assistants, in a timely manner.

All faculty members are expected to adhere to the published schedule indicating the day, time and room of their classes, unless they have made prior arrangements for change with the Director of Academic Affairs. Finally, all faculty members are expected to inform the college administration if they are not able to attend a class as scheduled and to make arrangements for substitute lecturers.

Both full-time and part-time lecturers may be paid for designing a make-up examination, if such an examination is requested by the student and approved and scheduled by the college administration. Faculty members are paid an agreed amount per Make-up Exam session no matter how many students take it.

2.5.5 Faculty Induction Handbook

The Faculty Induction Handbook is a short guide for all new faculty members (both full-time and part-time) that aims to provide general information about the various College policies and practices in regards to examinations, deadlines, PRCs, PECs, reporting, Intranet training, peer reviews, general faculty obligations, internal training options, etc.

The policies outlined in the Faculty Induction Handbook constitute an integral part of the employment requirements between all members of the Faculty (full-time, part-time, special agreements, etc.) and must be read in conjunction with their individual contracts.

The relevant College policies are updated regularly and all parties concerned must ensure that they are familiar with the latest updates, and that the latest version of these regulations is always followed and applied.

The Faculty Induction Handbook is audited each year by the IQAC in order to be maintained in an updated format. The final approved copy is stamped by the IQAC and send to the Programme Coordinator for dissemination.

A hard copy of the Faculty Induction Handbook may be obtained from the Academic Affairs Office on demand.

2.5.6 Duties and Responsibilities

2.5.6.1 Course Outline

Every lecturer must prepare a course outline for the course they are teaching and distribute it to the students. Two (2) copies of the course outline are to be submitted to

the Academic Affairs Office for approval through the Programme Coordinator no later than the second week of the semester.

The content of the course outline must be in accordance with the approved course syllabus and coordinated with other courses and/or sections belonging to the same programme of study. Thus, consultations with the Programme Coordinator are essential. However, a course outline may be organised along the following lines:

- Course Number and Name
- Major Course Objectives
- Learning Outcomes
- Course Content
- Teaching Methods (Lecture, Readings, Presentations, etc.)
- Study Requirements for the Course
- A Detailed Schedule of Course Work and Readings for each class session
- Scheduling of mid-term and other tests
- Method of grading
- Office hours for individual counselling

The course outlines, apart from broadly outlining the material to be covered, are essential for administrative, accreditation and transfer purposes.

2.5.6.2 Textbooks

Textbooks are chosen by the Programme Coordinators in consultation with the Director of Academic Affairs.

Lecturers must use the assigned textbook. They may supplement it with additional material where needed, but such supplements should not be a substitute for the textbook.

Substitutions with more recent or improved publications may be done after consultation with the Programme Coordinator.

2.5.6.3 Class, Schedule and Room Assignments

The time and location of all classes are assigned on a master plan. Changes in a class meeting time or place should not be made without the approval of the Director of Academic Affairs.

Lecturers are expected to hold class the full periods for which each class session is scheduled. However, breaks of ten (10) minutes must be given if the total class period is over ninety (90) minutes. A normal break should be after fifty (50) minutes or evenly.

2.5.6.4 Normal Time Schedule

The normal time schedule is composed of 50-minute periods and faculty staff is expected to follow closely their assigned schedule.

2.5.6.5 First Class Meeting

The first impression a lecturer makes on his or her students is very important. They will not only “size up” the lecturer but their attitudes toward the class and the College may well be affected for some time by this first appearance.

The following checklist covers the preparation and conduct of the first meeting:

- 1) Class should be started on time.
- 2) The latest class list must be checked so that everyone present belongs in this class. Any student whose name does not appear on the official class list should be sent to the Academic Affairs Office. Alternatively, during the two (2) week Add-and-Drop period, students may show their Class Admission Slip Refer to section 2.6.6.7.1 for further information.
- 3) If there is a prerequisite course, a check should be made to be sure that each student has completed it.
- 4) The instructor should get acquainted with the class by introducing himself or herself.
- 5) The course syllabus or course outline should be distributed and explained.
- 6) The instructor should indicate the objectives of the course and what will be expected during the semester and how it should be done.
- 7) Introduction to the subject should be done in a skilful and interesting manner.
- 8) Lecturers are expected to hold the class for the full time.

2.5.6.6 Appraisal by Students

A student questionnaire is administered in each class toward the end of the semester but before the final examination. The questionnaire gives the students the opportunity to evaluate both the instructor and the course on a number of items. The overall grade of the student appraisal for each course should be equal to or greater than 3 (appraisal grading is set from 1-5).

Responses will be given to the lecturer concerned. Any questions regarding these questionnaires should be discussed with the Executive Director, the Director of Academic Affairs and the Programme Coordinator.

2.5.6.7 Student Attendance and Withdrawal

2.5.6.7.1 Admission to Class

On the first day of class, each lecturer will be provided with a class list of the students enrolled in his or her class. The instructor/lecturer should ask students who attend the class but do not appear on the class list to report to the Academic Affairs Office. No student who does not appear on the class list should be allowed in a class without a Class Admission Slip. A copy of this can be obtained from the Academic Affairs Office.

The final class list will be furnished shortly after the end of the add-and-drop period. Subsequent changes in enrolment will be made by written notification or an updated list from the Academic Affairs Office.

Lecturers must ensure that students who have not registered do not attend class.

2.5.6.7.2 Attendance Regulations

Intercollege believes that faculty can and do make a significant contribution to the development of students. For this reason, a student who is not consistent in his class attendance is missing a major part of his educational experience.

Students are expected to attend classes regularly. Individual instructors set the specific guidelines for attendance and penalties for excessive absences. Failure to attend class may result in administrative withdrawal from the class. Absences for medical reasons or other serious reasons may be excused if the student contacts the lecturer before or during the period of absence and produces a doctor's certificate or other documentary evidence on return to class.

2.5.6.7.3 Attendance Records

Lecturers are advised to keep attendance records and promptly notify the Academic Affairs Office when a student has excessive absences. Absences exceeding twenty percent (20%) are normally considered to be excessive. International students who do not show up for two successive weeks should be reported immediately. As the College is accountable to the authorities of the Republic of Cyprus for their attendance.

2.5.6.7.4 Student Withdrawal

Students will be entitled to withdraw from a course until the last day of classes. After that deadline, students who have not withdrawn must take the final exam. Failure to do so will earn the student a grade "F".

Student withdrawal from the College or any course he/she is registered must be made in writing to the Academic Affairs Office.

2.5.6.7.5 Administrative Withdrawal

A lecturer is allowed to withdraw a student from class (i.e. give the student a "W") for either failing to complete the coursework or having excessive absences. Absences above 20% are usually considered as excessive. Therefore, it is essential that faculty members clearly state their attendance and withdrawal policy in the course outline distributed to all students at the beginning of the semester.

In cases of individual merit or extenuating circumstances, two (2) appeals are possible:

- 1) The instructor/lecturer may appeal to the Executive Director to reinstate the student.
- 2) The student may appeal to the Executive Director to be reinstated. If the instructor/lecturer approves, the student may be reinstated.

2.5.6.8 Examinations and Grades

2.5.6.8.1 Purpose of Examinations

The primary purpose of examinations and tests is to check the student's progress, but they need not constitute the sole means of grading.

All examinations should focus on the course material that has received most emphasis. It is permissible to use short quizzes to force students to study regularly. However, the major examinations must be announced at least a week in advance.

Examinations should be promptly graded and the corrections should be clear and fair. Graded student scripts should be returned two (2) weeks after the exam at the latest and students may discuss the tests with their lecturer.

2.5.6.8.2 Examination Schedule

Finals and mid-term tests should be scheduled in the course outline. Occasionally, examinations may be given at other times in order to allow more time or to have several sections tested together.

2.5.6.8.3 Examinations and Grading Policy

The level of exams must reflect a satisfactory level of competence. They must also be fair and must discriminate between those who know and those who do not know the material. Take-home exams are not allowed. Open-book examinations may be used with caution when appropriate. Multiple-choice exams must be properly validated before use. It is preferable for one to use ready-made multiple choice questions.

All semester grades must be submitted to the Academic Affairs Office at the end of each semester. For purposes of consistency, all grades are then reviewed by the faculty member and the Programme Coordinator. Generally, very low or very high grades as well as grades that do not discriminate enough will be rejected. In no case, will a faculty member announce grades to the student.

Grade changes will be permitted only if the faculty member made a mistake (this should not happen anyway) or in very compelling circumstances. In any case, all grade changes require the prior approval of the Programme Coordinator and the Director of Academic Affairs, as well as that of the Executive Director.

Students may improve their grade by retaking the course. In such a case, only the higher grade will be recorded.

In exceptional cases, such as when a student may graduate, if a grade is improved and that course is not offered, a student may be allowed to improve his grade by retaking a test or doing additional work. This can only be done with the approval of the relevant faculty member, the Programme Coordinator, the Director of Academic Affairs and the Executive Director.

2.5.6.8.4 Examination Questions

An examination questions (whether mid-term or final) must be handed to the Academic Affairs office to keep. Multiple choice questions cannot be made available to students, but should be used for building up a Test Bank for possible future use.

Grading

The policy with respect to examinations and grading is:

- 1) For a semester course, there should be one (1) final examination and at least one (1) other test.
- 2) Homework, a term paper or a project may be used as appropriate.
- 3) The following are guidelines for the percentage of a student's grade:

Final Examinations	30-50%
Hour Tests	15-30% each
Term Papers or Projects	15-30%
Mid-term	30-40%
Homework	0-20%
Quizzes	0-10%
Class Attendance & Participation	0-10%

Numerical grades can be given for all exams and homework. However, the final course grade at the end of the semester must be given as a letter as follows:

Letter Grade	Corresponding to	Numerical Grade
A	Excellent	93+
A-		90-92
B+		87-89
B	Very Good	83-86
B-		80-82
C+		77-79
C	Good	73-76
C-		70-72
D+		67-69
D	Poor but Acceptable	63-66
D-		60-62
F	Failure	-59
P	Pass (for Pass/Fail courses only)	-
AU	Audit	-

I	Incomplete	–
W	Withdrawal	–
DE	Deferred (grades delayed)	–

- The grade of “P” (Pass) (awarded for credit by examination papers, for practical courses that are not examined by a written final exam and for practicum work) is not used in computing a student’s Grade Point Average (GPA) or Cumulative Grade Point Average (CPA), but the credits earned are included in the earned hours.
- Incomplete work (grade “I”) must be made up in one (1) month after the end of the semester or else the faculty member will record zero (0) marks in that particular exam or area of work.
- A “W” is given for a course from which the student withdrew (WS) or was administratively withdrawn (WA).
- “W”s & “F”s will be shown on final reports but only “F”s will appear on official transcripts.
- A grade may be deferred (DE) when the lecturer concerned has certain doubts regarding the student’s work or if the work to be completed will be submitted after a period of one (1) month.

Notes:

- 1) There may be variations in grading for certain external examinations. However, the above guidelines apply for internal purposes and for any other programmes that may be decided upon by the Administration.
- 2) If a lecturer teaches a multi-section course or if more than one lecturer teaches different sections of the same course, all assignments and examinations must be coordinated for all sections. It is not fair for students in one section to do excessively more or less than those in other sections. Additional remarks on examinations and grades are given in a separate section.

2.5.6.8.5 Make-up Exams

For all announced examinations missed, the lecturer may or may not give a Make-up Exam. When no test is given, the student’s grade will be based on the remaining tests.

Refer to section 3.8.3 for further information concerning Make-up Exams.

2.5.6.8.6 Final Examination

No student may miss a final examination unless he/she has or has been withdrawn from a course. Failure to take the final examination without official withdrawal will ordinarily be considered as evidence of failure and a grade of “F” must be reported. In cases of excused absence, the student must follow the Serious Adverse Circumstances Procedure. In this case, a grade of “I” (Incomplete) is given and the student has one month to remove it, otherwise a grade of “F” is given. A doctor’s certificate is not necessarily a valid excuse.

2.5.6.8.7 Examination Rules and Guidelines

- Take due care when preparing your exams and keep exam questions in a safe place.
- The following sitting arrangement guidelines should be followed: (a) spread out students; (b) mix-students of different languages; and (c) pay special attention to students who refuse to switch seats.
- All notes, books and other materials must be left outside the classroom or on a desk at the front of the examination room; unless otherwise specifically stated on the exam paper.
- If a calculator is needed, ask all students to bring one. Otherwise, calculators are not allowed in the examination room. Students cannot borrow each other's calculators.
- Mobile phones are strictly not allowed in the examination room.
- Students asking for permission to go to the toilet during exam time must be escorted by one of the invigilators.
- Use other faculty to help you with invigilating, when necessary. With large classes, at least two people must be in the room. They must be positioned at different sides of the room. Only one of them should answer a student's questions at a time. Remember that students may pass information behind your back.
- Use stamped or otherwise identifiable paper as answer sheets, but remember to remove from the room any unused sheets. If the answer sheets are loose sheets, take a stapler with you to staple a student's answers together, otherwise you may lose some.
- Be fair. Do not give leads or talk in private to any student. If you must give certain explanations announce them to all students.
- Inform students that cheating is a disciplinary offense. If you catch a student cheating or attempting to cheat, note it on the exam and obtain any relevant evidence such as notes. Do not make a scene and/or dismiss the student from class but make it apparent that this has not gone unnoticed. Immediately write a report detailing what happened as this case will be brought to the Disciplinary Committee for addressing.
- All cases of cheating or attempted cheating should be brought to the Disciplinary Committee which will meet promptly to discuss such cases.

- You may at times have to deal with cases of suspected cheating, when there is sufficient evidence that students have cheated by copying from each other or otherwise, but have not been caught. In these cases, make a note and subtract certain points from all papers involved.
- Invigilators must be vigilant of the exam process at all time and avoid distracting themselves with other activities such as correcting papers. They must avoid sitting and instead walk around the examination room as necessary to actively engage in monitoring whatever is happening in room.
- Watch if students leave the room without submitting a paper. They may claim later on that the faculty has lost their paper. Students who have not answered any question should be asked to submit a blank sheet of paper with their name on it.
- Make sure you remove all copies from the examination room to a secure place.

Refer to section 3.8 on Examinations Policy for further information concerning College examinations.

2.5.6.8.8 Guidelines for Term Papers

- Term papers are necessary in second-year and other advanced courses.
- Instruct students how to write term papers and how to avoid plagiarism.
- As a policy, all past term papers should be kept in order to discourage plagiarism.
- Check certain footnotes if needed. You have the right to ask the student to present other evidence such as notes to prove to you that the paper is the student's own. Failing this, or if the paper is plain copying from only one or two sources without footnotes, give a lower grade.

2.5.6.8.9 Other Responsibilities

Faculty responsibilities in addition to teaching include:

- a) Keeping records of absences and grades, and admitting to class only registered students.
- b) Preparing and following a course outline.
- c) Submitting at the end of the semester a portfolio for each course and section taught containing the Attendance Register, the course outline, exam questions, term papers and other student work. The faculty will keep the final examinations and be ready to discuss them with students.
- d) Maintaining office hours for liaising with students and the administration.
- e) Implement the College quality assurance practices.
- f) Attending all faculty meetings (PECs, PRCs, internal meetings) and all other meetings.
- g) Attending the college's activities.
- h) Being available to advise students at registration time and during the regular academic year.

- i) Keeping records of student performance on examinations and be ready to evaluate and plan a student's progress.
- j) Being in charge of one or more academic programmes, if need be.
- k) Submitting a time sheet for payroll purposes (part-time faculty) or a report of absences (for full-time faculty) every month. Such reports should be accurate.
- l) Informing in advance the Executive Director, the Director of Academic Affairs or other administrators of expected faculty absences.
- m) Searching for, evaluating and recommending textbooks and other course material.
- n) Maintaining appropriate personal hygiene and appearance and wearing proper attire.
- o) Abstaining from harassing other members of staff or faculty or students in any way related to race, ethnicity, religion, gender or disability.
- p) Refraining from using his/her position to impose on students the views of a specific political party or ideology, or to evaluate students based on their political or other views.
- q) Refraining from joining organisations whose purposes are illegal.
- r) Doing applied research to establish the reliability and effectiveness of certain tests or methods.
- s) Invigilating or assisting in the invigilation of his/her own and other courses.
- t) Insuring that exam questions are safely protected before and, in the case of multiple-choice exams, after the exam.
- u) Submitting grades to the Academic Affairs Office or the Programme Coordinator for approval. All grades will be posted when approved and cannot be announced to students prior to approval. The same procedure should also be followed for grade changes.
- v) Preparing, whenever asked, letters of recommendation for the students.

N.B.: In addition to the above, faculty members are required to abide by all relevant rules and regulations stated in the Intercollege Faculty Manual and the Internal Regulations. Breach of Intercollege regulations affecting faculty or failure to carry out the prescribed faculty duties and responsibilities may be dealt with by the Executive Director, who may refer serious cases to the Disciplinary Committee, for the necessary action, as described herein.

The above duties form an inalienable part of a faculty's role. Together with teaching, they can be used for evaluation and promotion purposes.

Faculty members whose performance is not deemed satisfactory will be put on probation and may be dismissed, according to the provisions of the Law.

Time spent on probation, if applicable, will not be considered for seniority advancement and salary increases.

2.5.7 Faculty Performance

2.5.7.1 Faculty Absences and Tardiness

Faculty absences and tardiness must be avoided as they affect student morale and the College's reputation adversely. When absence can be anticipated, the

administration and students must be informed in advance, and alternative arrangements, including finding a qualified substitute faculty, must be made by the faculty involved.

Notice must also be given in those rare circumstances when absence is unavoidable. A record will be kept of all absences. More than two (2) absences in a course without excuse (or one (1) for weekly taught courses) during a semester may be the subject of disciplinary procedures. As with student absences, a doctor's certificate may not be an excuse. If a faculty member is expected to be late for class, he/she should call the Academic Affairs Office so that the students may be informed accordingly.

Tardiness is viewed in the same manner as absence.

2.5.7.2 Faculty Preparation

Faculty must be properly prepared and should also give adequate attention to the presentation of material, the notes given and correcting student work. Making mistakes will be viewed as evidence of professional incompetence.

The assigned textbook must be followed closely. If the textbook is not adequate, the college will welcome the faculty's suggestion for alternative or supplementary material where this is possible. In addition to the textbook, coursework may also include homework, problems, case studies, tests, term papers and computer programs. The number and level of these elements should reflect high standards of excellence.

2.5.7.3 Faculty Integrity

The College respects the faculty's right to professional teaching and to the assessment of student performance within the framework specified by the College, and expects high standards of integrity. Insufficient coursework, inadequate evaluation and lack of care in preventing or controlling cheating and plagiarism represent lack of professional integrity. Special guidelines relating to examinations must be followed. Similarly to student lack of integrity, faculty lack of integrity will be treated as a disciplinary matter.

2.5.7.4 Schedule Changes

Faculty are expected to follow the academic schedule announced each semester. Variations to this schedule may exist for special programmes.

Faculty are not allowed without prior approval to: (a) change the time schedule and room assigned; (b) change the courses offered or not offered; and (c) split or consolidate sections. For these matters, they should consult with the Director of Academic Affairs.

2.5.8 Working and Teaching Hours

Normal working days are between and including Monday to Friday but if required, weekend classes may be held.

Teaching hours may be allocated on the basis of two (2) zones:

Zone A 08:00 – 18:00

Zone B 18:00 – 22:00

Lecturers will be teaching mainly in Zone A, but they may be required to teach up to six (6) hours per week in Zone B.

A teaching period is normally of fifty (50) minutes duration.

Teaching hours vary with the rank of a faculty member. The number of teaching hours for each rank is as follows:

RANK	(A)	(B)
	Fall/Spring	Summer
Instructor	22	6
Senior Instructor	22	6
Lecturer	18	6
Senior Lecturer	18	6
Assistant Professor	15	6

Note: Approved reduced hours will be deducted accordingly.

Column A refers to the normal number of weekly teaching hours taught during one of the major (fall/spring) semesters. Column B refers to the total number of weekly teaching hours taught during the summer semester.

Overtime is considered any excess teaching hours from what is specified in column A additionally to column B (fall/spring and summer) semesters. If during the fall/spring and summer semesters a Faculty member has taught additional hours than what is specified in columns A and B, then the summer semester is considered optional and overtime.

In the event that the maximum hours (specified in columns A and B) have not been assigned to the Faculty member, the excess hours can be transferred to the summer and/or the fall/spring semesters.

Faculty members who are Programme Coordinators will receive a bonus between +2% and +4% on their gross salary (x12), provided their teaching load is already at the level specified in the paragraph above.

Faculty members who are also Directors/Coordinators of other services or who perform major extra-curricular activities will receive a reduction of hours from their maximum teaching load or may receive additional compensation, depending on the nature of the services they provide. This is in line with the College’s Time-release Procedure. Refer to section 2.6.8.5 for further information on this.

The total normal number of weekly hours which a full-time faculty member is required to be present at the college, including teaching hours, is thirty (30). At least five (5) hours must be office hours. Office hours are those hours during which a faculty member must be available to students. The number of hours which a faculty member must be present at the college will be reduced if a faculty member teaches more hours per week than of those provided by his/her rank and other responsibilities.

The non-teaching hours during which the faculty member will be present at the College will be proposed by the faculty and approved by the Executive Director.

Faculty members are required to participate in extra-curricular activities, the graduation ceremony and other College functions as part of their normal duties. Furthermore, participation in faculty meetings, College committees, programme development, academic advising, invigilation, examination assessment is also considered part of the faculty's normal duties.

If a faculty member is allocated a lesser load than the one specified in above, other duties may be assigned such as teaching short courses, undertaking administrative work, teaching other courses within the capability of the lecturer, or teaching in another town.

Part-time faculty should be available to students either before or after classes or by appointment.

2.5.8.1 Full-time Faculty Staff Members

Full-time (FT) faculty members are entitled to a contract of employment specifying the salary scale and terms of employment. A faculty member cannot be paid by the college until she/he signs the contract, indicating thus that she/he understands and agrees to her/his terms of employment and produces all documents required by the form Υ.Π.Π. Τριτ. Εκπ.2. The form is available at <http://www.highereducation.ac.cy/gr/entypa/entypo5.pdf>.

The Terms of Employment cover the lecturer's obligations, working days and teaching hours, remuneration, annual leave, sickness and maternity leave, and dismissal/resignation details.

Full-time faculty members are paid monthly over a 12-month period commencing from the month of their current contract.

All full-time instructors are required according to the general terms of employment to be on campus no less than thirty (30) scheduled hours per week, to keep regular office hours, to undertake counselling assignments in addition to teaching, to be on campus and assist during registration each semester, to attend faculty and staff meetings, and to serve on various committees of the Faculty Council as required. Full-time lecturers are also requested to attend all college functions.

Full-time faculty are entitled to an annual leave of three (3) working days for every month of salaried employment, paid Christmas and Easter vacation, and all public holidays. Summer leaves should be arranged in advance with the Academic Affairs Office. During part of the summer (July or September), full-time instructors are required

to be on campus for thirty (30) scheduled hours as per their designated load or they may be assigned various administrative duties.

2.5.8.2 Part-time Faculty Staff Members

Part-time (PT) faculty members are entitled to a contract of employment specifying the salary scale and terms of employment. A faculty member cannot be paid by the college until she/he signs the contract, indicating thus that she/he understands and agrees to her/his terms of employment and produces all documents required by the form Υ.Π.Π. Τριτ. Εκπ.2. The form is available at <http://www.highereducation.ac.cy/gr/entypa/entypo5.pdf>.

The Terms of Employment cover the lecturer's obligations, working days and teaching hours, remuneration, annual leave, sickness and maternity leave, and dismissal/resignation details.

Part-time faculty members are hired on a semester basis or less, and are contracted to teach specific courses as specified in their contracts of appointment. The total number of credit hours taught in one semester by a part-time faculty member cannot equal or exceed the number of credit hours defined as a full-time, normal teaching load.

Part-time lecturers are paid by the teaching hour. The rate paid covers hours spent for preparing lectures, preparing examinations and grading homework, assignments and examinations. It does, however, include the administration and invigilation of their exam.

2.5.8.3 Pay Periods

Payslips are prepared monthly by the Finance Office. Part-time lecturers should complete, sign and turn in a monthly Faculty Timesheet form showing the hours taught in each week of the month. This form must be submitted five (5) working days before the end of each calendar month to the Finance Office. Hard copies of the Faculty Timesheet form are available at the main reception of the College.

Refer to Appendix D for a template copy of the Faculty Timesheet form.

2.5.8.4 Remuneration Policy

Remuneration for each lecturer is based on their rank, total years of relevant experience and years of service at the college.

2.5.8.5 Time-release Procedure

Full-time Faculty seeking time release from their normal teaching obligations must complete the Time Release Form (TRF) prior to any reduction in course load. No release-time will be granted unless and until, the TRF is fully approved by the Executive Director.

Time release will not be approved for the following activities:

- work done as part of the normal faculty workload

- participation in conferences
- advisement/tutoring
- participation in professional organizations
- paid participation in projects (i.e. European projects)

Activities that could qualify for time release are the following, provided these exceed your normal teaching obligations:

- Department Chair (*depending on the student number*)
- extensive administrative duties
- IQAC assigned duties (internal auditing etc)
- non-paid research activity or project participation

The faculty member is responsible for completing the TRF at least one month before the release is requested, by justifying through appropriate arguments or supportive documents the requested time release period. The completed TRF is submitted to the Academic Affairs Office for review and approval and then to the Executive Director for review and final approval. The form must be completed and fully-approved prior to the start of any requested time release. The time release period applies for only one (1) major semester.

2.5.9 Promotion and Ranking

2.5.9.1 Faculty Ranking

Each full-time faculty member reserves the right to be ranked, after two (2) years of continued service to the College. The Faculty Ranking Committee (FRC) is composed by three (3) in-house and two (2) external faculty members; outranking the candidate. The applications for ranking take place every January and the ranking procedure is completed between March and April. The faculty member will assume his/her new rank by the commencement of the next academic year.

Faculty Track

1) Instructor

2) Senior Instructor

Qualifications

A 2-year Diploma in the relevant field plus five (5) years of documented relevant full-time industry experience (e.g. executive secretary, certified working chef, etc.).

Bachelor's degree in the relevant field plus: Three (3) years of relevant full-time teaching/industry experience.

OR

A 2-year Diploma in the relevant field plus two (2) additional successfully completed years of further Higher Education studies, plus five (5) years of

relevant full-time teaching/industry experience, with a minimum of three (3) years of industry experience.

- | | |
|------------------------|--|
| 3) Lecturer | Masters
OR
Bachelor (or PgD) + 10YS + SW
OR
Doctorate |
| 4) Senior Lecturer | Masters + 8YS + SW
OR
Masters + 6YS + (P and/or A) ³ + SW
OR
Doctorate+ 4 YS P and/or A |
| 5) Assistant Professor | Doctorate + (P and/or A) ⁴ + SW+ 5YS |

YS = Years of Service

Years of Teaching and/or Post-Doctoral Research Experience at Accredited Tertiary Education Institutions or Reputable Research Centres at the previous rank.

P = Publications

This refers to publications in refereed scholarly journals, books and conference proceedings. Other publications will be considered but may carry less weight. It is assumed that for a promotion from one rank (for which publications are required) to the next, additional quality publications are essential.

TE = Teaching Excellence

Innovative teaching, student learning assessment techniques, development of teaching material, professional development to the benefit of student learning, etc., as indicated by student evaluations, peer evaluations, etc.

A = Accomplishments

This refers to nationally and/or internationally significant and recognised accomplishments (relevant to fields such as Design).

SW = Scholarly Work

³ Teaching Excellence (TE) may be considered as an advantage.

⁴ Teaching Excellence (TE) may be considered as an advantage.

This refers to active and sustained involvement in scholarly activities such as meetings (presentations/papers), invited talks, seminars, conferences within or outside the College. Membership with societies, social contribution and research not leading to publication may also be considered. Professional experience may also be judged accordingly.

Senior Instructor – Time in the rank of Instructor before promotion to Senior Instructor is five (5) years. An appointee to the rank of Senior Instructor must hold a Bachelor Degree and three (3) years of relevant full-time teaching and/or industry experience. Minimum requirements:

- Bachelor
- Three (3) years of relevant full-time teaching and or industry experience

Lecturer – Time in the rank of Senior Instructor before promotion to Lecturer is five (5) years. An appointee to the rank of Lecturer must hold a Bachelor, or Post Graduate Diploma), or Masters or Doctorate. Minimum requirements:

- Bachelor or Post Graduate Diploma or Masters or Doctorate
- Minimum of ten (10) years of teaching for the Bachelor holders
- Potential for high level teaching and scholarly work

Senior Lecturer – Time in the rank of Lecturer before promotion to Senior Lecturer is six (6) years. An appointee to the rank of Senior Lecturer must hold a Masters or Doctorate. There must be potential for high level of teaching, for publications from his/her Doctoral research and for a successful academic career. Minimum requirements:

- Masters with eight (8) years of teaching
- Doctorate with four (4) years of teaching
- Potential for high level teaching and scholarly work

Assistant Professor – Time in the rank of Senior Lecturer before promotion to Assistant Professor is eight (8) years. An appointee to the rank of Assistant Professor must hold a Doctorate. The appointee should have qualities suggesting a high level of teaching ability in the relevant academic field, and should demonstrate quality research and scholarly work. Minimum requirements:

- A Doctorate with at least five (5) years of teaching
- Potential for high level teaching and scholarly work

Note: In exceptional cases ranking can be considered on an individual basis.

2.5.9.2 Areas of Achievement

The following list presents the different areas of achievements expected of faculty members. The items under the four (4) main categories are only indicative. A candidate is not expected to demonstrate achievement/involvement in all items under a category.

- 1) Research and Publications
 - Journal articles
 - Chapters/cases/articles in books
 - Conference proceedings

- Citations of published work
- Grants received (amount, duration, competitive or non-competitive, role, etc.)
- Participation in EU projects

2) Scholarly Work

- Journal editorship
- Journal guest special editions
- Membership in journal advisory/editorial boards
- Membership in professional associations
- Book, journal and conference paper reviewer
- Conference chair or member of the organizing committee
- International visiting appointments
- Consultancies
- Collaborations
- Involvement in international or local research centres
- Honours and distinctions received

3) Teaching

- Student evaluations
- Peer observations and evaluations
- Course/curriculum development
- Teaching material/resources
- Innovative methods in teaching
- Documented responsive and reflective teaching practice
- Involvement in professional development (training courses, seminars, etc.)

4) Service and Contributions

- Administrative (academic) position(s) held
- Contribution to the College
- Participation in College events and functions
- Mentoring of new faculty
- Articles in newspapers and professional magazines
- Public lectures and invited talks
- Community service
- Professional practice (work in applied field)

2.5.9.3 Faculty Promotion Procedure

The procedure for the promotion of Intercollege faculty is the following:

- 1) Faculty who meet the criteria for promotion submit an application to the Executive Director through their Programme Coordinator together with all supporting documents (such as, for example, copies of newly acquired diplomas/degrees, publications etc.) by January 31st of each year (or the nearest working day after that date).

- 2) The application is accompanied by the applicant's appraisal documents (student evaluations, self-evaluation, peer evaluation, Executive Director Report) during the last three years (unless the applicant has been employed by the College for a shorter duration).
- 3) The Executive Director forwards the application to the Academic Ranking and Promotion Committee (ARPC) for selection.
- 4) The applications are assessed depending on the needs of the College, and are announced accordingly.
- 5) The ARPC reviews each application and considers the following:
 - a) Whether the applicant meets the formal requirements of the rank.
 - b) Whether there is additional supporting evidence that warrants the applicant's promotion.
- 6) The ARPC may, at its sole discretion, request additional evidence, including the appraisal of the applicant's suitability by external referees before reaching a decision. It may also, at its sole discretion, request that the applicant be called for an interview.
- 7) The ARPC decides by simple majority whether to recommend the applicant for promotion, by April 30th (or the nearest working day after that date) and sends a written recommendation to the Executive Director.
- 8) The Executive Director may, at his/her sole discretion, request additional evidence, including the appraisal of the applicant's suitability by external referees before reaching a decision. He/she may also, request that the applicant be called for an interview.
- 9) The Office of the Executive Director informs the applicant of its decision by 30th June (or the nearest working day after that date). Promotions become effective on September 1st, provided that there is provision in the College Budget. If there is no provision in the Budget, promotion takes place as soon as the Budget allows it.

2.5.9.4 Academic Ranking and Promotion Committee

- a) The Academic Ranking and Promotion Committee (ARPC) will be chaired by the Director of Academic Affairs or, if s/he is absent or unable to chair by his representative, who is appointed by the Executive Director. The Chair is a non-voting member.
- b) Apart from the Chair, the ARPC will be composed of at least three (3) academics that must hold at minimum the rank of Assistant Professor. These academics may be faculty members of Intercollege or of a recognised University. The precise number of the members of the ARPC in each case is decided by the Executive Director.

- c) In all cases, the ARPC must consist of faculty who hold ranks at least equal to the rank they will consider for placement or promotion.

Terms of Reference:

- 1) The ARPC recommends the ranks that Intercollege faculty members should be placed on the basis of the criteria mentioned above, considers applications for promotion by faculty members and makes recommendations.
- 2) The ARPC may, at its sole discretion, request additional evidence including the appraisal of the applicant's suitability by external referees before reaching a decision. It may also, at its sole discretion, request that the applicant be called for an interview.
- 3) All appointments may be limited by the number of positions, determined by the College Budget. These will be subject to periodic review.
- 4) If a faculty member was working full-time (including teaching) in accredited Tertiary Education Institutions, while pursuing a higher degree, then those years may be considered as Years of Service at officially accredited Tertiary Education Institutions.
- 5) Every three years of documented successful relevant professional service will be considered as one year of service at officially accredited tertiary educational institution (YS) for ranking purposes. No more than five years can be earned in this way. Years considered in point 6 above should not double count.
- 6) Accomplishments should be documented (e.g. in the form of a portfolio in programmes such as Design).
- 7) Ranks are applicable to full-time faculty members. Adjunct and visiting faculty employed on a part-time basis may be classified according to the present ranking system but on a Special Contract Status.
- 8) Exceptional cases are subject to the discretion of the ARPC (e.g. a faculty member who does not have enough years of experience but has an outstanding research record with a long list of important publications may be considered as an exceptional case).
- 9) All recommendations of the ARPC are ultimately subject to confirmation by the College Administration. Decisions are announced by the Office of the Executive Director. In the event that a faculty member does not agree with a decision, he/she can appeal to the Executive Director within a period of fifteen (15) working days from the day the decision is announced. Appeal cases are forwarded to the ARPC by the Executive Director (who may alter the composition of the ARPC if there is such a request by the appellant).

- 10) All ranking decisions by the ARPC must be sufficiently substantiated.
- 11) Faculty members wishing to retain a rank held from another College should apply to the Directors' Council, submitting the necessary documentation. It is at the discretion of the Directors' Council to accept the rank held by the faculty member, utilising criteria such as accreditation and reputation of the College etc.

2.5.10 Training and Development

The College encourages faculty members to develop in their area of specialisation by helping them to:

- Improve their teaching skills (by organising for them special seminars, providing suitable teaching material and teaching aids and encouraging/assisting them to attend local and international seminars and workshops).
- Stay abreast of developments in their area of expertise (by subsidising membership to renowned professional organisations, giving them time off for participation in international conferences).
- Improve their academic qualifications (by giving them time off without pay for pursuing advanced degree courses by actual attendance or through correspondence).

The facilities stated above are given by the Executive Director in consultation with senior Academic Staff.

2.5.10.1 Continuous Professional Academic Development

A faculty internal training known as Continuous Professional Academic Development (CPAD) takes place at the beginning of the academic year that aims to apply the fundamental concepts and skills underpinning learning, teaching and assessments in relevant contexts. Furthermore, it demonstrates effective approaches to learning, teaching and assessment in physical and virtual environments as appropriate. Provides critical insights into quality assurance and enhancement issues influencing learning, teaching and assessment and critically appraise and apply reflective practice concepts and scholarly principles for continuing professional academic developments.

2.5.11 Academic Freedom

Intercollege believes that academic freedom should be safeguarded against all cost.

For it is only through the free search for truth and the free expression of ideas that knowledge will be advanced.

Faculty members of Intercollege are therefore entitled to full freedom in research and in the publication of the results subject to the performance of their academic duties as specified by the Faculty Manual. However, sponsored research or research for pecuniary return will be based upon an understanding with the authorities of the institution.

Faculty members are entitled to freedom in the classroom to discuss their subjects, but should not introduce controversial material which has no relation to the subject.

Faculty members are members of a scholarly profession and officers of the institution. When they speak or write as citizens, they will be free from institutional censorship or discipline. Because, however, the public may judge their profession and their institution by their utterances, faculty members will at all times be accurate, exercise appropriate restraint, show respect for the opinions of others, and make every effort to indicate that they are not speaking for the institution.

Faculty members, who feel that their academic freedom has been infringed, may make a written request to the Executive Director so that an investigation of their case can be made. The request should set forth in a clear and concise manner the events and circumstances upon which the charge is based. The Executive Director may refer the question to the Appeals Committee.

2.5.12 Faculty Activities and Deliverables Calendar

The Faculty Activities and Deliverables Calendar is a month-by-month schedule outlining the main activities to be completed and deliverables to be submitted by the faculty staff throughout the year.

This is reviewed annually by the Academic Affairs Office and the new version is normally finalized and disseminated at the end of every July. As per the College's continuous improvement policy, the published schedule is subject to changes during the year as deemed necessary by the relevant authorities of the College.

The official deadlines indicated on the calendar must be strictly met. To ensure conformance and avoid deviations, the faculty members are actively encouraged to complete activities, and/or submit deliverables prior to the published dates.

Refer to Appendix C2 for a copy of this year's Faculty Activities and Deliverables Calendar.

2.5.13 Breach of Regulations

Breaches of college regulations or of the terms of employment or cases of inadequate performance of duty or behaviour or conduct which may prove to be against the declared philosophy, mission or objectives of the College or is detrimental to the College's good name, may be dealt with by the Executive Director, who, depending on the severity of the case, may take punitive measures, including dismissal.

The Executive Director may refer serious cases to the Disciplinary Committee.

2.5.13.1 Punitive Measures

- 1) By the Executive Director:
 - A Warning
 - A Verbal Reprimand
 - A Written Reprimand
 - Withholding of annual increment

- 2) By the Disciplinary Committee:
- All of the above; and
 - Suspension from duty with or without pay for a period not exceeding six (6) months each time
 - A Fine, not exceeding one (1) month's salary
 - Dismissal

2.6 Student Rules and Regulations

2.6.1 Student Rights

Intercollege students have the right to:

- Suggest courses to be offered.
- Have representation on appropriate College committees, including: the Academic Committee, the College Council, the Disciplinary Committee, the Administration Committee, and the Appeals Committee.
- Evaluate College lecturers and administration.
- Express opinion in class concerning the subject matter and in keeping with the College's statement on academic freedom.
- Expect commitment from the Intercollege staff.
- Submit petitions requesting: review of grades, review of courses, exemptions from academic regulations and/or review of decisions concerning disciplinary matters.
- Expect commitment from the Student Union Executives.
- Have the right of free speech and assembly, provided they are consistent with college regulations.
- Have all regulations concerning students to be communicated to them in appropriate publications.

2.6.2 Student Responsibilities

Intercollege students have the responsibility to:

- Fully understand their academic paths and comply with path requirements.
- Know College rules and regulations and comply with all.
- Know regulations concerning academic, disciplinary and immigration matters.
- Be familiar with the College Calendar.
- Know the role of the College Administration.
- Meet with academic spirit amongst fellow students.
- Fully complete all their obligations to the College (i.e. financial, return books to library, etc.). Students with outstanding obligations will not be entitled to receive grades, transcripts or other documents from the College.

2.6.3 Student Entry

2.6.3.1 Prospectus

The College prospectus is a document available to all potential students to help attract them to apply for admission. This contains information about the College and the available courses it offers, including advice on how to apply and the benefits of attending.

The information should be precise offering specific details regarding the responsible faculty staff, notable alumni, special facilities, relevant contact information, etc. To achieve this and ensure its accuracy, the Admissions Office is responsible to review and re-produce the prospectus on an annual basis.

A hard copy of the Prospectus can be obtained from the Admissions Office on demand.

2.6.3.2 Entry Qualifications

Each programme of study has its own entry requirements which depend on the level and type of programme. Prospective applicants are encouraged to discuss more specifics concerning entry requirements with the College's Admissions Office or the relevant Programme Coordinator.

Refer to section 3.6.2 on Undergraduate Admission Requirements for further information.

2.6.3.3 Admissions

The recruitment and admission of students onto the different programmes offered at Intercollege shall be the responsibility of the College's Admissions Office. The overall procedure is based on the reasonable expectation that the student will be able to successfully complete their programme, pathway or course of study.

Responsibility for the oversight of all admissions procedures lies with the Director of Admissions who must ensure compliance with the College's obligations to applicants and assure operational consistency. The Admissions Office must make the relevant provisions to ensure that all relevant members of staff are fully informed of the different entry requirements and their proper implementation.

The College's Admissions Office is required to maintain a record of an applicant's progress from the receipt of their application form to their rejection or enrolment, so that admission to different programmes of study and to the institution as a whole can be appropriately monitored.

Programme specific entry criteria are included in the Programme Specifications published every year for each different programme of study. These criteria are explained in full in the College's annual prospectus and on the College's website. As the contents of the College's various programmes of study are constantly being developed, the information contained within these specifications is liable to change.

Refer to section 3.6 on Admissions Policy for further information.

2.6.3.4 Registration Procedure

2.6.3.4.1 Academic Advising

Academic advising plays an important part in a student's registration and academic performance at Intercollege.

Each student receives planning and academic advice from the Academic Advisor and Programme Coordinator. The Academic Officer/Advisor assists students in pre-registration and registration and counsels them with regard to the student's schedule and degree requirements. The Programme Coordinator is the senior faculty member in each programme and can counsel students in their major area of specialisation.

2.6.3.4.2 Pre-registration

New as well as returning students go through pre-registration with an officer/advisor that, together with the student, consults the catalogue, the schedule of classes and a particular curriculum pattern sheet and pre-registers the students for the following semester. Placement and proficiency examinations are usually administered prior to freshman pre-registration. A student may declare a major at this time or defer this decision until sometime later.

2.6.3.4.3 Registration

Registration is a standard procedure every semester. During registration, the pre-registration of a student is finalised in view of the grades obtained and financial obligations are settled.

All students must be properly registered for their courses at the designated registration period. Late registration is permitted under exceptional conditions but students registering late cannot be assured of a space in the courses they are interested in taking. It is also possible that some courses may be cancelled as a result of low enrolment even prior to the end of late registration.

When each student registers, a personal timetable is issued with information on the times of classes and the rooms in which they are to be held. Students are not permitted to register for courses which are taught at the same time. Timetable changes are likely to occur during the first two (2) weeks of classes. Such changes are publicised on the College's Intranet website.

Students may not be able to register if they have been expelled, dismissed or suspended from the College; or if their names are on the Registration Stop-list. Students will be stop-listed if they owe money to the College or books to the library or for any other matter. Stop-listed students will have to obtain a Clearance Slip to be allowed to register.

Students should attend classes for the courses and sections they are registered for. If these need to be changed, this should take place with the approval of the Director of Academic Affairs during the Add-and-Drop period only. Attending a course with a different section number is not permitted and does not give the student any right to

register. The College reserves the right to demand payment by legal means from any student who has been attending classes without being registered.

In no case will a student be registered or have grades recorded for a course he has been attending without having duly registered in the proper way and at the proper time. The only exception is courses for which Credit by Examination is permitted.

2.6.4 Student Guidance and Support

Intercollege operates a Student Affairs Office which is responsible for the welfare of its students, providing information, advice and guidance on the following:

- Extenuating Circumstances
- Psychological Disorders such as depression, low self-esteem, panic attacks, attention deficit disorder, etc.
- Any personal and/or academic issues in relation to particular faculty staff members
- Learning Disabilities such as dyslexia, dyspraxia, dysgraphia, dyscalculia, etc.
- Accommodation issues
- Financial problems
- Personal problems such as relationship worries, grief, friendship issues, etc.

The list above is only indicative and students are free to discuss anything which they may be concerned about. The information discussed with the College's Student Affairs Office will remain strictly confidential unless otherwise agreed. There are a few exceptions to this such as in the case of learning disabilities when disclosure to the relevant faculty staff members is deemed necessary and in the interest of the student's efficient academic progression.

2.6.4.1 Counselling Service

The College operates a Counselling Service for the welfare of its students. The service is staffed with professional psychologists or counsellors and covers both academic and personal problems. New students, as well as other students with problems, should be advised to consult with a Counsellor, if available.

In some cases students may be referred to the Centre for Therapy, Training and Research (KESY). This is a non-profit, non-governmental organisation which is affiliated with the University of Nicosia. The purpose of KESY is to provide counselling and psychotherapy services, as well as advisory services to help improve the quality of daily life and/or enhance the mental health and well-being of students.

2.6.5 Student Induction and Preparation Training

Intercollege takes great care to help its students settle into their new way of life by organising a range of induction and orientation activities.

Upon registration, students are given a copy of the Induction Programme which consists of a range of social events such as welcome talks, tours of the College facilities, city excursions, etc. as well as other important enrolment and financial tasks that students need to do before their studies officially begin.

All introductory events are designed and organised to give students the best possible start at Intercollege.

2.6.5.1 InterΠPO+

The College's current student induction and preparation training programme, known as InterΠPO+, offers the following:

- English Lessons – This is available to all new students on an optional basis. Students who wish to enhance their knowledge in English may choose to attend the course which covers basic intermediate level language skills.
- Introductory Day – This is a compulsory half-day programme that all new students must attend. The aim of this programme is to introduce the students to the College's main policies and procedures, as well as offer them the opportunity to meet and greet with one another.
- Education Skills Development – This is a compulsory half-day academic training session that all students must attend. The aim for this is to offer students advice and guidance on essay writing, report writing and other written deliverables within the scope of the College's Academic Regulations. Upon successful completion of the programme, students are awarded a Certificate of Attendance. Note that students attend this course on a non-credit basis and as such the certificate awarded implies no evaluation of the student's performance.

2.6.6 Student Representation

2.6.6.1 Student Elections

The elections of students to College bodies take place during a specially convened meeting organised by the Student Union as per the Student Union Constitution. Elected members will represent the students in the various committees of the College.

2.6.6.2 Student Elected Representatives

The Student Elected Representatives play an important role at Intercollege as the students' medium for voicing their comments, feedback (both positive and negative) and concerns relating to their programme of study and the College as a whole.

Student Elected Representatives are actively engaged in several committees of the College. The purpose of this representation is so that students, as valued members of the College community, are able to take part in decision-making in relation to academic matters.

The scheme ensures that the quality of all programmes and courses is maintained at a high standard and the College is fulfilling students' needs and/or expectations.

2.6.7 Student Union

The College encourages the organisation of students into a Student Union, which is an autonomous body wholly responsible for its actions. The Student Union is, however, bound by its constitution and the ideals of freedom of expression, non-discrimination,

tolerance for others and the democratic process. All announcements, publications, activities and actions of the Student Union must be clearly noted as “Organised by the Student Union”. The President of the Student Union is expected to be present at all meetings of the councils and committees as required by law.

2.6.8 Other Student Organisations

Membership

Regular membership in student organisations shall be open only to students who are officially enrolled at the College for at least six (6) credit hours. No student shall be excluded because of sex, race, nationality, religion or political sympathies. In all other respects, membership is governed by the articles or rules of the organisations.

Language

The official language of student organisations is English or the language of the relevant academic department.

Voting

To be an officer in a student organisation, a student must be registered for at least twelve (12) credit hours and must not be on academic or disciplinary probation. A current list of officers must be on file with the Administration Office.

Public Statements

Any public statement must bear the name of the organisation issuing the statement. If a statement is issued by an individual, the same individual should be held responsible for it. All posted notices must bear the signature of the relevant Faculty Advisor. If the Faculty Advisor does not approve of an action or statement, the matter should be referred to the Administration Office.

Annual Report

All student organisations must file an annual report of their activities and a financial statement with the Administration Office no later than the last Friday in May.

Trips

All trips sponsored by student organisations or academic departments must be cleared with the Administration Office. All students who participate in trips waive the college of any responsibility in case of accidents.

Public Functions

The approval of the Administration Office must be secured before anyone outside the College is invited to give an address or take part in a programme.

2.6.9 General Rules and Regulations

- 1) Student organisations must be duly registered as a club with the Student Affairs Office. In order to do so, the club must apply in writing to the Student Affairs Office and include a copy of its constitution and a list of its officers. The club cannot start operating before receiving approval in writing from the Student Affairs Office.

- 2) No student may be barred from membership to any Intercollege club due to his or her sex, creed, national origin, or religion.
- 3) No student may use violence, coercion, threats or intimidation or engage in any other similar acts.
- 4) No student may take any action, on or off campus, which may interrupt classes directly or indirectly or otherwise interfere with the normal functioning of the college. The College respects, however, the rights of students to assemble on campus once all available means of mediation to resolve problems with the campus administration have been responsibly taken and that subsequent actions comply with College policies, which are in keeping with Cyprus law. Intercollege policy concerning student assembly is as follows:
 - a) Three (3) weeks before the scheduled assembly: Student organisers are required to submit their request for permission to assemble to the Executive Director via the President of the Student Union. The request must be in writing and must clearly describe the reasons for the assembly.
 - b) Two (3) weeks before the scheduled assembly: The Executive Director is required to meet with the student organisers and him Student Union President in mediation. If appropriate, the College representative of the Faculty Council and/or other representatives may be invited by both parties to the meeting.
 - c) One (1) week before the scheduled assembly: The Executive Director will respond, in writing, to the student organisers via the President of the Student Union. If necessary, a second meeting will be held between the parties involved and action will be taken.
 - d) In the event that mediation fails and no other course of action is agreed to by the parties, a permit to assemble will be issued by the Executive Director for the specified time period.
- 5) Meetings or gatherings may be organised by the students or held within the college only if authorised as a public function or in accordance with college regulations concerning the Student Union, societies and clubs.
- 6) No student may use his status as student or as member in any college union, society or club to advance the purposes of any political party or off-campus interest groups by means of publications, posters, leaflets, notices or other means, or by participation in any demonstration or gathering of any kind. No student may distribute on campus any publication without written permission of the Executive Director.
- 7) In keeping with the College's international orientation, notices posted on the College official notice boards must be in English and carry the official college stamp or initials of the authorising college official. For notices in a language other than English a translation in English must be provided so that all students are able to read it.

- 8) Gambling, the possession or use of narcotics, fireworks and weapons are forbidden on the campus or in any college building.
- 9) Any wilful destruction or mutilation of buildings, furniture, books or other property of the college or of other students is forbidden.
- 10) Any student who has been determined by a physician to have a communicable disease must report it immediately to the Student Affairs Office, or Senior Student Affairs Officer.
- 11) Student-organised trips are permitted but, if they interfere with classes or any other college activity, the prior approval of the Executive Director is required.
- 12) No solicitation of funds by or from students for any cause, however worthy, is permitted without the written approval of the Executive Director.
- 13) No smoking, eating or drinking is allowed in the college except in designated areas. Smoking is also illegal.
- 14) Parking of vehicles is allowed only in designated areas.

The College reserves the right to call students failing to comply with College rules and regulations before the Disciplinary Committee. If necessary, charges may be pressed through the courts of the Republic of Cyprus.

2.6.10 Accommodation Regulations

2.6.10.1 Regulations for Students Living on Campus

A separate set of regulations governing the Residence Hall applies to all students who live in the hostel.

2.6.10.2 Regulations for Students Living off Campus

Intercollege expects its students who live off campus to conduct themselves as responsible mature adults. Students living off campus are cautioned to contract to buy or rent no more than they can certainly pay for. Non-payment of debts, primarily rents, may result in legal action for any debts, including eviction from the property or deportation of non-Cypriots from Cyprus.

Students living off campus are responsible to maintain clean and orderly quarters and refrain from causing annoyance to the neighbours. They are also advised to keep regular hours for study and sleep.

2.6.11 Health Service Requirements

- International students must enrol to an Illness and Accident Insurance policy.
- Enrolment for Cypriot students is optional. Information regarding the Illness and Accident Insurance programme is available at the Finance Office.

- In case of an emergency, the Nicosia General Hospital may be contacted as follows:

215 Limassol Old Road, 2029 Strovolos, Nicosia, Cyprus

Tel.: +357 22 6030000 | Fax: +357 22 603008

E-mail: high@mphs.moh.gov.cy

For appointments: +357 22 603550 or +357 22603551

For the Accidents & Emergency department: +357 22801400 or +357 22801475

2.6.12 Students with Special Needs

2.6.12.1 Conditions

A student with special needs is a student who is in one of the following conditions:

- Physical impairment (visual impairment, hearing impairment, physical movement – muscular impairment, epilepsy, diabetes, etc.).
- Learning disability (e.g. dyslexia and other similar conditions).
- Psychological condition (extreme stress, serious anxiety, depression and other similar problems of a personal or family nature).

Unless a condition is obvious a student must provide a specialist report that verifies its existence.

The College acknowledges its proactive duty to serve the educational needs of such students by doing its utmost to secure the necessary means, facilities and personnel.

Such measures may include:

- Physical access to buildings and facilities.
- Psychological/personal counselling services.
- Alternative assessment methods (e.g. more time allowed, oral examinations, leniency for spelling mistakes, simpler tests, etc.).
- Other measures as and when they are professionally prescribed (e.g. electronic notes and texts, braille, individual tutoring if necessary, etc.).

Measures to Facilitate Students with Special Needs:

S/N	CONDITION	FACILITATING MEASURES
1.	Severe Visual Impairment	<ol style="list-style-type: none"> 1. Use of recorder 2. Oral exam 3. More time allowed for exam 4. Electronic notes, texts and brail 5. Individual tutoring if necessary
2.	Severe Hearing Impairment	<ol style="list-style-type: none"> 1. More time allowed for exam 2. Simpler tests 3. Leniency for spelling mistakes 4. Individual tutoring if necessary
3.	Muscular Dystrophy	<ol style="list-style-type: none"> 1. More time for exam 2. The exam may be taken individually 3. Notes in electronic form
4.	Diabetes (Hypoglycaemia)	More time allowed for exam, if needed

5.	Dyslexia	<ol style="list-style-type: none"> 1. Oral exam, if necessary and feasible 2. Leniency for spelling mistakes 3. More time allowed for exam 4. Individual tutoring if necessary
6.	Disability	<ol style="list-style-type: none"> 1. More time allowed for exam 2. Extra notes if necessary
7.	Epilepsy	More time allowed for exam, if necessary (cases of crises) seizures

Notes:

- 1) The facilitating measures for each person are determined by an appropriate Specialist.
- 2) All faculty members and other administrative staff members involved should be informed of the above measures and general policy, as outlined in the provisions set out in the Special Needs Manual.

2.6.13 Excuses for Sickness

When a student falls ill, he or she should notify the Director of Student Affairs immediately and consult the Intercollege physician or their family physician and should follow all instructions strictly. All outside doctor’s excuses should state the nature and duration of the illness and presented on the first day after the student returns to the College. The College reserves the right to ask for validation or not accept a doctor’s certificate.

2.6.14 Serious Adverse Circumstances

Serious adverse circumstances apply to exceptional personal circumstances, outside the students’ control, that have prevented him/her from demonstrating the necessary skills, knowledge or competencies. The procedure followed is treated strictly confidentially and is never disclosed to unauthorized third parties. The College reserves to consider each request on the grounds of its merit.

Refer to section 3.9 on Serious Adverse Circumstances Policy for further information.

2.6.15 Breach of Regulations

Breaches of College regulations will be dealt with by the Executive Director, who may refer the case to the Disciplinary Committee, if he considers the matter serious enough.

The appropriate body for dealing with student disciplinary matters is the Disciplinary Committee of the college. Cheating and Plagiarism is initially examined by the lecturer and/or Programme Coordinator.

2.6.15.1 Referring of the Disciplinary Offences

A disciplinary offence can be referred to the appropriate body only after a written charge has been forwarded to the Official or collective body of the College listed below:

- a) The relevant Programme Coordinator
- b) The Director of Academic Affairs
- c) The Director of Administration

d) The Executive Director

The official or body of the College to whom the written charge has been submitted to or the person who has confirmed the offence is to decide as to how serious the offence is and thereby refer it to where appropriate for examination.

2.6.15.2 Procedure for Disciplinary Action on Cheating and Plagiarism

a) Level One (Lecturer)

i. Step One:

Upon determining that a disciplinary infraction (plagiarism or cheating) has taken place the lecturer has an immediate responsibility to inform the student.

ii. Step Two:

The lecturer must then arrange a meeting with the student to discuss the infraction. Based on the result of this joint conversation and depending on the gravity of the offence, the lecturer can decide on one of two ways to proceed:

- A. To impose a penalty of up to 100% of mark deduction for the specific assessment
- B. To refer the disciplinary offence to the Programme Coordinator

iii. Step Three:

Once a disciplinary measure has been agreed upon, both the lecturer and the student must sign the Cheating and Plagiarism Form. A hard copy of this form can be obtained from the Academic Affairs Office on demand.

This form ensures that the student is clear on the disciplinary measures that will follow. Copies of the form are sent to the student's Programme Coordinator and the Director of Academic Affairs.

Additionally the form is also sent to the College Registrar and placed in the student's permanent record.

b) Level Two (Programme Coordinator)

i. Step One:

Level Two covers cases where the student and lecturer do not come to an agreement on disciplinary measures to be taken, or where the lecturer has previously deemed the offence to be of a gravity to be

directly referred to the Programme Coordinator (see Level One, Step Two).

In both such situations the case moves under the authority of the Programme Coordinator.

ii. Step Two:

In such a case, it is the responsibility of the Programme Coordinator to inform the student in writing of the offence s/he is accused of no later than five (5) working days after the lecturer has notified the Programme Coordinator

iii. Step Three:

The student then has ten (10) working days to submit a response to the accusation.

The Programme Coordinator is required to meet the student no later than five (5) working days after it has received the student's response to the accusation.

If the student does not submit a response the programme Coordinator must inform the student, within five (5) working days from the end of the ten day period, of the outcome of the accusation. In addition the student has the right to defend him/herself in person before the Programme Coordinator.

In a case where the student admits to the infraction or where the Programme Coordinator concludes that an infraction did indeed take place, the Programme Coordinator, in close collaboration with the Director of Academic Affairs and the Executive Director, have the right to impose a penalty on the student. The penalty is always imposed by the Executive Director and is referred to in section 2.7.15.4.

To ensure that the student is made completely aware of this decision, it is recommended that the student not only receive the outcome in writing but also, meet in person with the Programme Coordinator, in the presence of the Director of Academic Affairs and the Executive Director, to discuss the decision. This will additionally ensure that the student is made aware of the process for an explanatory appeal and the deadlines involved.

In all above cases the Programme Coordinator communicates the minutes of the proceedings to the Director of Academic Affairs and the Executive Director.

Process for Appeal:

The student is allowed to submit an explanatory appeal to the Appeals Committee (AC) within ten (10) working days of the notification from the

Director of Academic Affairs (defined as the date of the letter). Late submission of an appeal letter to the AC will not be considered.

iv. Step Four:

If the Programme Coordinator, the Director of Academic Affairs and the Executive Director perceive that a case referred to it constitutes a more serious offence, the case is forwarded to the Disciplinary Committee. In such a case the Director of Academic Affairs is required to inform the student of this decision in writing within five (5) working days of its meeting.

c) Level Three (Disciplinary Committee)

i. Step One:

In a case where the infraction has been forwarded to the Disciplinary Committee (DC), the DC invites the student to a hearing to be held once all evidence has been collected.

The conditions for such a hearing are as follows:

- The student is informed in writing that the DC is to hear his/her case. (Herein to be referred to as the 'Letter of Notification').
- The Letter of Notification must relay clearly to the student the case against them, the date and time of the hearing and the DC members who will constitute the committee.
- The accused has the right to request the replacement of a member or members of the DC in a written letter to the Executive Director, providing all reasons for the request.
- The Executive Director takes a decision on the request and the decision is final.
- Upon receiving the Letter of Notification the student has the right to submit an explanatory statement to the DC.
- This statement must be received within ten (10) working days of the date of the Letter of Notification.
- Late submissions of the student's statement to the DC will not be considered.
- Once the DC has received a student's statement it must then convene within ten (10) working days.
- If a student does not submit a statement, the DC will convene twenty (20) days from the date of the Letter of Notification.

ii. Step Two (The Hearing):

During his/her defence before the DC, the student has the right to be accompanied by his/her Advisor, or by another student who may speak on his/her behalf.

S/he also has the right to call in witnesses to defend him/her. These witnesses must be made known to the Chair of the DC prior to the commencement of the hearing.

The Committee is required to inform the student of its final decision within five (5) working days after the hearing. The decision is also made known to the Programme Coordinator, the Director of Finance (where applicable) and the Registrar so that the student's file is brought up to date.

This concludes any appeal process for the student and the decision of the DC is final.

The DC communicates the minutes to the Executive Director.

2.6.15.3 Procedure for Examining Disciplinary Offences (Except Cheating and Plagiarism)

- The accused is informed in writing of the offence she/he is accused of and has the right to defend him/herself before the Programme Coordinator, the Director of Academic Affairs, the Director of Administration and the Executive Director.
- In case the accused admits his/her guilt, or the guilt is proven after the procedure, the Executive Director can then impose the penalty.
- The Director of Administration informs the student of its decision within five (5) working days in writing. The student is allowed to submit an explanatory appeal to the AC within ten (10) working days starting from the day s/he has been informed. The decision is also made known to the Programme Coordinator, the Director of Finance (where applicable) and the Registrar so that the student's file is brought up to date.
- The accused does not admit his/her guilt then s/he is informed in writing of the offence s/he is accused of and has the right to defend him/herself before the DC. The accusation is made known to the Programme Coordinator, the Director of Academic Affairs, the Director of Administration, the Executive Director, and to the student's Advisor, who can then advise him/her on the necessary actions to be taken.
- After all evidence is collected, the DC invites the accused to defend him/herself within a reasonable period of time, however, not earlier than ten (10) working days or later than twenty (20) working days. The members of the DC and the place and time of the meeting are mentioned explicitly in the invitation.
- The accused has the right to request the replacement of a member or members of the Committee in a written letter to the Executive Director, providing reasons for the request. The Executive Director takes a decision on the request, and the decision is final.

- During his/her defence before the DC, the accused has the right to be accompanied by his/her Advisor, or by another student who may speak on his/her behalf. She/he also has the right to call in witnesses to defend him/her the names of which must be made known to the Chair of the DC prior to the commencement of the hearing.
- The Committee makes known in writing the decisions it has taken to the accused student within seven (7) working days. The decision is also made known to the Programme Coordinator, the Director of Finance (where applicable) and the Registrar so that the student's file is brought up to date.
- The accused student has the right to appeal the decision of the DC to the AC. The appeal must be submitted in writing to the Chair of the AC within ten (10) working days from the day of the announcement of the decision to the student.
- The DC communicates the minutes to the Executive Director.

2.6.15.4 Penalties Imposed for Disciplinary Offences

These are as follows:

- Oral reprimand
- Written reprimand
- Grade penalties for offences related to examinations and written work
- Withdrawal of privileges the nature of which does not affect the students' education
- Obligation to offer unpaid services within the College
- Impose fees for the whole or part of the damage inflicted on buildings, premises or equipment of the College
- Suspension for a specific period with automatic re-admission.
- Dismissal from the College for a specific period after which the permission of the Executive Council in consultation with the Executive Director may be obtained for readmission
- Expulsion from the College
- Any combination of the above

2.6.15.5 Appeals against the Decisions of Disciplinary Bodies

Such appeals are examined by the AC which takes the final decision and is communicated to all parties involved.

- The Executive Director determines the date for the hearing of the appeal referred to the AC. The date is then made known in writing to the student at least five (5) working days in advance.
- The minutes of the DC meeting are communicated to the student as well as any other additional comments or remarks the DC wishes to submit to the AC.
- The AC may allow the accused student or the DC to present new additional testimonies. The names of the new witnesses must be made known to the AC prior to the commencement of the meeting.

- The whole hearing procedure before the AC is equivalent to the one before the DC.
- The AC takes the final decision on the appeal and communicates its decision to all members involved.

2.6.15.6 Miscellaneous

It is the obligation of the students to be familiar with the Internal Regulations and other official announcements that concern them. The College reserves the right to take punitive action against students regardless of whether judicial action is taken or not taken against the student.

2.6.16 Student Feedback

Intercollege has a control system whereby all students are expected to at the end of each semester complete assessment sheets relating to the college, course, course content, faculty staff, teaching styles, college facilities, etc. This information is evaluated by the Director of Student Affairs and an analysis is submitted to the Directors' Council for further consideration.

Refer to Appendix R for a template copy of the Student Appraisal Questionnaire.

2.6.17 Alumni

The College's relationship with its alumni does not end with their graduation. The Management considers Intercollege graduates to be the best group of ambassadors in the Cypriot society and strongly believes that they constitute an essential factor in establishing the College's longstanding excellence.

Undoubtedly the College's established reputation is reflected on the general recognition of the awarded certificates, diplomas and degrees while the graduate's acknowledged status in the academic and professional arena is indicative of the College's high level of educational services.

All students are encouraged to register with the Alumni Association, while all staff is kindly requested to actively promote this vehicle of organised communication with graduates and former students.

Refer to Appendix Y for a template copy of the Alumni Association Registration Form.

2.6.17.1 Alumni Association

The Alumni Association is sponsored by Intercollege and its mission is to create a lifelong and worldwide community of alumni through increased opportunities for meaningful engagement in order to nurture awareness, pride, participation, volunteer involvement, and philanthropic commitment.

The Alumni Association ensures a close relationship between graduates and the College and even more importantly, it offers an excellent opportunity for networking. It is devoted to creating and enhancing long-term and mutually beneficial relations between the College and its alumni in order to maintain an exceptionally wide network

of successful professionals whose continued contact with the College is essential for the ongoing development of the College and its graduates.

The Alumni Association is autonomously run by Intercollege graduates on the basis of their articles of association.

For more information and alumni news, visit <http://www.nic.intercollege.ac.cy/student-affairs/alumni-union> or contact Andriana Adamantos Papadopoulos at adamantou.a@intercollege.ac.cy or on +357 22842530.

2.6.17.2 Alumni Benefits Package

As highly valued members of the College community, all Intercollege graduates are entitled to:

- Full unrestricted use of the College library resources and facilities.
- Special tuition fee rates for all academic programmes offered at Intercollege. The discount can apply to alumni who wish to further pursue their studies, graduates' spouses and children, as well as their siblings.

2.6.17.3 Graduate Follow-up

The Student Affairs Office conducts an annual follow-up survey to determine the post-graduate status of the previous year's graduates. The Graduate Follow-up Survey is normally conducted over the telephone using a short questionnaire but can entail data collection through e-mails and social media if necessary. Faculty staff may also be approached to contribute their knowledge of alumni whereabouts. A final report is compiled in late spring and findings are subsequently communicated to the Management.

Refer to Appendix Z for a template copy of the Graduate Follow-up Survey.

2.7 Finance

2.7.1 Accountability

The Directors' Council is accountable to EDEX to administer and control the micro-financial management of the College. Operationally, this is achieved by the Directors' Council delegating the day-to-day responsibility and accountability for meeting the financial goals of the College to the Director of Administration.

The Director of Administration advises the Directors' Council on all financial matters of the College and is accountable for all financial management issues including financial policies, financial systems and financial procedures. The Director of Administration may delegate, when appropriate, responsibility to appropriate staff within their responsibilities and/or duties. Individuals who are delegated financial responsibility are accountable to the individual who delegated the responsibility to them.

All financial management processes and actions must be built upon sound financial and business practices and carried out in accordance with College policies and applicable legislation.

2.7.2 Tuition Fees

Intercollege is a private institution that is fully tuition supported.

Intercollege has two (2) tuition rates:

- 1) The fixed tuition rate which covers full-time tuition for two (2) semesters (fall and spring). This applies mainly to the following programmes of study: Office Administration; Aesthetics; and Culinary Arts.
- 2) The tuition rate per credit or teaching hour which applies to all other programmes, whether full-time or part-time.

2.7.3 Other Student Expenses

There are a number of other fees such as application, registration, technology, medical and accident insurance, graduation, transcript, lab, evaluation, make-up tests and student activities fee. All such fees are properly published and made known to students. Full details are described in the Intercollege prospectus and other specially produced leaflets.

2.7.4 Methods of Payment

Tuition and other fees are approved by the Ministry of Education, Sport and Youth (MoE) and are calculated and charged at the beginning of each semester. Local students may be permitted to pay their tuition and fees in instalments. Students wishing to pay on an instalment basis must sign a contract of payment. According to the immigration regulations of Cyprus, international students are required to be full-time and pay each semester's tuition and fees in advance.

Note: Further to a decision made by the Ministerial Committee, all prepaid tuition fees of international students will be refunded in the event that for any reason their arrival in the Republic of Cyprus is no longer possible. This decision can be revoked by a further decision made by the Ministerial Committee.

2.7.5 Late Payments and Non-payment

Students with outstanding financial obligations to the College will not receive grades, transcripts or other documents until their accounts are settled.

A late payment charge of 2% per month will be imposed for all overdue instalments.

2.7.6 Financial Aid

Intercollege offers financial aid to full-time students, in the form of merit scholarships, need-based assistance, and on-campus work-study programmes. All types of financial aid available are explained below.

Notes:

- 1) Scholarships are not applicable for the graduate programmes, professional programmes, other fees and summer tuition.

- 2) Students who are eligible for more than one (1) type of Financial Aid will be awarded the scholarship or grant constituting the highest amount (i.e. reductions will not be combined).

2.7.6.1 Academic Merit Scholarships

2.7.6.1.1 Based on Previous Performance

Students in their first year at Intercollege may be eligible for financial assistance in accordance with the grades of their High School Leaving Certificate. (More information about this type of scholarship can be obtained from the Admissions Office).

2.7.6.1.2 Based on Academic Performance at Intercollege

Two (2) regular semesters after the student first registers and every semester thereafter, scholarships will vary according to the student’s performance at the College, as follows:

Cumulative GPA	Scholarship
4.00	50%
3.75 – 3.99	20%
3.50 – 3.74	10%

In order to be eligible for this type of scholarship, students must have:

2.7.6.2 Need-Based Assistance

Need-based assistance is given in the form of a grant, to local students only, regardless of academic performance, as follows:

- a) Students who come from large families (four (4) children or more) are eligible for a 15% grant.
- b) Families, who have, during the same semester, more than one child as registered full-time students at the College, are eligible for a 15% grant for every additional child.
- c) Students who face substantial financial problems. In such cases the amount of grant will depend upon the student's demonstrated need for assistance. Students interested in this type of grant must complete the Application for Scholarship form and submit it to the Finance Office or Admissions Office. A hard copy of this form may be obtained from the Admissions Office or Finance Office.

This type of grant may be valid for one (1) semester or for one (1) academic year or for the whole duration of the student’s programme.

Refer to Appendix E2 for a template copy of the Application for Scholarship (Ref.: ?).

2.7.6.3 On Campus Work-Study Programme

A limited number of part-time on-campus jobs are available to students who have demonstrated exceptional potential in extra-curricular activities and academic performance. Students are compensated in the form of tuition reduction.

Available jobs are announced at the beginning of every semester and are posted on the main board of the College.

2.7.7 State Subsidy

Students are allowed to apply for a State Subsidy paid by the Government of the Republic of Cyprus. The subsidy ranges depending on the socio-economic status of the student (normally between €2,563 and €3,417), and is paid at the end of each academic year.

The Ministry of Education, Sport and Youth has set certain eligibility criteria which a student must meet before their application is accepted. Applicants may contact the College's Student Affairs Office for further information.

Note must be made that only appropriately accredited programmes of study offer their students the eligibility to apply. A comprehensive list of all recognised accredited programmes of study offered in Cyprus can be obtained from the relevant regulatory body DI.PA.E.'s website at <http://www.dipae.ac.cy/index.php/el/idrymata/iste>.

The Cyprus Government offers students from poorer backgrounds the possibility for further financial support. All students are eligible to apply for a government Financial Aid Grant at the beginning of each academic year. The support provided, should their application be accepted, aims to cover their student needs including accommodation, general living expenses, travel costs, learning supplies, etc.

2.7.8 Refunds

2.7.8.1 Withdrawal Refund

Students cannot drop or withdraw from a course(s) by merely stopping attendance. A student wishing to withdraw from any course(s) has to fill in a "Withdrawal Form" and submit it both to the Academic Affairs Office and the Finance Office. The date of withdrawal will be considered to be the date on which such a form is received.

Apart from tuition, all other categories of fees are not refundable. Tuition reduction (refund) will be based on the following refund schedule:

Time of Withdrawal	Tuition Fee Reduction %	Tuition Fee Charged %
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Fall and Spring Semesters

Before classes start ⁵	100%	0%
During the first week of classes	80%	20%
During the second week of classes	70%	30%
During the third week of classes	50%	50%
During the fourth week of classes	25%	75%
After the fourth week of classes	0%	100%

Summer Session

Before classes start ⁶	100%	0%
During the first three (3) days of classes	80%	20%
During the second three (3) days of classes	50%	50%
After the seventh day of classes	0%	100%

No refund of tuition will be made for whatever reason, for students who have been expelled, dismissed or suspended for disciplinary reasons.

2.8 Academic Standards

All students are advised to read carefully the Academic Policies outlined in this section and familiarise themselves with the rules, procedures and policies of Intercollege. Clarifications and further information can be obtained from the Academic Affairs Office. Additional policies may be implemented based on the recommendations of the IQAC in order to help improve transparency and enhance academic quality.

2.8.1 Academic Affairs Office

The Academic Affairs Office is committed to maintaining a comprehensive and effective student guidance and advising system, in order to provide the best possible support to students. The purpose of such a system is to help students to:

- Acquaint themselves with their programmes of study and courses.
- Become aware of their rights and responsibilities and acquaint themselves with the various rules, regulations and policies of the College.

⁵ Full-time status; completed a minimum of 30 credits at the College; and be registered in the previous semester

⁶ Full-time status; completed a minimum of 30 credits at the College; and be registered in the previous semester

- Adapt quickly to the educational environment of the institution.
- Achieve their educational goals and objectives.
- Support their academic and professional development.

In order to achieve its aims, the Academic Affairs Office is committed to providing and maintaining:

- Clear, user-friendly and accurate information regarding all academic issues which concern students.
- Qualified and well-trained staff for student guidance and advising.
- Student orientation, help sessions and 'surgery hours'.
- A student-oriented environment and culture, where students are respected and treated as mature and responsible individuals.

2.8.2 Academic Awards

2.8.2.1 Graduate Degree Titles

Intercollege offers academic awards at the certificate, diploma and degree levels as follows:

2.8.2.1.1 Certificate

The Certificate is awarded only in very few programmes and represents one (1) year's work and a minimum of 30 credits / 60 ECTS. No minimum cumulative grade point average (CPA) is required. However, the student must complete all programme requirements.

2.8.2.1.2 Diploma

The Diploma is awarded in some areas after completion of the credits required by the specific programme. For some programmes, practical training is required. Students successfully completing a 2-year programme of study will be awarded the following:

CPA 1.50-2.99 Diploma

CPA 3.00-3.49 Diploma with Merit

CPA 3.50-4.00 Diploma with Distinction

There is no minimum cumulative grade point average (CPA) requirement for Diplomas in any of the vocational programmes. The student must complete all programme requirements.

A minimum cumulative grade point average (CPA) of 1.5 is required for any student wishing to transfer/continue to a Bachelor Degree.

2.8.2.1.3 Higher Diploma

A Higher Diploma is awarded in some areas after completion of at least 90 credits / 180 ECTS. A minimum cumulative grade point average (CPA) of 1.7 is required. The student must complete all programme requirements.

Students successfully completing a 3-year programme of study will be awarded the following:

CPA 1.70-2.99 Higher Diploma

CPA 3.00-3.49 Higher Diploma with Merit

CPA 3.50-4.00 Higher Diploma with Distinction

2.8.2.1.4 Bachelor Degree (of Arts or Science)

This is the same as a Baccalaureate degree at the Bachelor of Arts (BA) or Bachelor of Science (BS) level awarded in both the UK and USA. It is awarded in several areas after completion of at least 120 credits / 240 ECTS. A minimum cumulative grade point average (CPA) of 2.0 is required. The student must complete all programme requirements.

2.8.2.1.5 Second Degree Requirements

Students seeking a second diploma/degree must complete the requirements of the second diploma/degree with a minimum of 30 additional credits / 60 ECTS for the Diploma and a minimum of 60 additional credits / 120 ECTS for the Bachelor degree subsequent to completion of the first diploma/degree.

2.8.2.2 Graduation Honours

In recognition of academic excellence, Intercollege prepares a Graduation Honours List.

<u>Summa Cum Laude</u>	Is awarded to any student who has a CPA of 3.70 or higher.
<u>Cum Laude</u>	Is awarded to any student who has a CPA of 3.4 or higher but less than 3.70.
<u>Best Student</u>	Is awarded to the student with the highest CPA of the graduating class in each programme of study.

2.8.3 Non-credit Awards

Intercollege gives two (2) types of non-credit awards:

<u>Certificate of Attendance</u>	Is awarded to any individual who has participated in any short programme organised and run by Intercollege on a non-credit basis. The Certificate of Attendance implies no evaluation of the person's performance.
<u>Certificate of Completion</u>	Is awarded to any student who has completed a number of selected subjects on credit or non-credit basis. The individual subjects and the grades are listed on the certificate.

2.8.4 Curriculum and Academic Path

The curriculum of professional programmes refers to the subjects which a student will be examined in.

Academic paths under the revised educational framework will reflect a fixed path demonstrating partial integration of business, math, computer, foreign language, and science and humanities electives.

2.8.5 Programme Learning Outcomes

The term 'academic standards' is broadly used to mean the specification of knowledge and skills required by a student in order to pass a course, complete a programme and be granted a particular academic award. These are more commonly known as 'Programme Learning Outcomes'.

Faculty staff members use the academic standards to develop lesson plans, assignments and assessments that help their students master the knowledge and skills defined by the academic standards.

The main elements that contribute to the maintenance of academic standards are:

- The stipulation of course and programme content so that this generally conforms to similar courses and programmes nationally, regionally and internationally.
- The explicit specification of appropriate aims and learning outcomes for courses and/or programmes.
- Methods of assigning grades based on assessment criteria are consistent across the College.
- Forms of cross-checking such as Second Marking to ensure fairness, consistency and inter-institutional comparability in marking and grading.

In setting and maintaining academic standards, Intercollege places particular attention to the definition of 'levels' so that Certificate, Diploma, Higher Diploma and Bachelor courses and programmes show a definite step-up in levels of achievement from one to the next, and are linked coherently so that each level's study builds on the level below. Academic standards are designed to provide a clear path for students to gain the proficiency that is required to learn increasingly complex material as they progress through the different levels of study offered at the College.

Intercollege aims to produce graduates who meet the needs of the local, as well as the international labour market and are fully capable of entering employment in Cyprus or elsewhere. If this is to be achieved, employers must be confident that such graduates have achieved a standard in technological understanding and skills that is guaranteed by the certificate they have been awarded.

It is therefore extremely important, both for the College itself and for the community it serves, that courses and programmes are designed, delivered and evaluated according to high standards and that those students who are certificated as having passed them have genuinely achieved the relevant learning outcomes.

2.8.6 Student Classification

Regularly admitted students are classified in one of the following categories:

For the Diploma (60 Credits / 120 ECTS)

First Year 0-32 Credits / 0-60 ECTS

Second Year 33-64 CREDITS / 6-120 ECTS

For the Higher Diploma (90 Credits / 180 ECTS)

First Year 0-32 Credits / 60 ECTS

Second Year 33-64 Credits / 61-120 ECTS

Third Year 65-96 Credits / 121-180 ECTS

For the Bachelor Degree (120 Credits / 240 ECTS)

First Year 0-32 Credits / 60 ECTS

Second Year 33-64 Credits / 61-120 ECTS

Third Year 65-96 Credits / 121-180 ECTS

Fourth Year 97 Credits and above / 181 ECTS and above

There are additional admission categories in the college's academic programmes for students who have not been admitted as regular degree students, such as "audit students" (i.e. students registering for a course or courses but not expecting to receive grades or credits); and "selected courses students" who do not register for a specific programme but choose courses from various programmes, etc.

With the exception of "audit students", for all other categories the usual admission criteria apply.

2.8.7 Student Status

Students are classified according to the number of semester hours in which they are enrolled per semester. A student is considered a full-time student if enrolled for at least 12 credit hours (30 ECTS) during a regular semester or 6 credit hours (12 ECTS) during the summer session. Enrolment for less credit hours is considered part-time. Immigration rules require all international students to be full-time students.

2.8.8 Intellectual Integrity

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

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

2.8.9 Student Petitions

Intercollege students have the privilege of submitting petitions requesting special permission for exemptions from regulations and policies. These petitions will be considered by the Executive Director and the Director of Academic Affairs in consultation with the appropriate Programme Coordinators. All student petitions are considered on an individual basis with attention being given to the student's academic record and the reason for the request. Copies of the Student Petition Form are available at the Academic Affairs Office.

Refer to Appendix P for a template copy of the Student Petition Form.

2.8.10 Academic Records

The entire record of a student's academic progress showing all courses taken, all grades received, all transfer work accepted and in general all credits awarded is available at the Registrar's Office. A transcript of this record can be obtained by the student (unofficial copy) or sent to other colleges or universities (official copy) at a charge.

2.8.11 Grade Point Average and Cumulative Grade Point Average

A student's Grade Point Average (GPA) shows the average performance for the semester; it is determined by multiplying the number of credits of each course by the quality points earned for it, and dividing by the total number of semester credits.

Example of a student enrolled in 16 hours / 32 ECTS:

Course (credits)	Letter Grade	Credits	x	Quality Points	Total Quality Points
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DES-110 (3 credits)	B	3	x	3.0	=	9.0
ENGL-101 (3 credits)	C+	3	x	2.3	=	6.9
BADM-140 (3 credits)	A-	3	x	3.7	=	11.1
MATH-191 (4 credits)	B+	4	x	3.3	=	13.2
SOC-101 (3 credits)	C	3	x	2.0	=	6.0

Total Credits = 16						46.2

Equation: Total number of quality points (46.2) divided by total number of credits (16) equals the grade point average (GPA). (Example: $46.2/16 = 2.888$). The student's Cumulative Grade Point Average (CPA) is computed in the same way and includes all courses taken in all the semesters.

The complete record of a student's progress is issued at the Registrar's Office in the form of a transcript.

2.8.12 Grading System

Academic progress is evaluated on the 4.0 scale from A to F as follows:

Number Grade	Letter Grade	Quality Points
93 - 100	A	4.0
90 - 92	A-	3.7
87 - 89	B+	3.3
83 - 86	B	3.0
80 - 82	B-	2.7
77 - 79	C+	2.3
73 - 76	C	2.0
70 - 72	C-	1.7
67 - 69	D+	1.3
63 - 66	D	1.0
60 - 62	D-	0.7
0 - 59	F	0.0

P (Pass)	0.0
AU (Audit)	0.0
DE (Deferred)	0.0
I (Incomplete)	0.0

- The grade of "P" (Pass) (awarded for credit by examination papers, for practical courses that are not examined by a written final exam and for practicum work) is not used in computing a student's grade point average (GPA) or cumulative grade point average (CPA), but the credits earned are included in the earned hours.
- Incomplete work (grade "I") must be made up in one (1) month after the end of the semester or else the faculty member will record zero (0) marks in that particular exam or area of work.
- A "W" is given for a course from which the student withdrew (WS) or was administratively withdrawn (WA).
- "W"s & "F"s will be shown on final reports but only "F"s will appear on official transcripts.
- A grade may be deferred (DE) when the lecturer concerned has certain doubts regarding the student's work or if the work to be completed will be submitted after a period of one (1) month.

2.8.13 Student Records

According to College policy non-registered inactive students' files are kept for five (5) years, after which only Intercollege transcripts and degrees are available.

Confidentiality of Student Records:

Students have the right to review, inspect, and challenge the accuracy of information kept in a cumulative file by the institution, unless the student waives this right. It also insures that records cannot be released in other than emergency situations without the written consent of the student, except in the following situations:

- 1) To appropriate school officials and faculty, under the supervision of the Registrar or Senior Registration Officer.
- 2) To potential employers or colleges and universities which the student intends to transfer, upon condition that the student is notified of the transfer, receive a copy of the record if desired, and have an opportunity for a hearing to challenge the content of the record.
- 3) Student Records: To authorised representatives of the legitimate government agencies in Cyprus.
- 4) To a student's financial sponsor.
- 5) Where the information is classified as directory information. The following categories of information have been designated by the College as directory information: student's name, address, telephone listing, major programme of study, dates of attendance, degrees and awards received, the most recent educational institution attended by the student, enrolment status (full or part-time), place and date of birth, date of admission, date of graduation, whether

or not currently enrolled, classification (freshman, etc.) and whether the student has participated in officially recognised activities and sports sponsored by the College.

Additional policies may be implemented based on the recommendations of the IQAC.

2.8.14 Cancellation of Classes

Classes will be cancelled only under extreme conditions after approval by the Executive Director and will be formally announced early enough for either other arrangements or timely notification of students. Faculty members should not cancel classes because students tell them so, or because attendance is seriously reduced for any reason. Cancelled classes must be made up at a time suitable for all students, before the final examination period begins.

2.8.15 Add-and-Drop

The Add-and-Drop period is a period of two (2) weeks during a regular semester or one (1) week during the summer session in which a student may, in consultation with the Academic Officer/Advisor, add and/or drop certain courses. Dropping a required course may delay a student's graduation. Both the status and the tuition fees may change as a result of the Add-and-Drop changes.

2.8.16 Change of Major

Students wishing to change their major must inform the Academic Affairs Office of their request in writing no later than the end of the Add-and-Drop period. The credits that will be transferred from one major to another will be decided by the Registrar and/or the Director of Academic Affairs.

2.8.17 Student Attendance and Withdrawal

2.8.17.1 Attendance Policy

Intercollege believes that faculty members make a significant contribution to the development of students and, as a result, a student who is not consistent in class attendance is missing a major part of the educational experience.

Students are therefore expected to maintain regular class attendance. Being late to class may be recorded as absence. Absence is also recorded for laboratory or practical sessions as well as for other required work such as trips.

Absences in excess of those stated (usually 20%) or failing to take the final examination without a valid and timely excuse will result in either failure or administrative withdrawal and a grade of "F" or "W" respectively will be given. Unusual absences (e.g. for medical reasons) may be excused if the student contacts the lecturer before or during the period of absence. International students are further required by law to attend classes regularly.

2.8.17.2 Withdrawal from a Course

A student may choose to withdraw from a course by properly completing a special form available from the Academic Affairs Office by the last day of classes. Telling your lecturer that you are withdrawing or simply not showing up to class is not proper withdrawal.

A student may also be administratively withdrawn from a course because of excessive absences. In case of individual merit or extenuating circumstances students who have been administratively withdrawn because of excessive absences, may appeal for permission to be reinstated.

Withdrawal from a course, whether done by the student or the administration, does not reduce the tuition fees payable.

2.8.17.3 Withdrawal from the College

Withdrawal from the College requires a written notification by the student to the Academic Affairs Office (i.e. filling in a "Withdrawal Form" obtainable from the Academic Affairs Office), conference with the Academic or Personal Advisor and clearance from the Finance Office. Students cannot withdraw from the College by merely not attending class. If the withdrawal from the College is for a justifiable reason, a partial refund may be possible during the first four (4) weeks of classes. Justifiable reason is deemed to be death, serious illness or military induction.

2.8.18 Academic Calendar

Each academic year begins on September 1st and ends on August 31st. The academic year consists of two (2) regular semesters (fall and spring) (including holidays and examination periods) and an "intensive summer session".

Registration for the fall semester is carried out throughout September but students are advised to contact the College as there may be variations in days and times of registration.

Undergraduate classes for the fall semester start on either the last Monday of September or the first Monday of October, whichever is nearer to October 1st and end on the Saturday before January 20th. Graduate classes start one (1) week later.

Registration for the spring semester is carried out during the last week of January.

Classes for the spring semester start on the Monday nearer to February 1st and end on the Saturday before May 20th.

Registration for the Intensive Summer Session is carried out during the first week of July.

Classes for the Intensive Summer Session start on the second Monday of June and last between seven (7) to nine (9) weeks.

The week following the last day of classes of each semester and the last half-week of the Intensive Summer Session are used for exams.

The College keeps the following holidays:

- October 1st (Republic Day)
- October 28th ('OXI' Day)
- December 22nd - January 7th (Christmas Holiday)
- Green Monday
- March 25th (Greek Independence Day)
- April 1st (Cyprus National Day, otherwise known as 'Struggle for Independence Day')
- One (1) week before and one (1) week after Greek Orthodox Easter
- May 1st (Labour Day)
- Kataklysmos Day (otherwise known as the 'Festival of the Flood')
- August 15th (Assumption Day, otherwise known as 'Our Lady's Day')

In all cases Registration continues up to the end of the Add-and-Drop period which normally runs two (2) weeks after classes start. In exceptional cases, such as for example when an international student does not receive his/her visa on time, the Admissions Officer in consultation with: (a) the Director of Academic Affairs or the Executive Director; and (b) the Programme Coordinator, may allow a student to register even at a later stage.

The Academic Calendar of programmes that require Practicum may vary in order to make room for such Practicum, without affecting the duration of the programme, as far as contact hours are concerned.

2.9 Assessment and Examination Standards

2.9.1 Assessment Strategy and Methods

The College endeavours to use a variety of different assessment methods, tailoring these to suit the needs of particular courses and/or programmes of study. It also seeks to train all academic staff in the principles of assessment so that they can make effective decisions when assessing students.

An assessment method is the means for measuring the degree of success that a course and/or programme has achieved in meeting its specified learning outcomes. For this reason, the assessment pattern for each course and/or programme of study must be closely linked to the relevant learning outcomes. The different assessment methods utilised then must allow students the opportunity to demonstrate if they have achieved the course and/or programme learning outcomes and to what extent.

The main modes of student assessment used by the College are assignments, projects, presentations, practical tests, mid-term exams and final examinations. Such methods of assessment are considered direct measures for assessing the products of student work to provide evidence of student performance relative to the relevant programme learning outcomes.

In addition, the College uses the following assessment methods:

- Monitoring and evaluation of student attendance
- Monitoring and evaluation of student participation in class

These methods are considered to be more indirect measures for assessing secondary information on student learning that do not rely on actual samples of student work. Other forms of this may include student feedback questionnaires, graduate follow-up surveys, retention and graduation statistics, etc.

Examinations remain an essential tool of assessment in Higher Education as they test the students' ability to think critically and express clearly under pressure – a situation that is likely to be replicated in their future careers. Refer to sections 2.6.6.8 and 3.8 for further information in regards to the various College policies and procedures related to assessment, moderation and invigilation of examinations.

Carefully designed assignments offer students the opportunity to work on their own outside class to answer questions and/or discuss issues of relevance to their field of study. Tasks are designed in such a way that they maximise the opportunity for students to display their individuality and creative thinking.

Presentations constitute an important assessment method as they help sharpen the students' interpersonal skills and allow them to consolidate and extend their skills in using overhead or liquid-crystal display (LCD) projectors and PowerPoint presentations.

Practical tests are an essential component of assessment in course and/or programmes of study where students learn practical skills in areas such as IT, applied sciences, engineering, aesthetics, etc. Although knowledge may be tested by other means, performance is best tested through practical assessment.

Intercollege strongly believes that the assessment process must serve both a formative and summative function. For this reason student work is always returned promptly and with clear constructive feedback.

2.9.2 Credit

Credit is a measure of the amount of academic work. It has nothing to do with grades. A credit hour usually represents one (1) hour of lecture per week for the whole semester (usually fourteen (14) weeks for a normal semester). For lab or practical courses one (1) credit may represent more than one (1) hour of monitored student work.

- Attempted credits: These are credits for which the student registers.
- Earned credits: These are completed credits, which apply towards a degree.

Intercollege adopts the European Credit Transfer and Accumulation System (ECTS) credit framework which is a learner-centred system for credit accumulation and transfer based on the transparency of learning outcomes and learning processes. It aims to facilitate planning, delivery, evaluation, recognition and validation of qualifications and units of learning as well as student mobility. ECTS is widely used in formal higher education and can be applied to other lifelong learning activities.

2.9.2.1 Transfer Credit

Transfer credit is credit earned at other accredited colleges and universities, which are transferable to Intercollege. All courses are evaluated individually, based on the College's standards and the student's grades.

The general philosophy governing transfer credits is that a student's knowledge, no matter how it was gained, can be considered as long as it is relevant and can be documented. Thus, credits may be transferred to the student's record from a variety of sources. Where the credits duplicate, credits will transfer from only one (1) source.

Transfer credits may correspond to specific Intercollege courses or may apply as credits in specific categories (computer, math, humanities or social science electives). In all cases, they appear on the student's transcript with the suffix "TR" but no grades are counted in the student's cumulative grade point average (CPA).

Regardless of the credits transferred, students must complete a minimum of 30 Intercollege credits / 60 ECTS for the Diploma and 60 Intercollege credits / 120 ECTS for the Bachelor degree. Evaluation of transferred credits may vary based on the individual cases and depending on the completed academic courses, presented to the Academic Affairs Office.

2.9.2.2 Credit Earned at other Colleges and Universities

Credits earned at other accredited colleges and universities or in accredited programmes are transferable to Intercollege. A transcript is required. Course descriptions, syllabi and textbooks used may be required to determine the subject covered. Courses are normally evaluated individually. In some cases, validation may be required in the form of oral or written examination, transfer credits may be provisional, and students may be placed on probation. The Registrar carries out this evaluation in consultation with the Programme Coordinators and the Director of Academic Affairs.

Intercollege will also accept formal evaluations by the World Education Service or other authorised evaluation services for work completed at colleges and universities around the world. Also, Intercollege may sign articulation agreements for the mutual transfer of credits with other colleges and universities.

2.9.2.3 Credit from National Testing and Professional Examining Bodies

Intercollege accepts credits from the following national testing programmes:

- American College Testing – Proficiency Examination Programme (PEP)
- College Board – Advanced Placement (AP) Programme
- Educational Testing Service – College Level Examination Programme (CLEP)
- General Certificate of Secondary Education (GCE) – Advanced ("A") Level, Ordinary ("O") Level and the International General Certificate of Secondary Education (IGCSE).

Credit may also be earned from the examinations of the London Chamber of Commerce & Industry (LCCI), the Alliance Francaise, the Goethe Institute, the Royal

Society of Music, the Cyprus Chamber of Commerce and Industry and other professional bodies such as the Association of Chartered Certified Accountants (ACCA), the Association of Accounting Technicians (AAT), the Chartered Institute of Bankers (CIB), the Cyprus Institute of Marketing (CIM), the Cambridge College of Managers (CAM), the Association of Business Executives (ABE). This list is not exhaustive and other similar examinations may be accepted for transfer.

A currently enrolled Intercollege student with a cumulative grade point average (CPA) of 2.0 or higher may petition to enrol in a course at another accredited college or university and have the credits transferred to Intercollege. The petition must be submitted prior to enrolment at the other college or university.

2.9.2.4 Credit from Correspondence and Distance Learning

Students are permitted to transfer credits from correspondence, distance learning or Web-based learning at accredited colleges and universities. Programme Coordinators in consultation with the Director of Academic Affairs decide on the credits awarded for specific courses.

2.9.2.5 Credit by Examination

Credit by examination grades are given based on the numerical mark of the exam paper and according to the College's marking scheme. The grade appears on the student's transcript and the hours are included in the earned hours.

2.9.2.6 Credit for Prior Learning

It is possible to earn credit from life or work experience, business or industrial training programmes and other achievements. A portfolio must be submitted documenting the learning done outside of formal college courses. Credit is given for the learning or achievements that have come from experience, not the actual experience. Students must demonstrate a balance between theory and practice. Credits from self-acquired competencies through portfolio assessment are limited to 10% of the total number of credits of the requirements of the qualification sought.

2.9.3 Semester Load

2.9.3.1 Normal Semester Load

A normal semester load for full-time day students registered for the first time is 15 credits / 30 ECTS.

For returning full-time students and selected new students, depending on their secondary school performance and result in the English Placement Test (EPT), the semester load may be up to and including 18 credits / 36 ECTS. Also, students who are repeating at least one course, which they had previously passed but they retake to raise their grade, will be allowed to take up to and including 6 courses even if they exceed 18 credits / 36 ECTS.

Academic Language Skills (BENG-121, BENG-122, and BENG-123) may take up to 6-12 credits / 12-24 ECTS respectively. Students who are on Special Academic

Admission must achieve the first semester a cumulative grade point average (CPA) of 1.5, with the exception of students on vocational programmes. During the summer session students are allowed to register for 6-9 credits / 12-18 ECTS.

2.9.3.2 Overload

Any student who would like to take over 18 credit hours / 30 ECTS must petition for permission to do so. Such permission may be granted if:

- The student's cumulative GPA (CPA) is 3.0 and above; and/or
- The student needs a few extra credits during his last semester in order to graduate.

When permission is given to take over 18 hours an Overload Charge is levied for all hours over 18. In addition, if a student is enrolled in a non-credit English programme, the class hours will be considered as credit hours for Overload Charge purposes.

2.9.4 Pass-or-Fail Courses

Students may select to have some of the General Education courses taken on a pass-or-fail basis. In this case, the only grades shown are "P" or "F" respectively. The grade of "P" is not computed in the student's GPA or CPA but the grade of "F" is.

No major or required courses can be taken on a pass or fail basis. Students may indicate their choice of pass-or-fail before the end of the current semester by completing a special form and getting the required approval. Once made the election for pass-or-fail is irrevocable.

2.9.5 Auditing a Course

If a student wishes to attend a class regularly but does not wish to receive a grade or credit for it, the student may choose to audit the course. For this to occur, the student must do the following:

Once an auditing student registers for a course, the audited course can be converted to a normal course during the Add-and-Drop period provided the student is qualified for normal registration; thereafter, no other change may be made.

Audit students will be charged the same tuition and other fees as those charged for a normal course.

Audit courses will be recorded on the student academic record with an "AU". An "AU" is not used in computing a student's grade point average (GPA), and the credit hours are not included in the earned hours.

2.9.6 Special Course Enrolments

2.9.6.1 Repeat Enrolment

Students may repeat a course if they wish to improve their grade. Repeat courses are recorded on the student's transcript with the suffix "R". When a course is repeated, only the highest grade is recorded on the student's transcript.

2.9.6.2 Independent Study

In very unusual cases, a student may be allowed to complete a regular course on an Independent Study basis. To be taken on an Independent Study basis, a course must not be normally taught during the semester.

Independent Study must cover the normal syllabus of the course and must include at least eight one-hour sessions with the lecturer, a mid-term and or final examination.

Permission to undertake an Independent Study may be granted by the Executive Director after the student submits an application with the recommendation of the faculty, Programme Coordinator and Director of Academic Affairs. Independent Study is chargeable in the same way as all other courses.

The Independent Study must be completed within four (4) months from the time the student registers for it.

Refer to Appendix H2 for a template copy of the Independent Study Form.

2.9.6.3 Practicum

Enrolment for practicum work is done either during the semester in periods specially specified without affecting the regular course work, during the summer vacation, or after their studies are completed. In this case, a letter is required from the employer specifying the period and hours employed the type of work performed and an evaluation of the quality of work. Practicum is also supervised and assessed by programme faculty members. Depending on the major, practicum work is designated with a “P”/”F” or a letter grade.

2.9.7 Student Standing

The level for good academic standing, probation and ineligibility depends on the student’s progression in his studies as follows:

Higher Diploma:

Number of Quality Hours (1)	Good Academic Standing (2)	Probation (3)	Ineligibility (4)
24-44 credits / 48-88 ECTS	1.3 and over	1.00-1.29	less than 1.0
45-74 credits / 9 -148 ECTS	1.5 and over	1.30-1.49	less than 1.3
75-104 credits / 150-208 ECTS	1.7 and over	1.50-1.69	less than 1.5

Bachelor Degree:

Number of Quality Hours (1)	Good Academic Standing (2)	Probation (3)	Ineligibility (4)
24-44 credits /	1.3 and over	1.00-1.29	less than 1.0

48-88 ECTS			
45-74 credits / 90-148 ECTS	1.7 and over	1.30-1.69	less than 1.3
75-104 credits / 150-208 ECTS	1.85 and over	1.70-1.84	less than 1.7
105-134 credits / 210-270 ECTS	2.0 and over	1.85-1.99	less than 1.85

2.9.7.1 Good Standing

A student is considered to be in good academic standing if s/he satisfies the criteria of columns (1) and (2) above.

2.9.7.2 Academic Probation

At the end of each academic year, students with a cumulative point grade average (CPA) below what is required for good academic standing will be placed on academic probation as shown in column (3) above.

Students may also be placed on academic probation because of excessive course withdrawals (“W” grades).

All students placed on academic probation will receive a letter informing them of their status and will be encouraged to increase their CPA. There will also be a warning that should the student’s cumulative point grade average (CPA) drop below the low end of each scale he/she may be ineligible to re-register.

2.9.7.3 Academic Ineligibility

Students with a CPA below the lower cut-off points as shown in column (4) become ineligible to continue their studies. In cases of extenuating circumstances, students may be allowed a one-semester extension but only after consultation with the Director of Academic Affairs or the Executive Director and a definite study plan and performance objectives have been agreed upon. If students fail to meet these objectives, they will be dismissed from the College without further notice. Students may also be dismissed because of continued course withdrawals.

2.9.7.4 Academic Readmission and Forgiveness

Dismissed students who wish to return to the College, after an absence of at least one semester, may petition the Director of Academic Affairs or the Executive Director for readmission based upon evidence that the student is willing and able to do improved quality work. Readmission is granted only once. Also, students who change major and perform satisfactorily during the next one (1) or two (2) semesters may have some previous unsatisfactory work disregarded.

2.9.8 Examinations

The primary purpose of examinations and tests is to check the student’s progress, but they need not constitute the sole means of grading.

All examinations should focus on the course material that has received most emphasis. It is permissible to use short quizzes to force students to study regularly but major examinations must be announced at least one (1) week in advance.

Examinations should be promptly graded and the corrections should be clear and fair. Graded student scripts should be returned two (2) weeks after the exam at the latest and students may discuss the tests with their lecturer.

Refer to sections 2.6.6.8, 2.10 and 3.8 for further information regarding the College's relevant policies and/or procedures.

2.9.9 Marking Criteria

Each faculty member sets the marking criteria for his/her course in reflection to the learning outcome of the course(s). The criteria are audited by the Programme Coordinator for scrutiny. In case the Programme Coordinator or another faculty member is unable to scrutinize the marking criteria for any specialized course, then the assistance of an external faculty member is requested. All courses carry a marking criteria scheme based on the demands of the learning outcomes. The Programme Coordinator is liable for ensuring that each of his/her faculty members have the correct marking criteria in place.

Refer to section 3.7 on Marking Criteria and Grading Policy for further Information.

2.9.10 Moderation Marking

Moderation Marking is a procedure that seeks to enhance transparency in providing the correct marking throughout the examination scripts. A faculty member chooses randomly up to five (5) examination papers and audits the final marking based on the marking criteria. In case the marking provided by the moderator differs over 10% from the original marking, then the Programme Coordinator acts as the arbitrator (third marker) and audits the marked scripts in order to identify any miscalculations or errors in marking. In case the third marker (Programme Coordinator) concludes that the marking needs re-adjustment he/she monitors that the correct action is taken for all examination scripts. The third marker reserves the right to adjust the marking scale for all scripts by $\pm 10\%$, without further action by the faculty members.

2.9.11 Second Examination Period

Intercollege provides the student the ability to be re-examined in a course that he/she has failed. The second examination period takes place during September (when approved by the Academic Affairs Committee students could take the re-sit examinations during one of the three examination periods January, May or September - dates are allocated prior to the examination periods). Refer to section 3.8.4 for further information regarding this.

2.9.12 Thesis Writing

Refer to section 3.11 on Thesis Writing Policy for further information.

2.9.13 Plagiarism

Plagiarism means to take and use another person's work, whether such work is made up of code, formulas, ideas, language, research, strategies, writing or other form(s), and to pass it off as one's own by failing to give appropriate acknowledgement in order to gain unfair advantage.

Cheating means seeking to obtain an unfair advantage in an examination or in other written or practical work required to be submitted or completed by a student for assessment. Cheating refers to any kind of dishonesty in connection to assignments or examinations; it applies to both giving and receiving unauthorized help.

Cheating may also take the form of similar work submitted by students who may have worked together. It is essential that the Lecturer provides students with clear instructions as to whether they have been permitted to work on the assignment jointly or individually and what the outcome of possible cheating will be for the students involved.

2.10 Teaching and Learning

2.10.1 Teaching and Learning Strategy

Intercollege is a Higher Education College where teaching, rather than research, is the main activity. The teaching and learning strategy of Intercollege is primarily lecture-based, aided by the use of technology where possible to help enhance the teaching and learning process. Nevertheless, it is important to note that other appropriate and effective teaching strategies may be implemented depending on the nature and learning requirements of each particular course and/or programme of study.

Priority is always given to teaching strategies and methods that promote student centred teaching and learning. Such strategies and methods are anchored in the learning outcomes of each particular course and/or programme of study rather than the content of teaching/learning materials.

One of the College's main concerns is to ensure that graduates are able to cope with the demands of the local and/or international workplace. This is achieved by developing the cognitive, interpersonal and technical skills of the students and by keeping up to date with the latest developments in the fields of study offered at the College.

The basis of the College's teaching and learning strategy then is as follows:

- **Cognitive Skills:** The College seeks to develop its student's cognitive skills such as comprehension, application, analysis, synthesis, evaluation, etc. The purpose for this is to encourage students to think critically, to evaluate and to find solutions to both practical and theoretical problems.
- **Interpersonal Skills:** The College focuses on developing its students' interpersonal skills such as the ability to communicate effectively, the ability to function as a team member and/or leader, the ability to work harmoniously with other people of different backgrounds in order to achieve a common goal, etc.

- Technical Skills: Intercollege strongly believes that technical skills are paramount in the professional success of an individual. Graduates of the College need to possess full confidence, as well as relevant and up-to-date capabilities in their area of specialization. The College's learning and teaching strategy aims to best serve the needs and/or expectations of employers and students themselves.

2.10.2 The Quality of Teaching

The quality of teaching is a key factor in the success of the various programmes of study offered at Intercollege in providing students with the skills they need to gain success in their future.

The College ensures that the courses are taught by lecturers who are academically qualified, competent and have appropriate work experience in the academe and/or industry.

The quality of teaching is continuously monitored and evaluated by the Academic Affairs Office through periodic classroom observation, faculty staff peer reviews, student appraisal and evaluation questionnaires, etc.

Intercollege actively encourages and promotes that all its faculty staff members share good ideas and best practices among them to help enhance the teaching and learning methods in-house.

2.10.3 Course Delivery

2.10.3.1 Class-based Learning

The delivery of lessons is primarily done through carefully planned seminars and/or lectures. These are defined as tutor-led sessions in which students are expected to listen and take notes to the delivery of contents by the tutors.

The teaching sessions are always supported by well-written and well-designed hand-outs prepared by the relevant academic. Lectures/seminars are conducted in classrooms which are equipped with the latest multimedia facilities to help support effective teaching and learning processes.

The College recognises the various challenges students may face in learning and as such encourages its tutors to explain complex subjects carefully and incrementally. Faculty staff members should always actively promote students to ask for further explanation and/or clarification, as well as repetition of any concept that has not been fully understood by them.

2.10.3.2 Practical Work

The term 'practical work' covers any supervised task undertaken by students in workshops and/or laboratories and fieldworks that involves the use of specialised equipment. Such work must be carried out with appropriate supervision and technical, as well as academic support. The purpose of practical work is to enhance technical

skills that complement and interconnect with theoretical knowledge in the relevant field of study.

Refer to section 2.10.6.3 on Practicum for further information regarding this.

2.10.3.3 Independent Learning

Intercollege recognises the importance of independent study and increasingly requires students to read, think and formulate ideas in their own study time as they progress onwards from their first year of studies. Students are expected to use the available IT resources such as internet access and the College's student web portal, as well as the availability of a wide range of books and other forms of learning materials found in the library to support their learning.

2.10.3.4 Tutorials

Tutorials are teaching sessions in which a course lecturer meets with a student or a small group of students in order to discuss and/or explain the lessons that were not fully understood by some students in class. This offers students a greater opportunity to ask questions and test their understanding of what has been covered in class both with the tutor and their fellow students.

All Intercollege full-time faculty staff members have allotted office hours which make them available to students who want to consult them for tutorials. Nevertheless, students are informed that tutors are not contractually bound to offer such tutorial sessions and as such must always agree on the appointment schedule with the relevant academic in advance.

2.10.4 Communications

In order for any communication to be successful, the following must be considered:

- Understanding the message to be imparted and the best time for the communication to take place.
- The identification of the target audience for that message.
- The most appropriate medium for delivery.
- Where the responsibility for enduring that the message is received lies.

Although the College communicates with its students through a range of channels, face-to-face contact remains the primary method of establishing a relationship of communication with the students and of enabling the exchange of information in both directions.

Other channels of communication may include, but are not limited to:

- Telephone
- E-mail
- SMS
- The College website
- Student Portal (Intranet) announcements
- Notice Board announcements
- Social Media (e.g. Facebook)

- Print materials

Intercollege expects that all students keep their personal contact details up to date, and to know where to look for and how to find information relevant to them.

All Intercollege communications should be clear, courteous, accurate, appropriate, and timely. Furthermore, regardless of the media chosen, the content should be jargon-free and without the use of colloquialisms, unexplained acronyms or complex phraseology.

2.10.4.1 Notice Boards

There are several notice boards situated across the College's Nicosia campus which can be used to disseminate important information, whether this is done internally or to students.

Faculty staff members may use the notice boards situated near classrooms or in student communal areas to communicate important information to their students. Such information can include but is not limited to class schedule changes, class room changes, exam dates and times, important changes to College rules and regulations, announcements concerning the day-to-day running of the College, etc.

Notice boards situated in staff working areas may be utilised by the Management to communicate relevant information to College employees. This may be to announce holiday breaks, changes made to the College's operational framework, notices regarding the day-to-day running of the College, etc.

2.10.4.2 Student Portal – Intranet

Intranet is the College's virtual learning environment which is accessible from all devices. This learning platform can be used by both students and course administrators alike to help facilitate the teaching and learning.

The system offers a range of services which include but are not limited to:

- Class scheduling information
- Access to a student's academic path
- The ability to update one's personal information such as their contact details and/or address
- Access to a student's subject grades and/or overall results
- The ability to share a range of teaching and learning materials such as in-class PowerPoint slides
- Access to programme- and/or course-specific pages
- Web registration
- Examination notifications
- Participation in virtual discussion forums

Intranet is intended to provide educators and learners with a single robust, secure and integrated system to help create a personalised learning environment for everyone.

2.10.5 Learning Resources

2.10.5.1 Library

The College Library serves primarily the needs of its students, lecturers and researchers. It is comprised of the Reference, Reserve, Periodical and Main Collection, as well as Special Collections such as the Cyprus Collection, the Law Reference Collection, the Audio-visuals Collection, etc.

The library has a good selection of materials that support the various areas of study.

The library catalogue as well as any other online databases and e-journals that the Library subscribes to, can be accessed through the webpage from anywhere on campus as well as from off campus.

The College Library is, along with another fifteen (15) libraries, a member of the Cyprus Libraries Union Catalogue. This gives all users the possibility to search the other libraries for titles not found in our library.

In addition, the Library has an Interlibrary Loan Service for borrowing materials of a general nature as well as medical material which cannot be found on the island.

2.10.5.2 Textbooks

Faculty members may borrow a copy of the required textbook for each course they are teaching together with teaching manuals and test banks if available from the Library. Such copies should be returned at the end of the semester unless paid for.

2.10.5.3 Bookstore

The College Bookshop supplies the needs in books to both faculty and students.

2.10.5.4 Information Technology (IT) Office

The Information Technology (IT) Office serves primarily the College's instructional needs but it can also be used for administration and research.

The College policy is to encourage the use of computers in several courses. Thus, if a faculty member has any computer applications or any software in mind that he/she would like to use in his/her course, he/she is requested to check with the Head of the IT Office or the IT Officer.

The College has overhead projectors, video projectors, video recorders, colour TVs and a collection of tapes/CDs which can be used for instructional purposes. Prior arrangement should be made.

The IT Office is open daily.

2.10.5.5 Student Handbook

Each Programme Coordinator prepares a student handbook based on the College's approved guidelines. The handbook is submitted to the IQAC by the second week of

September for auditing. In case the handbooks lack any of its components, a report is sent to the Programme Coordinator with the requested actions in order to send a revised version to the IQAC within five (5) working days. The final approved copy is stamped by the IQAC and sent to the Programme Coordinator for student dissemination.

Refer to Appendix W for a workflow diagram outlining the procedure that needs to be followed for auditing and approving Student Handbooks.

Faculty staff members and students may contact the Academic Affairs Office for further information regarding Student Handbooks.

2.10.5.6 Placement Logbook

All Programme Coordinators that have incorporated internships need to have the placement logbooks conform to the general guidelines of the College and satisfy the specific needs of their programme. The faculty members of each programme are responsible to visit the students assigned to them every two (2) weeks, sign the placement logbooks and acknowledge any issues with the students work placement activities. The placement logbooks are audited by the IQAC and a stamped copy is sent to the Programme Coordinator for dissemination.

Faculty staff members may contact the Academic Affairs Office for further information regarding Placement Logbooks.

2.10.6 Classroom Maintenance

To help keep the classrooms clean, students should not be allowed to eat or drink in the classrooms. In addition, faculty members are requested to turn off the lights, as well as the air-conditioning or heating system in the classroom, when the room is not in use. If classroom conditions are unsatisfactory, the Administration Officer should be notified.

2.10.7 Lab Regulations

All labs within the College's premises conform to the Health and Safety Regulations, in order to maintain student and staff safety. All faculty members should ensure that all procedures adhere to the Health and Safety Regulations at all times. The IQAC reserves the right to visit the labs or send a designated specialized representative for inspection, in order to ensure that the labs are aligned with the safety principles.

2.10.8 Care for Equipment

When lecturers use mechanical or electronic equipment such as a computer, photocopier or video recorder, they should take care and follow the instructions carefully. If it becomes inoperative and they are not sure how to fix it, they should ask the Administration Officer to arrange for repairs.

2.10.9 Field Trips

Occasionally, it may be desirable to have the class visit a local business, site or professional institution. Field trips can be an excellent addition but should not be a substitute for classroom instruction. Such trips may be subsidised by the College after consultation with the Program Coordinator.

2.10.10 Teaching Supplies

Teaching materials, such as white board markers, erasers etc., are available from the Receptionist. When you take a supply of these, keep them and bring them back to your office. If you leave them in the classroom, they will most likely not be there next time. If you need other teaching aids for specific courses, talk to the Executive Director, the Director of Administration or the Director of Academic Affairs during working hours.

2.11 Evaluation, Monitoring and Review

2.11.1 Programme Review Committees

Programme Review Committees (PRCs) are formed once per semester and consists of the following:

- The relevant Programme Coordinator (Chair)
- Academic Affairs Office Representative
- Internal Quality Assurance Auditor (IQAA) or other assigned representative
- All relevant faculty members
- Student representatives (1 or 2 from each year)
- Clerk
- An Additional Academic Affairs Officer may participate

The aim of the Programme Review Committee is to provide transparency in terms of academic quality and tackle issues that reflect the smooth delivery of the modules and the programmes (either newly developed or ongoing) in general. The student representatives are chosen by their peers in order to inform the PRC of any issues and provide feedback. All meetings are minuted, the action points are noted and sent by the IQAA for feedback to the Programme Coordinator for completion prior to the commencement of the next semester. Official minutes are stamped and kept by the IQAA and disseminated to all participating members. The Programme Coordinator is liable to monitor the completion of all actions.

2.11.2 Programme Evaluation Committees

Programme Evaluation Committees (PECs) are formed once per semester after the completion of the final examinations and are chaired by the Programme Coordinator and all faculty members, both full-time (FT) and part-time (PT).

Scope of the PEC:

- Evaluates the extent to which the programme's aims and objectives are being achieved using instruments and procedures that the Committee considers appropriate.

- Reviews student assessment practices.
- Reviews teaching methods.
- Studies evaluations of faculty and courses by students.
- Studies data on student enrolment, performance and withdrawal.
- Studies the adequacy of human and physical resources, for the delivery of the programme and makes recommendations
- Reviews staff development issues in relation to the content and teaching of the courses.
- Prepares the Annual Programme and Evaluation Report (APER).
- Meets at least twice during the academic year after the final examinations of each semester.

2.11.3 Annual Programme Evaluation Report

The Annual Programme Evaluation Report (APER) is a comprehensive report that each Programme Coordinator needs to complete at the completion of each academic year. Newly running programmes will need to complete their first annual report one academic year after the commencement of their programme.

The report incorporates statistical information in regard to the student intake and attrition rate. It explores the faculty evaluation perspective in terms of peer reviews and student evaluations.

The report aims to set the strengths, weakness and good practices of each programme in real terms and provide a perspective as to the future of the programme. The APER incorporates the identified needs/issues that are noted via the PRCs and sets the timeframe for their resolution and provides an action plan for the next academic year.

The APERs are submitted by each Programme Coordinator by the end of the Fall Semester and are ratified for action by the IQAC.

Refer to Appendix U1 for a template copy of an APER which provides a general example of what an APER should look like. Also refer to Appendix U2 for a flowchart outlining the procedure that needs to be followed for auditing and approving APERs.

2.11.4 Advisory Committees

The Advisory Committee is composed of at least four (4) members from the industry, the Programme Coordinator and faculty members of the programme. The aim of the Advisory Committee is to enhance the link between the industry and academia, by providing an insight as to the contemporary needs of the market. This enables the Programmes to acquire a competitive edge for their graduates and further assist in the internship process. The Advisory Committee members are introduced to the programme's syllabus and reserve the right to suggest/propose additions to the existing syllabi.

2.11.5 Peer Review

Each new faculty member (whether FT or PT) is being reviewed by at least two (2) other faculty members of higher ranking or experienced faculty. New FT faculty members will undergo announced or unannounced visits for a period of two (2) years.

Each faculty member being reviewed is visited by the Peer Review Team, in real in-class teaching for at least one (1) period of 50 minutes. During the end of the period the members evaluate the faculty performance and engage in a small discussion in terms of identified weaknesses or strengths. In case good practices are identified, then those are noted on the Peer Review Evaluation Form.

The Programme Coordinator is responsible for ensuring that all faculty members are peer reviewed. The Programme Coordinator will need to audit the procedure and submit to the Academic Affairs Office the Peer Review Evaluation Forms for filing.

Refer to Appendix S for a template copy of the Peer Review Evaluation Form.

2.11.6 Faculty Self-Assessment

Each FT faculty member will need to complete the self-assessment report indicating activities that portray the strengths of the programme he/she teaches and indicate a self-reflection of his/her activities in terms of the goals of the programme within the perspective of the College's strategy. The report is submitted to the Academic Affairs Office by the end of July. The Academic Affairs Office sends the reports to designated faculty members (either in-house or external) that are directly or indirectly related to the field of expertise to the evaluated faculty. These members form the Faculty Appraisal Committee (FAC). A general meeting takes place where all the evaluations are discussed and a report for each evaluated faculty is drafted and signed by all participants. The report is disseminated to the faculty member(s) and a copy is kept by the Academic Affairs Office. The procedure takes place every two (2) years.

2.11.7 Submission of a New Programme

Each new programme of study is required to undergo a feasibility study in order to ensure its viability before it can be approved for running. Once the study is completed the relevant Programme Coordinator will be expected to fill in a Feasibility Study Report to be submitted to the Academic Affairs Office.

The report should cover the following:

- The specifics of the programme (to include at least programme title, programme level, programme duration, learning outcomes, suggested modules, assessment methods, instruction mode, prerequisites for admission)
- The scope and syllabi of the programme
- Budget considerations (to include at least building and equipment facilities, faculty availability and library resources)
- Consultations obtained
- Market mapping (i.e. employability data) and potential industry collaboration
- Related professional recognition and/or awards

An Ad Hoc Committee will review the report and make suggestions for improvements where needed. The report will then be submitted to the Executive Director for final approval.

The Feasibility Study Report will be incorporated into the relevant accreditation application to be submitted to DI.P.A.E.

Further information and advice regarding the submission of new programmes and/or their related Feasibility Study Reports can be obtained from the Academic Affairs Office.

3 College Policies

The policies and procedures herein are subject to changes and modifications based on the recommendations of the IQAC and/or as this may be derived from the monitoring process.

3.1 Information Technology (IT) Use Policy

3.1.1 General Rules Governing IT Use

The following rules govern all use of College IT office and network facilities, whether accessed on College property or otherwise.

- a) Use its subject at all times to such monitoring as may be necessary for the proper management of the network, or as may be specifically authorised in accordance with rules laid down from time to time by the IT Office for the purpose of investigation of allegations of activity in breach of the law, or of the College's regulations.
- b) Persons may only make use of College facilities with proper authorisation. Proper authorisation in this context means prior authorisation by the appropriate officer, who shall be the Computer Supervisor or his/her nominated deputy, in the case of services under the supervision of IT Office, or the nominated College or departmental officer in the case of services provided by a College. Any authorisation is subject to compliance with these rules, and with the College's statutes, decrees, and regulations, and will be considered to be terminated by any breach or attempted breach of these rules.
- c) Authorisation will be specific to an individual. Any password, authorisation code, etc. given to a user will be for his or her use only, and must be kept secure and not disclosed to or used by any other person.
- d) Users are not permitted to use College IT Office or network facilities for any of the following:
 - Any unlawful activity.
 - The creation, transmission, storage, downloading or display of any offensive, obscene, indecent, or menacing images, data or other

material, or any data capable of being resolved into such images or material.

- The creation or transmission of material which is designed or likely to cause annoyance, inconvenience or needless anxiety, or to harass another person
 - The creation or transmission of defamatory material about any individual or organization.
 - The sending of any email that does not correctly identify the sender of that email or attempts to disguise the identity of the computer from which it was sent.
 - The sending of any message appearing to originate from another person, or otherwise attempting to impersonate another person.
 - The transmission, without proper authorisation, of email to a large number of recipients, unless those recipients have indicated an interest in receiving such email, or the sending or forwarding of email which is intended to encourage the propagation of copies of itself.
 - The creation, access or transmission of material in such a way as to infringe a copyright, moral right, trade mark or other intellectual property right.
 - Private profit, except to the extent authorised under the user's conditions of employment or other agreement with the College or a college; or commercial purposes without specific authorization.
 - Gaining or attempting to gain unauthorised access to any facility or service within or outside the College, or making any attempt to disrupt or impair such a service.
 - The deliberate or reckless undertaking of activities such as may result in the following:
 - The waste of staff effort or network resources, including time on any system accessible via the College's network.
 - The corruption or disruption of other users' data.
 - The violation of the privacy of other users.
 - The disruption of the work of other users.
 - The introduction or transmission of a virus into the network.
- e) Activities not directly connected with employment, study or research in the College (excluding reasonable and limited use for social and recreational purposes where not in breach of these rules or otherwise forbidden) without proper authorisation.
- Software and computer-readable datasets made available on College network may only be used subject to the relevant licensing conditions.
 - Users shall treat as confidential any information which may become available to them through the use of such facilities and which is not on the face of it intended for unrestricted dissemination; such information shall not be copied, modified, disseminated, or used either in whole or in part without the permission of the person or body entitled to give it.
 - No user may use IT Office facilities to hold or process data relating to an IT Office living individual save in accordance with

the provisions of current data protection legislation (which in most cases will require the prior consent of the individual or individuals whose data is to be processed). Any person wishing to use facilities for such processing is required to inform the IT Officer in advance and to comply with any guidance given concerning the manner in which the processing may be carried out.

- Any person responsible for the administration of any college computer or network system, or otherwise having access to data on such a system, shall comply with the provisions of the "Statement of IT Office Security and Privacy Policy", as published by the IT Office from time to time.
- Users shall at all times endeavour to comply with guidance issued from time to time by IT Office to assist with the management and efficient use of the network.
- Connection of computers (whether College or privately owned) to the College network is subject to the following additional regulations:
 - Computers connected to the College network may only use network identifiers, which follow the College's naming convention, and are registered with the IT Office. In particular all such names must be within the College domains: intercollege.unic.ac.cy. Any exception to this must be authorised by the proper College authority, and may be subject to payment of a license fee.
 - The administrators of computers connected to the College network are responsible for ensuring their security against unauthorised access, participation in "denial of service" attacks, etc. The College may temporarily bar access to any computer or sub-network that appears to pose a danger to the security or integrity of any system or network, either within or outside the College, or which, through a security breach, may bring disrepute to the College.
 - Providers of any service must take all reasonable steps to ensure that service does not cause an excessive amount of traffic on the College's internal network or its external network links. The College may bar access at any time to computers which appear to cause unreasonable consumption of network resources.
 - Hosting web pages on computers connected to the College network is permitted subject to the knowledge and consent of the relevant department responsible for the local resources, but providers of these web pages must endeavour to comply with guidelines published by the IT Office or other relevant authorities. It is not permitted to offer commercial services through web pages supported through the College network, or to provide "home-page" facilities for any commercial

organisation, except with the permission of the Executive Director.

- No computer connected to the College network may be used to give any person who is not a member or employee of the College access to any network services outside the department or Campus where that computer is situated. Certain exceptions may be made, for example members of other universities, official visitors to a department or Campus, or for those paying a license fee. Areas of doubt should be discussed with the Head of IT Office.
- In the event that a user is thought to be in breach of one or more of these rules or of College statutes, decrees, or regulations he or she shall be reported to the appropriate officer who may recommend to the appropriate College authority that proceedings be instituted under College disciplinary procedures. Access to facilities may be withdrawn pending a determination, or may be made subject to such conditions, as the appropriate officer shall think proper in the circumstances.

3.1.2 Rules for the Computer Use

- a) College IT Office and network facilities are provided for use in accordance with the following policy set by the College Council.
- b) The College provides computer facilities and access to its computer networks only for purposes directly connected with the work of the College and with the normal academic activities of their members. Individuals have no right to use College facilities for any other purpose.
- c) The College reserves the right to exercise control over all activities employing its computer facilities, including examining the content of users' data, such as e-mail, where that is necessary:
 - For the proper regulation of the College's facilities; and
 - In connection to properly authorised investigations concerning breaches or alleged breaches of provisions in the College's statutes and regulations, and the rules on computer use published by the IT Office from time to time; or
 - To meet legal requirements.
 - Such action will only be undertaken in accordance with guidelines laid down and published from time to time by the IT Office.

3.1.3 Guidelines for Examining Users' Data

- a) All staff members of an IT facility who are given privileged access to information available through that facility must respect the privacy and security of any information not intended for public dissemination that becomes known to them by any means, deliberate or accidental.

- b) System Administrators (i.e. those responsible for the management, operation or maintenance of computer systems) have the right to access users' files and examine network traffic, but only if necessary in pursuit of their role as System Administrators. They must endeavour to avoid explicitly examining the contents of users' files without proper authorisation.
- c) If it is necessary for a System Administrator to inspect the contents of a user's files, the following procedure must be followed. Normally, the user's permission should be sought. Should such access be necessary without seeking the user's permission, it should, wherever possible, be approved by an appropriate authority prior to inspection. If it has not been possible to obtain prior permission, any access should be reported to the user or to an appropriate authority as soon as possible.
- d) For the purposes of these guidelines appropriate authority is defined as follows:
 - In the case of any College-owned system, whether central or departmental: if the files belong to a student, the Faculty Member, Head of IT Office, Director of Office or Executive Director.
 - In the case of a departmental system, either those named in point a) above; or in all circumstances: the Director of Office or his/her delegated representative.

3.2 Plagiarism Policy

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

Cheating and plagiarism are contrary to the ideals of Intercollege. **Cheating** is defined as dishonesty of any kind in connection with assignments and examinations. It applies to both giving and receiving unauthorised help. **Plagiarism** is defined as presenting the work of someone else as one's own. Cheating and plagiarism will be treated as a disciplinary offence in addition to failure in that particular assignment or examination.

(a) Level One (Lecturer)

- i. **Step One:**
Upon determining that a disciplinary infraction (plagiarism or cheating) has taken place the lecturer has an immediate responsibility to inform the student.
- ii. **Step Two:**
The lecturer must then arrange a meeting with the student to discuss the infraction. Based on the result of this joint conversation and depending on the gravity of the offence, the lecturer can decide on one of two ways to proceed:
 - A. To impose a penalty of up to 100% of mark deduction for the specific assessment
 - B. To refer the disciplinary offence to the Programme Coordinator

iii. Step Three:

Once a disciplinary measure has been agreed upon, both the lecturer and the student must sign the Cheating and Plagiarism form. This form ensures that the student is clear on the disciplinary measures that will follow. Copies of the form are sent to the student's Programme Coordinator and the Director of Academic Affairs.

Additionally the form is also sent to the College Registrar and placed in the student's permanent record.

(b) Level Two (Programme Coordinator)**i. Step One:**

Level Two covers cases where the student and lecturer do not come to an agreement on disciplinary measures to be taken, or where the lecturer has previously deemed the offence to be of a gravity to be directly referred to the Programme Coordinator (see Level One, Step Two).

In both such situations the case moves under the authority of the Programme Coordinator.

ii. Step Two:

In such a case, it is the responsibility of the Programme Coordinator to inform the student in writing of the offence s/he is accused of no later than five (5) working days after the lecturer has notified the Programme Coordinator

iii. Step Three:

The student then has ten (10) working days to submit a response to the accusation.

The Programme Coordinator is required to meet the student no later than five (5) working days after it has received the student's response to the accusation.

If the student does not submit a response the programme Coordinator must inform the student, within five (5) working days from the end of the ten day period, of the outcome of the accusation. In addition the student has the right to defend him/herself in person before the Programme Coordinator

In a case where the student admits to the infraction or where the Programme Coordinator concludes that an infraction did indeed take place, the Programme Coordinator, in close collaboration with the Director of Academic Affairs and The Executive Director, have the right to impose a penalty on the student. The penalty is always imposed by the Executive Director and is referred to in section 5.10.1.4.

To ensure that the student is made completely aware of this decision, it is recommended that the student not only receive the outcome in writing but also, meet in person with the Programme Coordinator, in the presence of

the Director of Academic Affairs and The executive Director, to discuss the decision. This will additionally ensure that the student is made aware of the process for an explanatory appeal and the deadlines involved.

In all above cases the Programme Coordinator communicates the minutes of the proceedings to Director of Academic Affairs and the Executive Director.

Process for Appeal:

The student is allowed to submit an explanatory appeal to the Appeals Committee (AC) within ten (10) working days of the notification from the Director of Academic Affairs (defined as the date of the letter). Late submission of an appeal letter to the AC will not be considered.

iv. Step Four:

If the Programme Coordinator the Director of Academic Affairs and the Executive Director perceive that a case referred to it constitutes a more serious offence the case is forwarded to the Disciplinary Committee. In such a case the Director of Academic Affairs is required to inform the student of this decision in writing within five (5) working days of its meeting.

(c) Level Three (Disciplinary Committee)

i. Step One:

In a case where the infraction has been forwarded to the Disciplinary Committee (DC) the DC invites the student to a hearing to be held once all evidence has been collected.

The conditions for such a hearing are as follows:

- The student is informed in writing that the DC is to hear his/her case. (Herewith in to be referred to as the Letter of Notification)
- The Letter of Notification must relay clearly to the student the case against them, the date and time of the hearing and the DC members who will constitute the committee.
- The accused has the right to request the replacement of a member or members of the DC in a written letter to the Executive Director, providing any reasons for the request.
- The Executive Director takes a decision on the request, and the decision is final.
- Upon receiving The Letter of Notification the student has the right to submit an explanatory statement to the DC.
- This statement must be received within ten (10) working days of the date of the Letter of Notification.
- Late submissions of the student's statement to the DC will not be considered.
- Once the DC has received a student's statement it must then convene within ten (10) working days.
- If a student does not submit a statement, the DC will convene twenty (20) days from the date of the Letter of Notification.

ii. **Step Two (The Hearing):**

During his/her defence before the DC, the student has the right to be accompanied by his/her Advisor, or by another student who may speak on his/her behalf.

S/he also has the right to call in witnesses to defend him/her. These witnesses must be made known to the Chair of the DC prior to the commencement of the hearing.

The Committee is required to inform the student of its final decision within five (5) working days after the hearing. The decision is also made known to the Programme Coordinator, The Director of Finance (when applicable) and the College Registrar so that the student's file is brought up to date.

This concludes any appeal process for the student and the decision of the DC is final.

The DC communicates the minutes to the Executive Director.

3.3 Anti-Harassment, Discrimination and Bullying Policy

3.3.1 Policy Statement

It is the policy of Intercollege to maintain a non-discriminatory working environment which is free from harassment and bullying. Individuals should always be treated with respect and dignity at work. Intercollege recognizes that harassment and bullying interfere with an individual's work performance and create a hostile working environment. It is the college's aim to protect the health, confidence and morale of its employees, and harassment or bullying of individuals is unacceptable and will not be tolerated.

3.3.2 Responsibility of Implementation

Everyone within Intercollege has a positive responsibility to comply with this policy and ensure its terms are put into effect. Managers at every level within Intercollege are directly responsible for ensuring that all those within their area comply with this policy.

3.3.3 Identifying Harassment

Harassment cannot be simply defined, but the essential characteristic is that it is unwanted by the recipient. Harassment is unwanted conduct whether verbal, nonverbal or physical, of a sexual nature, or other conduct based on sex, race (including colour, nationality, national or ethnic origin), religion (or similar philosophical belief), sexual orientation, marital or registered civil partnership status, gender

reassignment, Human Immunodeficiency Virus (HIV) positive status, disability or age (the “Prohibited Grounds”), which has the purpose or effect of:

- Violating the dignity of individuals at work or
- Creating a hostile, degrading, humiliating or offensive working environment.

Everyone reacts differently and what may not be offensive to one person may be offensive to another. The person’s intentions are immaterial; it is the effect on the recipient which counts.

3.3.4 Forms of Harassment

Harassment may include but is not limited to:

- Persistent requests for social activities (after it has been made clear that such requests are unwelcome) or other persistent unwelcome attention of a personal nature.
- Offensive and suggestive remarks.
- Intimate questions.
- Foul or obscene language.
- Inappropriate jokes, banter, teasing, innuendos, nicknames, ridicule or insults.
- Inappropriate comments about dress, appearance, physique, or abilities.
- Displaying or sending suggestive or offensive pictures, posters, objects or written materials, screensavers, graffiti, emails, SMS or instant messages.
- Whistling and suggestive or offensive gestures.
- Deliberate ignoring or isolation of an employee.
- Inappropriate contact.
- Threats, assault or coercing sexual acts.

Harassment and bullying may not only occur between individuals at work, but also at office social events and outside working hours. Intercollege may take appropriate disciplinary action (up to and including dismissal without notice or pay in lieu of notice) against any employee found responsible for bullying or harassment outside the workplace.

A breach of this policy will also occur where an employee’s refusal to submit, or submission to, harassment on Prohibited Grounds or bullying influences a decision which affects that employee’s access to continued employment, benefits of facilities; opportunities for promotion or vocational training; or any other decision affecting their employment; or an employee is victimized or retaliated against on the basis that he/she has complained in good faith of harassment on Prohibited Grounds or bullying.

3.3.5 Policy on Sexual Harassment

Intercollege is a place where administrators, faculty, staff and students should work and learn in an environment which is free from intimidating, offensive and hostile behaviour. The College is responsible to provide each member of the campus community with the opportunity to develop intellectually, professionally, personally and socially in a fair and humane environment. Sexual harassment is in direct conflict with such an environment.

All administrators, faculty, staff and students have the right to work in an environment free from sexual harassment. Sexual harassment will therefore not be tolerated.

Each member of the campus community (whether an administrator, faculty, staff member or student) has a responsibility to prevent and eliminate sexual harassment.

Sexual harassment is defined as:

- a) Unwanted sexual advances
- b) Unwelcome requests for sexual favours
- c) Sexually motivated physical conduct or
- d) Other verbal or physical conduct or communication of a sexual nature where:
 - i. Submission to such conduct is made a term or condition, either explicitly or implicitly, of obtaining or retaining employment, educational opportunities and other benefits provided by the College.
 - ii. Submission to or rejection of such conduct by an individual is used as the basis for employment or academic decisions affecting that individual.
 - iii. Such conduct has the purpose or effect of unreasonably interfering with an individual's academic or work performance, or of creating an intimidating, hostile or offensive educational or working environment.

All persons who allege sexual harassment must submit a Sexual Harassment Complaint Form to the Executive Director. All complaints will be investigated and appropriate action will be taken accordingly.

A hard copy of the Sexual Harassment Complaint Form can be obtained from the Academic Affairs Office. Refer to Appendix L for a template copy of this form.

3.3.6 Identifying Bullying

Bullying in the workplace can manifest itself obviously in the form of aggressive or harassing behaviour or can take the subtler form of misuse of power or position. This type of behaviour includes persistently criticizing, condemning and humiliating an individual. Such behaviour can undermine a person's ability to the extent that they lose self-confidence and their performance deteriorates. Those in supervisory and management positions should be aware of this form of harassment. It is not appropriate in a working environment and is strictly prohibited.

Note: However, complaints that have been justified in the course of business by a manager about the quality or quantity of an employee's work which are dealt with in an appropriate and professional manner do not constitute harassment or bullying and are outside the scope of this policy. Therefore, the policy should not and will not prevent a manager from managing and appraising employees in the normal course of business.

3.3.7 Complaints Procedure

Employees and/or students who believe they are victims of harassment or bullying are strongly encouraged to make it clear to the individual that they find their conduct or behaviour unwelcome or offensive.

If this is inappropriate, or is unsuccessful, or the matter is considered sufficiently serious, the employee may either pursue the matter informally, or may make a formal complaint under the Intercollege Grievance Procedure (Refer to section 3.4 on Grievance Policy for further information). In such circumstances, employees should adopt one of these routes and do so promptly.

3.4 Grievance Policy

The Grievance Policy applies to all employees (regardless of their length of service or type of employment contract) and students of the College. The purpose of the Grievance Policy is to resolve issues in the workplace in the most effective manner and at the lowest level possible. It provides a framework within which to deal with complaints, and allows for complaints to be resolved informally where possible, or through a formal grievance procedure where necessary.

3.4.1 Definition

The grievance occurs when a person is dissatisfied with any aspect of the College's services and activities, including both academic and non-academic matters, such as:

- the enrolment, induction/orientation process
- the quality of education
- academic issues, including student progress, evaluation, curriculum and awards in any VET course
- access to personal records and/or handling of personal information
- particular way of treatment towards someone

This grievance procedure illustrates the actions to be taken by students, or persons seeking to enrol in a VET course of study with the College, to submit a grievance of an academic or non-academic nature.

Matters for Which a Grievance Can Be Submitted:

These include cases which are related to decisions and actions involving administrative or academic services, including: financial matters, application procedures, fines and payments, exclusion from events and facilities, interactions with Intercollege staff and breaches of privacy of personal information (e.g. student fees, student loan, etc.).

Terms to be used:

- 1) Complaint: A formal complaint takes place if a grievance cannot be resolved informally (for example, the affected parties discussing the matter) and is written down for official processing.
- 2) Complainant: This refers to the person who wishes and/or submits the complaint.
- 3) Respondent: This refers to the person to whom the grievance is filed.
- 4) Appeal: If a person is not satisfied with a decision made by the College, he/she has 20 (twenty) working days from the date stated within the written notification in which to lodge an appeal to have the case reviewed. This involves decisions in relation to complaints outcomes and evaluation appeals, as well as notifications of unsatisfactory continuous course assessment, unsatisfactory

attendance, misbehaviour, refusals of transfer applications, and/or pending cancellation of enrolment.

During all stages of this procedure the College will take all steps to ensure that:

- The complainant and the respondent will not be victimized or discriminated against.
- The complainant has an opportunity to formally present his/her case and each party to the grievance may be accompanied and assisted by a support person at any relevant meetings.
- A full explanation in writing for decisions and actions taken as part of the process will be provided if so requested by the complainant or the respondent.
- Where the internal or external grievance handling or appeal process results in a decision that supports the complainant, the College will immediately implement any decision and/or corrective and preventative action required and advise the complainant of the outcome.
- There is no cost to the complainant for utilizing this grievance and appeals process.

3.4.2 Grievance Committee

The Grievance committee consists of the following:

- The Director of Administration (Chair)
- The Director of Academic Affairs or other appointed representative
- The Director of Student Affairs or other appointed representative
- One (1) faculty member
- One (1) student elected representative

The committee must be renewed every two (2) years. Any relevant documents should be kept by the committee members for a minimum period of five (5) years after the resolution. These members should not be in any case related to the individuals involved in the complaint to avoid any biased result and/or decision. If a committee member is related to a case, he/she must be replaced by another individual.

3.4.3 Who Can Apply for a Grievance

3.4.3.1 Students

Students (either individually or as a group) can utilize the grievance procedure on the following grounds:

- Ground 1: Physical and/or learning disabilities e.g. the student may claim that no remedies or further rights according to his/her case of physical and/or learning disability, were appropriately provided either during his/her continuous course assessment or final exam despite his/her submission of the documents proving his/her impairment.
- Ground 2: Gender identity, sexual orientation (e.g. the student may claim being gender-discriminated or sexually abused by a peer, faculty or administrative member).

- Ground 3: Religion / national and ethnic origin / colour (e.g. the student may claim being religiously or nationally-discriminated by a peer, faculty or administrative member).
- Ground 4: Political / personal beliefs (e.g. the student may believe that his/her political or personal beliefs were substantially insulted).

3.4.3.2 Administrative and/or Faculty Staff

Administrative / Faculty member (either individually or as a group), PT or FT, can utilize the grievance procedure on the following grounds:

- Ground 1: promotion / appointment / reappointment
- Ground 2: specific duties / salaries / perquisites / working conditions
- Ground 3: physical disabilities
- Ground 4: gender / sexual orientation
- Ground 5: religion / national origin
- Ground 6: political / personal beliefs

3.4.4 Stages of Grievance

Following the grievance could be settled either formally or informally as explained in the sections below.

3.4.4.1 Stage 1 – Informal Grievance Procedure

Where an individual finds it too difficult or embarrassing to approach the person harassing or bullying, or where such an approach has been unsuccessful, he/she should discuss the matter on an informal basis.

3.4.4.1.1 In the Case of a Student

Normally the student grievant should discuss the matter directly with the faculty member teaching him/her. Both parties should make considerable efforts to resolve the issue in an informally. If no resolution is reached within three (3) working days, either party may request consultation and mediation by the Programme Coordinator to help resolve potential grievances.

The coordinator of the programme should:

- a) Counsel the student as to the steps involved in pursuing a grievance, giving particular emphasis on informal resolution, and
- b) Gives the student a copy of the grievance procedure section of the College's academic regulations and immediately notifies the faculty member involved.

If the process of consultation is not resolved and the informal resolution fails and provided that the case counts as substantially important, the case is forwarded to the Grievance Preliminary Screening Committee (GPSC) for stage 2 of the procedure (refer to section 3.4.4.2).

3.4.4.1.2 In the Case of a Faculty and/or Administrative Staff Member

The Grievance could initially be settled with the complainant's supervisor e.g. the Programme Coordinator. If the matter is not resolved and counts as a substantially important case, only then will be forwarded to the Grievance Committee (refer to section 3.4.2). At this stage it is essential to note that the informal procedure does not count as a formal complaint. Its objective is solely to stop the unwanted harassment or unacceptable behaviour, by arranging for a third party to speak to the alleged "harasser" or person bullying.

If possible the informal procedure will operate on a confidential basis. However, it may be that the nature of the harassment or bullying is so serious that the college deems it necessary to take further action. In such case a formal grievance procedure must be followed, therefore stage 1 (refer to section 3.4.4.1) would be discarded.

Therefore, as in the case of the student grievance, the Coordinator of the programme or the Academic Affairs Officer should:

- a) Counsel the faculty/administrative member as to the steps involved in pursuing a grievance, giving particular emphasis on informal resolution.
- b) Gives the faculty/administrative member a copy of the grievance procedure section of the College's academic regulations and immediately notifies the faculty member involved.

If the process of consultation is not resolved and the informal resolution fails, provided that the case counts as substantially important, is forwarded to the GPSC for stage 2 of the procedure (refer to section 3.4.4.2).

3.4.4.2 Stage 2 – Grievance Preliminary Screening Committee

If there is no resolution after the informal procedure, then the Grievance Preliminary Screening Committee (GPSC) takes action. The aforementioned committee is comprised by the following members:

- The Director of Administration (Chair)
- The Director of Academic Affairs or other appointed representative
- One (1) faculty representative (other than the one belonging to the Disciplinary Committee)

Both individuals/groups are informed prior to the hearing in written form by which they get acknowledged with the time, the date and place of the hearing. In case that GPSC fails to reach a resolution, the grievance is moving to Stage 3 – the Formal Grievance Procedure (refer to section 3.4.4.3).

3.4.4.3 Stage 3 – Formal Grievance Procedure

If the unwelcome conduct continues following the GPSC, or if the individual concludes it is not appropriate to resolve the problem informally, the matter should be raised through the formal Grievance Procedure. The Formal Grievance Committee is comprised by the Grievance Preliminary Screening Committee (GPSC) with the addition of a member from the Student Affairs Office and one (1) student representative. The committee is chaired by the Director of Administration.

3.4.4.3.1 Documents

The formal grievance procedure includes three (3) documents; therefore, formalizing the procedure. The documents are listed below:

- Formal Grievance Document (mandatory document)
- Permission of the Witness to Conceal their Identity
- Permission for Disclosure Form
- Grievance Resolution Document

The Formal Grievance Document is the main document that needs to be completed in order to initiate the procedure. This form includes a permission of the employee or student to reveal details of the complaint. This is submitted simultaneously to the Grievance Committee and the faculty/administrative member affected within three (3) working days. The Grievance Committee is comprised by the members of GPSC with the addition, as indicated above, of a member from the Student Affairs Office and a student representative. None of the members should relate to the grievance whatsoever. The complaint should be submitted in written form indicating apart from the complaint itself, any supporting documents that should be attached, full detail regarding the nature of the complaint, as well as the dates on which attempts that GPSC place. Both the GPSC and the formal grievance procedure take place in close doors. Confidentiality should be kept at all times, and upon the fulfilment of the procedure all the paperwork related should be filed by the Academic Affairs Officer.

Permission for Disclosure Form

The Permission of the Witness to conceal their Identity is required in order to reveal the identity of witnesses which is important to solve the dispute.

In serious/adverse circumstances the college may need to suspend employees such as the person filing the complaint or the persons under investigation until the dispute is solved. Additionally, the college will need to take whatever action is necessary, including disciplinary action.

Both the grievant and the respondent may be assisted throughout the procedure by an advisor, all of whom should be informed about the meeting date, time and location of the hearing.

The following sections (3.4.4.3.2 and 3.4.4.3.3) outline the steps one must follow under the College's Grievance Policy with the relevant accompanying documents.

3.4.4.3.2 Grievance of a Student

Step 1:

After the informal grievance procedure the student decides that he/she is not satisfied with the resolution. Hence he/she decides to follow a formal grievance procedure.

The student requests a grievance form from the Programme Coordinator or the Academic Affairs Office. After the form is filled in it is returned to the Programme Coordinator or the Academic Affairs Office.

Step 2:

The Programme Coordinator or the Academic Affairs Officer decides that the matter is of significant importance and needs to be forwarded to the Grievance Committee. This procedure must be completed within three (3) working days.

Step 3:

The Grievance Committee has ten (10) working days available to examine the matter and proceed to a hearing. All parties must be informed in writing of the time and place of the hearing. Any additional documents needed should be copied to all individuals involved.

Any witnesses needed, will be invited to the hearing, and if required the Permission for the Witness to conceal their Identity Form should be utilised.

If any individual involved does not attend the hearing the committee has the right to dismiss the case, or proceed to decisions in their absence.

Step 4:

Immediately after the hearing the grievance committee reviews in detail the complaint and all supporting documentation and decides the remedy sought. The Grievance Resolution Document should be filled in and sent to all parties involved.

Step 5 (If applicable):

The person that has submitted the grievance has the right to only one (1) appeal. In that case he/she should appeals process.

3.4.4.3.3 Grievance of an Administrative and/or a Faculty Staff Member

The aforementioned grievance can be utilized only when concerning issues on the application of the College policy, practice, or procedure. This includes disciplinary action, involuntary termination, allegations of discrimination on the basis of sex, race, gender identity, sexual orientation, religion, colour, national or ethnic origin, disability, or age.

Once again, the Grievance Committee administers any grievance procedure concerning a Faculty and/or Administrative Staff Member. All timeframes as mentioned in section 3.4.4.3.1 under the Formal Grievance Document must be adhered to, unless the Grievance Committee grants an extension or exemption. If on any occasion the grievant fails to respond within the specified time frames given including any extensions, then the grievance may be dismissed. If the respondent fails to reply with the time frames as given to the grievant, then he/she may be subject to disciplinary action.

Both the grievant and the respondent may be assisted throughout the procedure by an advisor, all of whom should be informed about the meeting date, time and location of the hearing.

Step 1:

After the informal grievance procedure the faculty/administrative member decides that he/she is not satisfied with the resolution. Hence he/she decides to follow a formal grievance procedure.

The faculty and/or administrative staff member requests a Grievance Form either from the Programme Coordinator or the Academic Affairs Officer provided that none of whom are in any case related to the grievance as such. After the form is filled in it is returned to the same persons. The form should be stamped and hand-delivered. The grievant who cannot hand in the grievance for any reason himself/herself should give a written authorization to the person he/she wants to hand in the Grievance Form.

Step 2:

The Programme Coordinator or the Academic Affairs Officer decides that the matter is of significant importance and needs to be forwarded to the Grievance Committee.

The grievance hearing should be scheduled within ten (10) working days after the GPSC had taken place and no resolution was reached. This could take place during the grievant's normally scheduled working hours. The grievant shall attend the hearing without loss of pay, and has the right to choose to submit a written statement in lieu of attending the grievance hearing. The grievant has also the right to present documents, witness statements and other evidence that support his/her grievance, as well as bring an advisor with him/her at the hearing.

The Grievance Committee should provide the grievant with a written decision within fifteen (15) working days from the date the grievance was received and simultaneously inform all individuals involved in the grievance procedure.

If the employee is not satisfied with the decision or the Grievance Committee fails to respond within ten (10) working days, then the grievant has the right to only one (1) Appeal.

3.4.4.3.4 Suspension or Dismissal of an Administrative and/or a Faculty Staff Member

The apparent step is a special procedure rendered to faculty/administrative member(s) who have been dismissed or suspended with loss of payment.

Step 1:

After a faculty or administrative staff member has been dismissed or suspended he/she has the right to follow a grievance procedure.

The faculty/administrative staff member requests a Grievance Form either from the Programme Coordinator or the Academic Affairs Officer provided that none of whom are in any case related to the grievance as such. After the form is filled it is returned to the same persons. The form should be stamped and be hand-delivered within a period of ten (10) working days from the official date of dismissal. The grievant who cannot hand in the grievance for any reason himself/herself should give a written authorization to the person he/she wants to hand in the Grievance Form. In this special procedure the Executive Director joins the Grievance Committee.

Step 2:

The Formal Grievance Committee sets up a hearing procedure within ten (10) working days from the date the grievance was submitted. The form should state the details of the grievance, with reference to dates, times and places, names of any witness(es) to the incident(s) (where applicable) resulting from his/her dismissal or suspension. After

the College has had an opportunity to consider the grievance, and the information provided within it, the faculty/administrative member will be provided with a written response within a period of ten (10) working days. This will conclude the process under the special procedure.

If at any point within a reasonable timescale, the faculty or administrative member is not satisfied with the resolution given to him/her by the panel specially composed for this case, then the grievant has the right of one (1) appeal (refer to section 3.5 on Appeals Policy for further information).

3.4.5 Disciplinary Action

Where an investigation shows that there are sufficient grounds for a complaint of harassment or bullying against one or more individuals, Intercollege may instigate a formal disciplinary procedure in relation to such individuals.

Disciplinary action may be taken against any employee against whom a complaint is upheld or whose actions contravene this policy. Employees should be aware that harassment or bullying in breach of this policy can amount to gross misconduct and grounds for summary dismissal. In more serious cases, harassment and bullying may constitute a criminal offence.

3.4.6 Organisation's Responsibilities

3.4.6.1 What Will the College Do?

The person referred to above that you contact will investigate the concern that you have raised with them. In appropriate cases, the person you contact may appoint others (including the police or an external regulator) to investigate your concern. The exact nature of the investigation will depend on the nature of the problem that you have raised, but in each case, the College will do the following:

- Take a detailed note of your concern and, if possible, talk to you if more details are needed.
- Respect your confidentiality as far as possible. If you do raise a concern, the person that you contact will discuss the steps they will take to keep your identity confidential with you in more detail. However, in order to ensure that we can fully investigate your concern, it may not be possible to guarantee absolute confidentiality. For example, it may be necessary to involve the police or other external bodies such as external regulators. In addition, it is possible that an investigation could result in court proceedings.
- Give you feedback as to the conclusion of the investigation and, where possible, tell you what action, if any, has been taken by the College.
- Ensure that any employee who raises a genuine belief that malpractice is occurring does not suffer any disadvantage as a result.
- As part of any investigation, all employees and others working for the College should be aware that monitoring of movements within the building, email and other telephone and IT systems may be implemented.

3.4.6.2 Protecting your Position

As part of the College's commitment to tackling malpractice and encouraging employees to speak out, it should be recognized that anyone who either:

- Victimizes or harasses other employees or others working for the College as a result of that person genuinely raising a concern under this Policy; and/or
- Deters or attempts to deter employees or others from genuinely raising concerns under this Policy, may be subject to disciplinary action.

In accordance with this Policy, the College will view this sort of victimization very seriously and, therefore any disciplinary action taken may result in dismissal. Similar action will be taken against others working for the College who are not subject to the Disciplinary Procedure, including the termination of their relationship with the College.

3.5 Appeals Policy

Reference: QA-33.04.01P

The Appeals Policy applies to appeals against academic decisions, exclusion, suspension and decisions of the Disciplinary Committee. The appeal regulations set out the specific grounds under which an appeal may be submitted. The College reserves to consider each request on the grounds of its merit and the grounds that enclose the appeal.

3.5.1 Definition

Applicants should be aware that the College is committed to carrying out its academic activities in an honest, open and ethical manner. Nevertheless, we understand that there are occasions in which extenuating circumstances, that is circumstances beyond a student's control, adversely affect a student's performance. The appeal process is available to reconsider the suitability of sanctions or penalties imposed upon a student in light of information brought forward by the student concerning such extenuating circumstances. An appeal procedure can take place only once for the grounds that is presented upon.

The Appeals procedure will:

- Give the applicant full opportunity to raise matters of proper concern without fear of disadvantage and in the knowledge that privacy and confidentiality will be respected.
- Ensure that its procedures are fair and decisions are appropriate and have regard to the internal regulations.
- Ensure that appeals are dealt with in a timely manner, using simple and transparent procedures.
- Ensure that where an appeal is upheld, appropriate remedial action is implemented.

Every student or faculty member reserve the right to proceed to an appeal based on the following grounds to dispute against:

- an academic decision

- exclusion or expulsion
- a disciplinary action/decision
- decisions relating to ranking

The applicant's appeal must set out the specific grounds under which an appeal may be submitted. The fact that the applicant believes that they deserve a different outcome cannot constitute a ground for appeal.

3.5.2 Appeals Committee

The Appeals Committee (AC) hears and decides on grievances of faculty or administrative staff members and students against decisions taken by the College and affecting them and/or disciplinary proceedings or measures taken against faculty, staff or students.

The AC is chaired by the Executive Director and consists of the following:

- One (1) Programme Coordinator
- The Director of Academic Affairs
- The Director of Administration
- One (1) faculty representative (other than the one belonging to the Disciplinary Committee)
- One (1) student representative (other than the one belonging to the Disciplinary Committee)
- One (1) external faculty representative

3.5.3 Informal Procedure

- Where the applicant feels that there is a reason to question an assessment or decision he/she should approach the faculty member or appropriate individual(s) involved to discuss the issue in the first instance.
- If the matter remains unresolved, the applicant may request a personal interview with the Programme Coordinator or the Director that is directly related with the decision.
- If, after any action taken by the Programme Coordinator or Director, the applicant remains dissatisfied, he/she should proceed with the formal procedure.
- In exceptional cases a student may consider filing a Grade Petition Form (Ref.: QA-33.03.01F) for consideration by the Academic Affairs Office in regards to requests that do not fall under the Appeals Procedure. A hard copy of this form may be obtained from the Academic Affairs Office.

Refer to Appendix O for a template copy of the Grade Petition Form.

3.5.4 Formal Procedure

The applicant should apply using the relevant form(s) as indicated below stating clearly the grounds of the appeal. The Appeals Application Form (Ref. QA-33.03.02F) should be submitted up to ten (10) working days after the applicant is notified of the decision, with all supporting documentation. Late submissions will not be accepted. You must

appeal on your behalf and is your responsibility to obtain all the required evidence. The College will not contact any third parties on your behalf nor will we complete the application for you. All medical certificates must be from a qualified Doctor either in English or Greek. The College reserves the right to verify if all submitted evidence is genuine. You will be notified if your appeal contains valid grounds. In case there are no valid grounds you will be notified in writing that your application is not accepted or offered a period of five (5) working days to submit new evidence. Each appeal is reviewed individually and a decision will be based on the merits and the documentation provided.

A copy of the Appeals Application Form (Ref. QA-33.03.02F) may be obtained from the Academic Affairs Office. Refer to Appendix Q1 for a template copy.

3.5.5 Academic Appeals

There are three (3) grounds under which an academic appeal can be initiated:

- Ground A: There were circumstances (medical or other) that materially affected your performance, for which supporting evidence exists and these were not known to the examiner(s) at the time the decision was taken and it was not reasonably practicable for you to make them known to your examiner before the decision.
- Ground B: Alleged irregular procedure or improper conduct during the examination(s).
- Ground C: Evidence of prejudice or lack of due diligence in the examination on the part of any of the examiners.
- Ground D: Rejection of the serious adverse circumstances application.

Appeals which simply challenge the academic judgment of the examiner(s) will not be considered. You may not appeal if your results are not as good as you had hoped so or worse than you believe you deserve.

Note to Students: If your attendance at classes is poor or you fail to submit set coursework or attend exams, your Programme Coordinator will follow the procedures defined in the academic regulations governing student discipline to determine if you are neglecting your academic responsibilities. Neglect of academic obligations is treated seriously by the College and in severe cases may result in course termination.

The applicant should fill in the Appeals Application Form (Ref.: QA-33.03.02F). Refer to Appendix Q1 for a template copy.

3.5.6 Appeals against Exclusion or Expulsion

Exclusion refers to a limited period of suspension from the College and expulsion refers to a period ranging from six (6) months to one (1) year.

There are two (2) grounds of appeal:

- Ground A: Substantial information directly relevant to the decision to exclude the student which for good reason was not available to the College's authorities.

- Ground B: Alleged irregular procedure or improper conduct of the procedure for withdrawal.

The appeal must be accompanied by an official letter with all related documentation attached.

The applicant should fill in the Appeals Application Form (Ref.: QA-33.03.02F). Refer to Appendix Q1 for a template copy.

3.5.7 Appeals against Disciplinary Actions/Decisions

The applicant may appeal against a penalty imposed by the Disciplinary Committee (DC) on one (1) or more of the following grounds in writing:

- Ground A: There is evidence of failure to follow the procedures set out in the internal regulations which provides eligible doubt on the reliability of the decision.
- Ground B: Fresh evidence can be presented, which could not reasonably have been made available before the decision was made.
- Ground C: That the decision was unreasonable or irrational given the evidence which was available at the time.

The applicant should fill in the Appeals Application Form (Ref.: QA-33.03.02F). Refer to Appendix Q1 for a template copy.

3.5.8 Appeals against Ranking Decisions

In the event that the applicant does not agree with a decision, he/she can appeal to the Executive Director within a period of ten (10) working days from the day the decision is announced. Appeal cases are forwarded to the Academic Ranking and Promotion Committee (ARPC) by the Executive Director (who may alter the composition of the ARPC if there is such a request by the applicant). The appeal must be accompanied by an official letter with all related documentation attached.

The applicant should fill the Appeals Application Form (Ref.: QA-33.03.02F). Refer to Appendix Q1 for a template copy.

3.5.9 Appeals against Grievance Decisions

In the event that the applicant does not agree with the decision of the Grievance Committee, he/she can proceed to an appeal within a period of ten (10) working days from the day the decision is announced. The appeal must be accompanied by an official letter with all related documentation attached. The AC reserves the right to extract all documentation that was presented to the Grievance Committee, for reference.

3.5.10 Submission of an Appeal

Appeals must be written and submitted by hand to the Academic Affairs Office for processing. Applicants must ensure that in submitting an appeal, they have completed and attached the relevant appeal form(s) and will be deemed to have read and

understood all accompanying guidance. Appeal forms and relevant guidance are available from the Academic Affairs Office.

3.5.11 Consideration of an Appeal – Preliminary Screening

When an appeal is received, it is screened by the Appeals Preliminary Screening Committee (APSC) to establish whether or not the documentation has been submitted correctly, and whether the appeal is eligible for consideration under these regulations. If the APSC decides that the appeal passes this preliminary screening, then the appeal is submitted to the AC. There are cases that a preliminary hearing may take place in order to provide further clarifications in regard to the appeal case.

The APSC is composed of three (3) members (one member of the Academic Affairs Office, one member of the Administration and one faculty member) and its purpose is to clarify the validity of the grounds which the appeal addresses and if it's sufficiently supported and can be further processed.

During the preliminary screening process the following will be reviewed and concluded:

- Determine that all supporting documentation and evidence is valid and fully supports the grounds that the appeal aims.
- If the students have been required to withdraw from the College on academic grounds.
- If the students have been refused admittance to an examination on the grounds that they have not complied with the requirements for the examination.
- The appeal had failed to meet the technical conditions for appeals.
- That there is not good reason for the late submission of evidence relating to illness, misfortune or other relevant circumstance, or that the evidence is not of sufficient substance to constitute a case for review.
- If the applicant's representation presents new evidence and will determine if there is good reason why this evidence was not made available before.

3.5.12 Applicant's Responsibility

It is the applicant's responsibility to have read and be familiar with the content of any relevant College policies, procedures, regulations and codes of practice; programme handbooks; as well as all sections relating to marking, assessment and moderation of work. Ignorance of the content of this information cannot constitute a ground for appeal.

3.5.13 Appeals Committee's Decisions

The Executive Director (Chair of the Appeals Committee) determines the date for the hearing of the appeal referred to the Appeals Committee (AC). The date is then made known in writing to the student at least five (5) working days in advance.

The AC may allow the applicant to present new additional testimonies or evidence or additional comments and remarks. The names of the new witnesses must be made known to the AC prior to the commencement of the meeting. The AC takes the final decision on the appeal and communicates its decision to all members involved.

In considering cases referred on the aforementioned grounds, the AC will be able to determine one (1) of the following outcomes:

- Confirm the original decision.
- Confirm that an offence has occurred, but reserves the right to adjust the penalty.
- Decide that an offence has not occurred, and remove the original penalty.
- Decide that the original decision was unjust and proceed to correction.
- Impose a more severe penalty.

Where there are grounds to consider that documentary evidence submitted in support of an appeal has been falsified, the Chair of the AC will disregard such evidence and the appeal will thereafter be considered on the basis of the remaining evidence. The submission of falsified evidence will be referred for consideration to the Executive Director. The referral will include a recommendation as to whether the matter should be regarded as a 'minor' or 'major' offence.

The applicant is allowed to submit an explanatory appeal to the AC within ten (10) working days of the notification; unless otherwise specified. Late submission of an appeal letter to the AC will not be considered.

3.5.14 Appeals to an Independent Advisor

In case the applicant feels that the College's appeal process has been conducted incorrectly or that the outcome is unreasonable in relation to the evidence then he/she has the right to raise the matter for external and independent review.

3.5.15 Good Practice Pointers

Staff members dealing with appeals are reminded that in managing these they should ensure that:

- The applicant is given the opportunity to see information gathered from other sources included in the consideration of his/her appeal.
- An applicant is kept informed of the progress of his/her appeal and the reasons for any delay.
- An applicant is informed of the reasons for the rejection of his/her appeal.

3.5.16 Upon Completion

When an appeal has been considered and concluded by the AC within ten (10) working days, the applicant will be issued with a completion of internal procedures letter. A copy of the letter will be kept in his/her personal folder.

3.6 Admissions Policy

3.6.1 Policy Statement

Intercollege adheres to a policy of non-discrimination in admitting students without reference to race, colour, religion, gender, handicap or national origin. Intercollege students come mainly from Cyprus but also from many parts of the world, blending a diverse range of

academic backgrounds, experiences, special interests, talents and cultural heritage.

Admission to the College is granted under different categories depending on the student's qualifications and educational objectives. The College admissions policy relies on the student's past record, including high school grades. However, proficiency in English is required for all degree programmes taught in English and students will be required to take an English Placement Test (EPT). For certain programmes which are taught in Greek, students may be required to take a Greek Placement Test.

3.6.2 Undergraduate Admission Requirements

The general admission requirement is for applicants to possess a Secondary (High) School Leaving Certificate (i.e. twelve (12) years of education or eleven (11) depending on the country of origin – e.g. Russia) or equivalent qualifications. Some programmes have additional requirements in which case they are specified separately under the relevant programme details. At the undergraduate level, admission categories are as follows:

- Regular Academic Admission / First Year
Regular admission to academic programmes requires a recognised Secondary School Leaving Certificate with a grade of 7.5 out of 10, or 15 out of 20, or equivalent qualifications. This status may be contingent upon demonstrating proficiency in English: GCSE or IGCSE 'O' level in English with a minimum grade of 'C', Computer Based TOEFL 173 – 212, IELTS of 6.5 or above, or the Intercollege English Placement Test. Advanced standing will be allowed on the basis of additional qualifications (i.e. GCE "A" Level).
- Regular Admission to vocational programmes requires only a Secondary School Leaving Certificate or equivalent qualifications. Special entry requirements may apply for specific programmes.
- Regular Academic Admission / Transfer Student
Applicants may join the College on Regular Academic/Transfer Student Admission by submitting a Credit Evaluation Application Form to the Academic Affairs Office, together with all supporting documents (i.e. official transcripts, course descriptions, college catalogues, etc.). Students can gain advanced standing by:
 - Transferring credits earned at other accredited colleges/universities (only courses with a passing grade will be considered for transfer)
 - Transferring credits on the basis of examinations of recognised examination bodies such as GCE/GCSE 'A' Level exams, College Level Examination Level (CLEP) exams, International Baccalaureate (I.B.), etc.

The official Credit Evaluation Report may be completed prior to the transfer, provided that the student submits all necessary documentation. Transfer students are required to complete at least 30 credits for the Bachelor Degree and 15 credits for the Diploma of Intercollege.

A copy of the Credit Evaluation Application Form can be collected from the Academic Affairs Office. Refer to Appendix E4 for a template copy of this.

- Special Academic Admission

This category of admission may be offered to students who possess a Secondary School Leaving Certificate but do not have the stipulated grades or other requirements for regular admission. Such students may be eligible for special admission if they have relevant practical/personal experience, or other record of achievements, or show evidence of ability to benefit from college education.

Special admission students may take regular credits but load limits will apply until the time they establish their eligibility for regular enrolment. Special admissions are offered to applicants who demonstrably face significant learning challenges and special needs, including dyslexia.

- College Preparatory Programme Admission

Applicants are admitted under this status if they need English language or other non-credit instruction to meet the established standards of admission. Such applicants may take courses which constitute an integral part of a registered programme for a period of up to three (3) months. Upon completion, such students will receive a Certificate of Attendance.

- Transient Student Admission/ Exchange Student

Applicants who are pursuing a degree programme at another accredited institution may enrol at Intercollege under this admission status. A letter indicating that the applicant is in good academic and social standing at his or her institution is required. An Application Form must be completed but normal admission requirements are waived for transient/exchange students.

- Non-Degree Admission

A student may be permitted to enrol in Selected Courses on a non-degree basis. Normal admission requirements are waived for non-degree students but regular class attendance is expected and course pre-requisites must be met.

- Graduate Admission

The minimum requirement for admission into a graduate degree programme is a Bachelor's Degree or equivalent. Applicants will be required to submit, besides their degree, a transcript with the grades of all courses taken at the first-degree level and two (2) reference letters. Special requirements exist in different programmes.

- Transfer of Credits: Graduate Programmes

Transfer credits are credits earned at other accredited colleges and universities, which are transferable to the College. All courses are evaluated individually, based on the College standards and the student's grades.

The general philosophy governing transfer credits is that a student's knowledge, no matter how it was gained, can be considered as long as it is relevant and can be documented. Thus, credits may be transferred to the

student's record from a variety of sources. Where the credits duplicate, credits will transfer from only one source.

Transfer credits may correspond to specific College courses or may apply as credits in specific categories (computer, mathematics, humanities or social science electives). In all cases, they appear on the student's transcript with the suffix "TR"; these grades are not considered when calculating the student's CPA.

Notes:

1) College Preparatory Work

If students need English language or other non-credit instruction, they may take such courses at the College. International students may choose to take English language or other non-credit instruction at affiliated institutions to the College outside Cyprus.

2) Transfer of Credits

Students may transfer credits from other colleges and universities but official Transcripts with mark sheets and course descriptions or syllabi are required. Such credits are indicated with a TR suffix.

The general philosophy governing transfer credits is that a student's knowledge, no matter how it was gained, can be considered as long as it is relevant and can be documented. Thus, credits may be transferred to the student's record from a variety of sources. Where the credits duplicate, credits will transfer from only one source.

3) Transient Students

Students pursuing a degree programme at another college or university may enrol at Intercollege under Regular or Special Academic Admission, as specified above.

Intercollege students are entitled to Inter-Campus Registration at any Intercollege Campus. A special form available from the Academic Affairs Office must be completed and signed by the student and the various offices/departments of the College (i.e. Finance, Library, Academic Affairs etc.) in order for such a registration to be authorised. International students wishing to transfer to another Intercollege Campus must also go through the processes specified by the authorities of the Republic of Cyprus. Further information can be obtained from the Academic Affairs Office.

3.6.3 Graduate Admission Requirements

Applicants for a graduate programme must possess a relevant Bachelor Degree or equivalent, from an accredited university/college and/or meet the entry requirements of the programme they are applying for.

3.6.4 Admissions Procedure

3.6.4.1 How to Apply

Application Forms and information regarding admission policies may be obtained by contacting the Admissions Office at any of the three (3) campuses and/or by visiting the Intercollege website at www.intercollege.ac.cy. In addition, some education counsellors officially authorised to represent Intercollege outside Cyprus have a supply of application forms. Students are advised to meet with the College representatives in their country if available or the Admissions Officer in order to obtain the information required.

Refer to Appendix E1 for a template copy of the Application Form.

3.6.4.2 Local/EU Applicants

All Local and EU applicants should submit the following to the Admissions Office:

- 1) Application Form
A completed Application Form, plus the Application Fee (a one-off non-refundable payment)
- 2) Photographs
Two (2) recent, professionally taken, high resolution photographs
- 3) Academic Records
Official or certified/attested copies (plus official or certified/attested English translations, where necessary) of:
 - a) For Undergraduate Programmes:
High School Leaving Certificate and Grade Report / Mark Sheet, or equivalent qualification
 - b) For Transient Students:
Certificates and Transcripts / Grade Reports / Mark Sheets; as well as Course Descriptions and/or syllabi
 - c) For Transfer Students:
Refer to section 3.6.2 on Undergraduate Admission Requirements for information.
- 4) Evidence of English Language Proficiency
Official or certified/attested results of English language examinations such as IELTS, TOEFL, GCE "O" Level, GCSE, IELTS or Cambridge Exams (if taken)
- 5) Other Qualifications
Any other official or certified certificates or examination results
- 6) Passport Copy (EU students only)
The passport must be valid for more than two (2) years.

The Admissions Office will issue a Certificate of Admission showing the dates for student registration and commencement of classes. In order to confirm their admission

in and registration at the College, Local and EU students should pay a non-refundable tuition deposit which is determined from time to time by the College's Finance Office. This amount will be credited towards the first semester's tuition and fees. Please note that EU citizens may travel freely to Cyprus but are required to submit an application to the Migration Department within three (3) months of their date of entry into the Republic of Cyprus for a Residence Permit to be issued. The Admissions Office will assist with this procedure.

3.6.4.3 International (Non-EU) Applicants

As the Migration Regulations and fees change from time to time, it is strongly advisable that applicants contact the Admissions Office for more information about the documents they need to submit.

International students who are not citizens of EU member states require a visa to study in Cyprus. The College will forward applications to the Migration Authorities for approval and advice applicants about the process.

Applicants from countries where there is a Cyprus Embassy / High Commission / Consulate must attest their documents and submit them to the Admissions Office.

Procedure for non-EU applicants

Applicants who wish to enroll, must submit a fully-completed Application Form for admission. The Application for Admission must be accompanied with the following documents:

- Submit a completed Application Form;
- Copy of High School Leaving Certificate;
- Copy English Language Certificate;
- Copy of Passport;
- Digital Passport size Photo;

The above documents must be sent via email to the Admissions Office. Once the above documents are received and reviewed – the Admissions Office will issue a Conditional Acceptance Letter to the student.

Conditional Acceptance Letter

Prospective students will apply for acceptance by collecting (in this order) the following documents –

- Submit a completed Application Form;
- Payment of €55 Application Fee (One-off/non-refundable fee);
- Payment of €150 for Migration Entry Permit and Student Visa Fees (one-off/non-refundable);
- Payment of 1st Year tuition fees;
- Original attested copy of Passport (Valid for at least 2 more years);
- Original attested copy of High School Leaving Certificate and grade transcript;
- Original attested Police Clearance Certificate (6-month validity);

- Original attested Bank Letter verifying that the student or student's sponsor has sufficient funds to cover the tuition fees and living expenses while studying at the University of Nicosia (6-month validity);
- Original attested Bank Statement with the minimum amount of the first year's tuition fees (1-month validity);
- Original attested sponsorship letter stating the sponsor's relation to the student and his/her willingness to sponsor the student for the living and tuition expense, where the sponsor(s) are parents. In the case that the sponsor is someone else other than a parent, an original attested affidavit of sponsorship is required;
- Original attested Blood Test result for HIV, syphilis, Hepatitis B and C (4-month validity);
- Original attested Chest X-Ray report for tuberculosis (4-month validity);
- Copy of a valid English Language Proficiency Certificate (see accepted tables below).

Note: All documents must be translated in English. All documents will be submitted to the Civil Registry and Migration Department by the College for approval of an entry permit.

All fees can be paid via online (see below payment methods). All documents must be sent physically to Intercollege Admissions Office.

Physical Address to send the above documents:

Intercollege
Admissions Office
8 Markou Drakou Street, Engomi
2049 Nicosia, Cyprus
Email: info@intercollege.ac.cy
Tel.: +357 22 842500

After receiving the student's entry permit from the Civil Registry and Migration Department, the Admissions Office will send the student the Acceptance Letter and copy of the Entry Visa for the student to travel to Cyprus.

When the student arrives at Larnaca International Airport they must have a minimum of €2,000 (euros) cash as it is a requirement. They will need to have a copy of all the documents sent to the College, the College Acceptance Letter, receipt showing proof of paid tuition fees from the College and Entry Permit.

3.6.4.4 Visa Procedure

Once the student arrives on campus:

- Visit the finance department to pay;
 - Insurance € 175 (this is per year) it is required by law to have health insurance and
 - International Student Guarantee of €400 (one-off/refundable – once completed the programme this amount is refunded to the student)
- They will require to undergo new:
 - Blood Test result for HIV, syphilis, Hepatitis B and C and
 - Chest X-Ray report for tuberculosis

- Open a Bank account and
- Find suitable Accommodation

Once the above further documents have been collected the College will proceed to submit the documents to the Civil Registry and Migration Department in order for them to issue the student visa. The student will be given a set date to appear at the Civil Registry and Migration Department for biometric data readings (fingerprints and photograph) as part of the registration process.

Once the student VISA is issued by the Civil Registry and Migration Department, the College will collect it and give it the student.

3.6.4.5 When to Apply

The college calendar is arranged so that students may start their programme of study three (3) times a year: fall, spring or summer. An English preparatory programme commences in September. The Admissions Office practices a rolling admissions policy and applications are closed when no space is available. The Summer Session I (i.e. June) is only for continuing international/local students, new local students and local transient students. New international/local students may join Summer Session II (i.e. July) for English Language courses only. Candidates are required to submit an application at least one (1) month prior to the expected date of enrolment. International students should apply much earlier, at least two (2) months earlier as a period of four (4) to six (6) weeks is required for visa application and confirmation. Graduate applicants are advised to apply three (3) months before enrolment. Specific dates regarding the application deadlines are announced every year as per the Academic Calendar.

3.6.4.6 Placement/Proficiency Examinations

Examinations are administered to determine proficiency or establish placement in English, Typewriting, Mathematics, Foreign Language and other subjects when appropriate.

1) English Placement Test

All students applying for programmes that are taught in English are required to show proof of English Language Proficiency in order to enter the main programme of choice (see the below table showing the minimum requirements approved by the Cyprus Ministry of Education, Sport and Youth).

2) Mathematics Proficiency Examination

Any student who has not demonstrated minimum proficiency through prior high school or college work or external exam scores may be required to take the Mathematics Proficiency Examination prior to enrolling in college-level mathematics or statistics courses. Students who have either not taken or failed this test will be assigned to most basic math courses such as Algebra (MATH-160).

3) Foreign Language Proficiency Examination

Proficiency examinations are available in foreign languages and are administered as needed. These examinations are used to earn credits in a foreign language or to determine placement at the appropriate level.

English Language Proficiency Requirements

Certificate Description	Diploma Programme/s	Bachelor Programme	Duration of Validation
<i>Anglia Examinations</i>	Intermediate	Advance	Indefinite
<i>Cambridge GCE AS Level in English Language</i>	Minimum Grade "C"	Minimum Grade "C"	Indefinite
<i>IGCSE/GCE A Levels</i>	Minimum Grade "D"	Minimum Grade "C"	Indefinite
<i>Cambridge IGCE or GCSE English as a 1st Language</i>	Minimum Grade "E"	Minimum Grade "D"	Indefinite
<i>Cambridge IGCE or GCSE English as a 2nd Language</i>	Minimum Grade "D"	Minimum Grade "C"	Indefinite
<i>University of Cambridge Exams</i>	Minimum Grade "B2 First (FCE)	Minimum Grade "B2 First (FCE)	Indefinite
<i>IELTS</i>	Minimum score of 5	Minimum score of 5.5	2 Years
<i>TOEFL (IBT)</i>	Minimum score of 71	Minimum score of 72	2 Years
<i>SAT Evidence-Based Reading and Writing (EBRW)</i>	Minimum score of 530	Minimum score of 530	5 Years
<i>Password Skills Plus Test</i>	Minimum score of 5.5	Minimum score of 5.5	2 Years
<i>Pearson PTE Academic</i>	Minimum score of 58	Minimum score of 59	2 Years
<i>Michigan Language Assessment</i>	Minimum score ECCE (52)	Minimum score ECCE (53)	Indefinite
<i>IB English B Standard Level (SL)</i>	Minimum score of 5	Minimum score of 5	Indefinite
<i>IB English B High Level (HL)</i>	Minimum score of 4	Minimum score of 4	Indefinite
<i>IB English A Literature SL & HL</i>	Minimum score of 4	Minimum score of 4	Indefinite
Common European Framework of Reference for Languages (CEFR)	Minimum score of B1	Minimum score of B2	

3.7 Marking Criteria and Grading Policy

Each faculty member sets the marking criteria for his/her course in reflection to the learning outcome of the course(s). The criteria are audited by the Programme Coordinator for scrutiny. In case the Programme Coordinator or another faculty member is unable to scrutinize the marking criteria for any specialized course, then the assistance of an external faculty member is requested. All courses carry a marking criteria scheme based on the demands of the learning outcomes. The Programme Coordinator is liable for ensuring that each of his/her faculty members have the correct marking criteria in place.

Any person (first marker) marking a particular assignment, will do so based upon the specific marking criteria defined for this particular course. The marker will then determine the extent to which the assignment meets these criteria and the final mark will be awarded based on the relevant deviation and /or compliance from such criteria.

For almost all cases the marking criteria can generally divided into two sections; The **Generic Marking Criteria** and the **Specific Marking Criteria**.

The **Generic Marking Criteria** indicates the general rationale for which each mark is awarded based on sufficient evidence provided.

The **Specific Marking Criteria** are mainly applied to practical assignments, laboratory work and certain mathematical and scientific assessments where a different approach has to be adopted.

In general markers should use the **Generic Marking Criteria** and only use the **Specific Marking Criteria** where applicable.

3.8 Examinations Policy

The primary purpose of examinations is to check the student's progress. Students may be given unannounced quizzes to enforce good study habits. However, all major examinations are announced in advance.

All final examination scripts are retained by the College for two (2) years. Mid-term papers quizzes and term papers are kept by the lecturer for two (2) years.

Final grades for all courses are not official until approved and posted on the student notice board. Such grades can be changed only in case of error. However, students have the right to see their examination scripts within one (1) month of the date the examination results were officially announced.

3.8.1 Grade Petitions

Students wishing to dispute their semester grades have up to ten (10) working days after the announcement of results to petition for a review of their paper based on the grounds indicated in the Appeals Procedure of the College.

Refer to Appendix O for a template copy of the Grade Petition Form.

3.8.2 Improving a Course Grade

A student may improve his grade in a course only by taking the course again. In exceptional cases, such as when a student is graduating, and the course needed is not offered, students may appeal to the Director of Academic Affairs for permission to retake a test or do additional work in order to improve his grade.

3.8.3 Make-up Exams

For all announced examinations missed, the faculty teaching the course may or may not give a Make-up Exam. If a Make-up Exam is given, the student must pay a Make-up Examination Fee. When no Make-up Exam is given, the student's grade will be based on the remaining tests.

No student may miss a final examination. Failure to take the final examination without permission or official withdrawal will receive zero (0) in that exam. In case of unavoidable absence, the student must call prior to the test, report the reason for the absence, and give a telephone number where they can be reached. The relevant faculty staff member and the Administration Office may ask for verifiable evidence and reserve the right to accept or reject any reason as a valid excuse. A doctor's certificate is not necessarily a valid excuse. In the case of a valid excuse a grade of "I" is given and the student has one (1) month to remove it by taking a Make-up Exam, otherwise zero (0) marks will be recorded in that exam.

Refer to Appendix H4 for a template copy of the Make-up Exam Form.

3.8.4 Second Examination

Intercollege provides the student the ability to be re-examined in a course that he/she has failed. The second examination period takes place during September. Students eligible to apply for the second examination need to complete the Second Examination Application Form in order to have their request processed. A hard copy of this form is available from the Academic Affairs Office. Refer to Appendix H5 for a template copy of the relevant form.

The credit earned by the second examination appears on the student's transcript and the hours are included in the earned hours. The final numeric mark of the initial "F" will have a 40% weight on the new final numeric mark after the second exam. The numeric mark of the second exam will thus have a weight of 60%. The second examination reflects a final examination that will determine the student's overall final grade, based on the above percentages.

Second Examinations are audited internally with an Internal Auditor attending each scheduled examination session to ensure that the relevant College policies and procedures are being followed diligently. Refer to Appendix J for a template of the Final Examination Audit Form for an overview of what is expected to be audited during a second examination.

3.8.5 Examination Regulations

The Examination Regulations seek to provide the security in terms of the delivery of the final examinations within the premises controlled by the College. Invigilators will need to complete a detailed report in terms of the delivery of the examination in terms of unfortunate or other incidents.

During examinations, students are not allowed to:

- Talk to other students or allow others to talk to them.
- Look at the papers of other students or allow other students to look at their paper.
- Bring with them anything other than pens, pencils and an eraser (or a calculator if it is required).
- Enter the room after half an hour or leave the room before half an hour elapses.
- Leave the room for any reason and return without permission.
- Remove from the room any questions, answer sheets or papers unless permission is given.
- Exchange calculators, dictionaries, watches, cigarette packs, etc. with other students.
- Copy or keep multiple-choice questions and answer sheets.
- Smoke, drink, eat or make noise.
- Use mobile phones.

For term papers and other individual or group work students should avoid plagiarism by using footnotes and quotations to give credit to all sources of information. They should also keep all working notes as proof of their work.

3.9 Serious Adverse Circumstances Policy

Reference: QA-33.04.02P

3.9.1 Definition

Serious adverse circumstances are defined as exceptional personal circumstances, outside your control, that have prevented you from demonstrating the skills, knowledge or competencies required to meet the learning outcomes associated with an assessment that contributes to the qualification for which you are studying notwithstanding your best efforts, in consultation with your faculty, to mitigate those circumstances. The procedure followed is treated strictly confidentially and is never disclosed to unauthorized third parties.

3.9.2 Considering Serious Adverse Circumstances

If your serious adverse circumstances impacted upon your examinations (either mid-term or final examinations) within the examination period, you should carefully complete the Serious Adverse Circumstances Form (Ref.: QA-33.03.04F) and submit it for consideration to the Academic Affairs Office and your Programme Coordinator. A hard copy of this form can be obtained from the Academic Affairs Office. Refer to Appendix I for a template copy of it.

For the purposes of this procedure, the examination period is defined by the official Academic Calendar of the College. If you experience serious adverse circumstances prior or during the examination period you must inform the College as soon as possible and normally within the first 24 hours of your last examination. If you are unable to do so, and wish to submit a late application, you must provide strong explanations for the delay for consideration. You may also apply for withdrawal from a course or programme of study due to circumstances beyond your control or change of work placement for applicable reasons that are indicated below.

The Programme Coordinator in collaboration with the Academic Affairs Office will review your request and ensure that a fair assessment is made of your performance.

The form should be completed and signed by you. The College will not accept forms that are completed on your behalf by a third party and only in extraordinary and exceptional circumstances, will the College accept forms submitted on your behalf by an appropriate close family member due to medical reasons or legal representative. The form should be returned to the Academic Affairs Office via the Programme Coordinator by the appropriate deadline.

This procedure describes the steps to be followed when a student is submitting serious adverse circumstances for consideration. Applications with the approved supporting documentation will be forwarded to the Programme Coordinator and the Academic Affairs Office. The Programme Coordinator reserves the right to reject the application.

3.9.3 Allowable Serious Adverse Circumstances

Students who submit an application for serious adverse circumstances must be able to demonstrate that one (1) or more of the allowable adverse circumstances below may adversely impact their performance:

- Medical reasons
- Non-medical reasons: death or serious injury of a close family member, severe disruption to domestic arrangements, impact of crime or accident, impact of natural disaster, unavoidable commitment

Serious Adverse Circumstances do not include:

- Misreading the Course Outline or the examination timetable
- Work commitments
- Travel plans
- Ignorance of assumed knowledge requirements for a course

3.9.4 Requests for an Extension of Time to Submit an Assessment Item (Excluding In-class and Formal Examinations)

- Students who experience adverse circumstances affecting their ability to submit an assessment item by the due date may request an extension of time for submission of an assessment item.
- Students must submit their adverse circumstances application (accompanied by all supporting documentation) up to 24 hours after the due date of the assessment item.
- Students may also be required to submit additional clarifications as part of their application form.
- The following submission of the application including all appropriate supporting documentation should be made to the faculty member delivering the course. The faculty member reserves the right to reject the application, in less than three (3) calendar days, or submit it to the Programme Coordinator for further consideration. The final consideration will need to be announced to the student within three (3) working days of the receipt of the application by the Programme Coordinator. The notification of the conclusion can be made via email.

3.9.5 Requests for a Re-scheduled In-class Examination Following Serious Adverse Circumstances that Have Affected the Attendance at an In-class Exam

- Students who experience adverse circumstances that may have affected their ability to attend the examination may request the rescheduling of an in-class examination.
- Students must submit their application (accompanied by all supporting documentation) at least up to 24 hours after the scheduled time of the in-class examination.
- The following submission of the application including all appropriate supporting documentation should be made to the faculty member delivering the course. The faculty member reserves the right to reject the application, or submit it immediately to the Programme Coordinator for further consideration. The final consideration will need to be announced to the student within three (3) working days of the receipt of the application by the Programme Coordinator. The notification of the conclusion can be made via email. In case the request is granted then the Make-up Exam Form (Ref.: QA-33.03.07F) can be completed.

3.9.6 Requests for a Re-scheduled In-class Examination Following Serious Adverse Circumstances that Have Affected a Student's Performance during an In-class Examination

- Students who experience adverse circumstances during the in-class examination prior to leaving the examination room are required to advise the examination invigilator of their intention to submit a Serious Adverse Circumstances Form. The invigilator will hand in a copy of the Invigilator Report for reference as a supporting document.
- Students must submit their application (accompanied by all supporting documentation) as soon as possible after the scheduled in-class examination and no later than 24 hours after the in-class examination.
- The Programme Coordinator will keep the student's examination answer booklet until such time as they have assessed the Adverse Circumstances application. The application may be either:
 - Granted: When an alternative examination is granted, the original examination booklet will be held unmarked until the alternative examination is completed. In this case the final mark awarded for the examination will be the mark achieved in the alternative examination. In case the request is granted then the Make-up Exam Form (Ref.: QA-33.03.07F) can be completed.
 - Denied: The original examination booklet will be marked.
 - Withdrawn by the Student: The original examination booklet will be marked.

3.9.7 Request for the Rescheduling of Placement

- Students who are unable to complete a placement due to adverse circumstances may apply for a reallocation of the placement.
- Students must submit their application (accompanied by all supporting documentation) at least ten (10) working days prior to the commencement of the placement.
- Students may also be required to complete additional forms as part of their adverse circumstances application.
- The following submission of the application including all appropriate supporting documentation should be made to the responsible faculty member. The faculty member reserves the right to reject the application, or submit it immediately to the Programme Coordinator for further consideration. The final consideration will need to be announced to the student within three (3) working days of the receipt of the application by the Programme Coordinator. The notification of the conclusion can be made via email.

- Where a student is to be granted an alternative placement this will be scheduled by the relevant responsible faculty member no later than five (5) working days from the day of the final conclusion.

3.9.8 Request for Withdrawal

- In case the student is facing a serious medical condition or other hardship issues that may require him/her to withdraw from their studies, for a specific period of time, he/she will need to inform the Programme Coordinator or the responsible faculty the Academic Affairs Office and apply using the Serious Adverse Circumstances Form.
- The request will be concluded by the Programme Coordinator or the responsible faculty in collaboration with the representative of the Academic Affairs Office. Withdrawal from the studies does not exclude the student from any financial obligations towards the College.

3.9.9 Supporting Documentation

- Students are required to present any serious adverse circumstances supporting documentation to the Programme Coordinator.
- The College will record the details of the supporting documentation and return them to the student for safe keeping.
- The decision maker(s) are the affected faculty member, Programme Coordinator in collaboration with the Academic Affairs Office and are entitled to request a copy of the supporting documentation from the student at any time.
- All documentation provided must be either original documents or correctly certified copies of the original(s).
- Students are responsible for ensuring the authenticity of any documentation that they provide to the College.
- Allowable supporting documentation may include, but not limited to:
 - A medical certificate from an accepted health professional, which should include the date(s) that the health grounds have adversely affected the relevant assessment item(s).
 - Evidence demonstrating compassionate grounds – this may include a funeral notice or letter from an approved counselling service.
 - Evidence demonstrating trauma – this may include a letter from the police/fire department, or letter from an approved counselling service.
 - Evidence supporting a court-ordered appearance or army duties.

Important Notes:

- You cannot expect a third party to supply you with independent evidence of your circumstances retrospectively (for instance, evidence from a doctor if you

tell him/her that you 'were ill' but did not visit the doctor at the time and have no residual symptoms). The College will not accept uncorroborated hearsay evidence, whosoever provides it.

- A medical practitioner/doctor has the right to make a professional judgment on whether your illness warrants a medical certificate or letter.
- Medical practitioners/doctors may charge a fee for the provision of medical evidence. It is your responsibility to pay such charges.
- If you have been diagnosed with serious illness or other serious medical problem you need to inform the College immediately. In this case the application will be evaluated by the faculty involved in collaboration with the Academic Affairs Office.
- All information provided must be in detail but not exceeding the 500 word limit.

3.9.10 Appeals

Students may appeal the outcome of the adverse circumstances application within three (3) working days of being notified of the outcome. The appeal should be made utilizing the Appeals Procedures of the College (Refer to Ground D outlined in section 3.5.5 on Academic Appeals).

3.10 Audit Policy

3.10.1 Purpose

The purpose of this policy is to provide objective quality assurance services designed to add value to and improve the College's operations. Internal Auditing helps the College accomplish its objectives by bringing a systematic and disciplined approach to evaluate the adequacy and improve the effectiveness of the College's system of internal controls, risk management, compliance and governance processes.

Internal audit activities aim at assisting the College Management and the Internal Quality Assurance Committee (IQAC) in identifying, avoiding and mitigating risks. They provide valuable support in maintaining the confidence of students, employees (both administrative and faculty) and executives by performing independent and objective reviews, as well as reporting to the IQAC and all responsible parties on their findings so that corrective and/or preventive actions can be initiated.

3.10.2 Scope

The scope of Internal Auditing is broad but appropriate so that it can determine whether the College's network of control and governance processes, risk management and internal operations, as designed and represented by the Management, are adequate and functioning in a manner to ensure:

- Risks are appropriately identified and managed.
- Interaction with the various governance groups (such as the Management or the IQAC) occurs as needed.
- Significant financial, managerial and operating information is accurate, reliable and timely.

- Employees' actions are in compliance with policies, standards, procedures and applicable laws and external regulations.
- Resources are acquired economically, used efficiently and adequately protected.
- College objectives are efficiently and effectively achieved.
- Quality and continuous improvements are fostered in the College's control process.
- Significant legislative or regulatory issues impacting the College are promptly recognized and addressed appropriately.
- Information Technology is adequate, reliable and secure.
- Financial sustainability and profitability is maintained.

The list above is only an indicative guide as to the general objectives applied to most audits. One must consider that each audit is unique and as such the scope and objectives for every audit must be independently determined through discussion with the Management and a reliable specific risk assessment.

The extent and frequency of internal audits depends upon varying circumstances such as the results of previous audits, materiality, the relative risk associated with each specific activity, the adequacy of the system of internal controls, applicable laws and external regulations, resources available for the execution of the Internal Audit, etc.

This policy includes compliance to the following College policies and procedures:

- Internal Regulations
- Code of Practice
- Health & Safety Policy
- Grievance Procedure
- Appeals Procedure
- Examinations Policy
- Information Technology (IT) Use Policy
- Serious Adverse Circumstances Policy

3.10.3 Definition

"Internal auditing is an independent, objective assurance and consulting activity designed to add value and improve an organization's operations. It helps an organization accomplish its objectives by bringing a systematic, disciplined approach to evaluate and improve the effectiveness of risk management, control and governance processes."

International Professional Practices Framework (IPPF)
The Institute of Internal Auditors Research Foundation
Florida, USA
January 2011

The role of internal audits is to provide independent assurance that the College's risk management, governance and internal control processes are operating effectively.

Internal Audits provide impartial opinions and assessments of the College's records, processes and procedures. They can be a catalyst for improving the College's day to day operations, control and governance processes, risk management and internal policies and procedures. Internal Audits provide insight and recommendations based on the analysis and assessment of data and operating processes.

3.10.4 Principles of Auditing

The below provides an indicative list of the underlying principles and/or ethical standards governing auditing:

- Ethical conduct
- Fair representation
- Professional competence and due care
- Objectivity
- Confidentiality
- Impartiality
- Evaluations based on evidence
- Professional competence
- Cooperation
- Trust
- Technical standards
- Professional behaviour
- Detailed documentation
- Integrity

Adherence to Standards on Auditing

An audit should be conducted in accordance with International Standards on Auditing (ISAs) and all national legislative audit requirements where applicable. These normally provide:

- Standards (i.e. basic principles and essential procedures)
- Related guidance (i.e. explanatory and other material)

Notice should also be given to any other relevant professional bodies where applicable.

Professional Scepticism

An audit should be planned and performed with an attitude of "professional scepticism" recognizing circumstances that may bring about material misstatement.

3.10.5 Reasons for Auditing

The list below provides an indicative framework for when an audit is needed:

- Ensure compliance with the College's standards, policies and objectives
- Ensure compliance with regulatory requirements
- Ensure quality service
- Ensure student satisfaction
- Ensure the Quality Management Policy is effectively implemented and maintained
- Ensure the quality of performance by various operations within the College and the overall adequacy and effectiveness of the College's system of internal controls
- Look for opportunities of improvements
- Look for best practices that could be applied in other areas
- Look for preventive action
- Look for outstanding emphasis on student, faculty and staff satisfaction

- Take a proactive approach to reduce problematic situations
- Identify needs for further training and development
- Enhance communication and training

3.10.6 Types of Auditing

As per the College's Audit Policies and Procedures, an audit is primarily classified as internal or external depending on the interrelationship between participants:

- Internal (first party) – This is performed by and/or at the direction of members of the College. In simpler terms an internal person performs the audit procedure. An internal audit assumes conformity to the College's objectives and performs a risk assessment to identify potential problem areas. The auditor's objective is to find opportunities for improvement or resolve already problematic situations.
- External audit (third party) – This is performed by a third party independent of the College and assumes conformity to a specific standard and/or regulatory framework.

Audit activities may also be categorised according to the nature of their conduct. For example:

- Announced – this is when the auditees are informed of the planned audit in advance. An announced audit means that a specific date and time has been set for when the inspection is to be carried out.
- Un-announced – this is when the auditor performs an impromptu audit without having previously informed the auditee(s). Such audit activities are normally arranged in an effort to minimise the risk for bias and/or manipulated input data.

Internal Audit activities may be further sub-categorised depending on the nature of their planning. To clarify:

- Planned – this is when an audit is part of the approved Annual Audit Plan. It means the audit has been carefully considered and planned for execution at a specific period during the year. The auditee must receive at least ten (10) working days' notice of the arranged audit.
- Un-planned – this is when an audit is not formally part of the approved Annual Audit Plan. This may be the result of changes in circumstances and/or requirements during the course of the annual audit cycle.

Audits can also be distinguished according to their scope and purpose. For example, an audit may be scheduled to investigate the performance of a particular activity within the College, or to explore the extent that activity is conforming and/or complying with the relevant policies, procedures, standards and/or requirements.

Whatever the type of audit, audits help prevent and detect non-conformities, highlight areas for improvement as well as confirm that the College processes are keeping with industry standards.

3.10.7 Internal Quality Assurance Committee

The role and purpose of the Internal Quality Assurance (IQAC) is to monitor all procedures (both academic and administrative), carry out continuous checks to ensure transparency and quality is maintained within the College; and where deemed necessary, revise and introduce new procedures in order to enhance the College's transparency and quality.

The IQAC reserves the right to audit all sectors of the College, form subcommittees and invite external auditors when necessary,

The IQAC is appointed every two (2) years by the Executive Director on the recommendation of the Directors' Council and consists at a minimum of the following:

- Director of Academic Affairs or other appointed representative (Chair)
- At least three (3) faculty members
- At least one (1) Quality Assurance Officer
- One (1) Administrative representative
- One (1) student elected representative

This composition is in line with the relevant regulatory framework as set by DI.P.A.E. Although the Executive Director of the College reserves the right to change the structure of the IQAC to ensure its continuous upgrading, the above composition must always be followed.

3.10.8 Internal Auditor

An Internal Auditor (IA) works to monitor and evaluate how well risks are being managed, the College is being governed and internal processes are working. They also provide a consulting service advising management on how to improve systems and processes.

The scope and nature of audits can vary significantly but the main priority of the IA's work is to make sure any issues that affect the survival and prosperity of the College are dealt with. They consider a wide spectrum of factors from simple day-to-day operation tasks to financial, but also other factors such as reputation, growth, environmental impact, treatment of employees and ethics.

The composition of the IQAC allows for one (1) Lead Internal Auditor (LIA) who is responsible for planning the audit and may seek specialized assistance from appointed IQAC team members in fulfilling this responsibility. IQAC members may take on the role of IAs to assist the LIA with the audit planning and execution but should comply with the relevant requirements set out in this standard when doing so. Normally the LIA coordinates a team of two (2) or three (3) IAs.

For the purposes of this standard the terms LIA and IA will be used interchangeably.

Criteria:

An IA needs to be able to demonstrate the following characteristics and/or skills:

- The ability to use own initiative
- Analytical thinking and attention to details

- The ability to work effectively individually and as part of a team
- Strong ethical standards and high levels of integrity
- The ability to think objectively and demonstrate sound judgment
- Strong interpersonal communication and facilitation skills
- Resilience under pressure
- Good organization skills
- Flexible thinking and the ability to adapt to change
- Leadership skills that will enable them to organize and direct audit team members
- Ability to prevent and/or resolve conflicts
- Capacity to lead auditing team in reaching conclusions
- Knowledge of audit principles, procedures and techniques
- Experience in planning audits
- Quality management system experience
- Organizational understanding
- Possess expertise skills that will enable them to coach “auditors-in-training”

Responsibilities:

- Implements and monitors quality assurance standards.
- Follows sampling procedures and directions for recording and reporting quality data.
- Documents internal audits and other quality assurance activities.
- Investigates student complaints and non-conformance issues.
- Collects and compiles statistical quality data.
- Analyses data to identify areas for improvement in the quality system.
- Monitors corrective and preventive actions.
- Prepares reports to provide the outcomes of quality activities to the IQAC.
- Support on-site audits conducted by external auditors.
- Evaluate audit findings and implement appropriate corrective actions.
- Monitors risk assessment activities.
- Ensures ongoing compliance with quality standards of the College.
- Reports to the Chair of the IQAC.

3.10.9 Accountability

The College’s IQAC and IAs are authorized to direct a broad but comprehensive programme of internal auditing within the College. They are authorized to:

- Have full and free access to all sections of the College.
- Have unrestricted access to all student and personnel data, records, functions, property, etc. All sensitive material provided to the IAs will be handled in the same prudent and confidential manner as by those individuals normally accountable for them.
- Allocate resources, set frequencies, select subjects, determine scopes of work and apply the techniques required to accomplish their audit objectives.

- Obtain the necessary assistance from the appropriate personnel (whether administrative or faculty).
- Develop a flexible Annual Audit Plan using appropriate risk-based methodology and submit the plan to the Management for review and approval, as well as periodic updates.
- Implement the Annual Audit Plan as approved including when applicable any special investigations and/or tasks requested by the Management.
- Perform consulting and advisory services related to internal controls, risk management, compliance, and governance processes as appropriate for the College.
- Keep the Management informed of emerging trends and successful practices in internal auditing.
- Issue periodic reports to the Management summarising results of audit activities.
- Evaluate the adequacy of actions taken by the IQAC and Management to correct reported non-conformances and/or deficiencies.
- Evaluate and assess significant new or changing services, processes, operations, control processes, standards, etc. coincidental to their development, implementation and/or expansion.
- Ensure adequate internal controls exist.

The IQAC and the IAs are the only official qualified College entities that reserve the right to carry out inspections and create mechanisms with a view of ensuring and continuously upgrading the quality and transparency within the College. They reserve the right to monitor all sectors of the College and carry out continuous checks to confirm that internal standards and regulatory legislation are being followed.

The IQAC is also responsible for coordinating the preparation and submission of special self-assessment reports submitted to DI.PA.E. for external audit purposes.

When necessary, the IQAC reserves the right to designate ad-hoc subcommittees to handle any necessary procedures and/or reach the appropriate conclusions regarding the functionality and compliance of the different College sections.

3.10.10 Audit Universe

An Audit Universe is broadly defined as an inventory of all potential auditable areas within an organisation. More specifically, it represents the potential range of all audit activities and is comprised of a number of auditable entities. In terms of the College's day-to-day operations, these entities normally include a range of programmes, activities, functions, structures and initiatives which collectively contribute to the achievement of the College's strategic objectives. Traditionally, the list includes all financial and key operational systems as well as other units that would be audited as part of the overall cycle of planned work.

The audit universe serves as the source from which the annual audit plan is prepared during the audit planning process. The universe must be maintained and/or periodically revised to reflect changes in the overall risk profile.

Broadly speaking the Audit Universe may include but is not limited to the following:

- Academic Affairs
- Administration
- Student Affairs
- Human Resources
- Information Technology
- Admissions
- Regulatory (legal) compliance
- College Policies and Procedures conformance
- Health & Safety
- Finance
- Operations
- Infrastructure
- Mission Advancement
- Research
- European Projects

3.10.11 Risk Assessment

A Risk Assessment is generally defined as a systematic process of evaluating the potential risk (in both quantitative and qualitative terms) related to a projected activity, process, procedure, operation, etc.

For the purposes of this Audit Policy standard, risk assessment is the identification and analysis of relevant risks to the College's achievement of its objectives with the aim of determining how such risks must be managed.

During the risk assessment process, internal auditing identifies and assesses both the likelihood and potential impact of various risks to the College. Internal controls are then identified and evaluated to determine how adequate they are in reducing the associated risk to ensure that any residual risk is at manageable levels. (Note: 'Residual risk' is the risk that something will occur after controls or procedures have been implemented to reduce it.)

While conducting a risk assessment, the IA must keep the following risk-prone areas in mind:

- Non-compliance and/or non-conformance
- Strategic obstacles
- Press exposure and/or reputation
- Accreditation
- Employee retention (both faculty and administrative)
- Student retention
- Employee competence, experience, expertise and/or time in position (both faculty and administrative)
- Health & Safety: accidents, hazards, etc.
- Access risk
- Business Disruption
- Data Integrity
- Operational complications
- Enrolment
- Technology-related issues and/or deficiencies

The above list is only indicative and one must be prepared that other risks may be identified during a risk assessment process.

The College's Risk Management policy is supported by related College policies in areas such as health & safety, information technology, human resources, etc. Risk

mitigation is supported by the work of a number of individual offices/departments within the College such as Marketing, Human Resources, Administration, etc.

Five-step Process in Risk Assessment and Management:

- 1) Establish the context and identify the risks – understand the College’s operating context and environment to help better identify any internal and/or external risks that may pose a threat.
- 2) Analyse, assess, evaluate and prioritise the risks – systematic analysis of various contributing and/or leading factors including but not limited to the extent of exposure. The IAs must also consider how likely it is that each risk/hazard will cause harm and the extent of any impending effects to help prioritise the list of risks for further action.
- 3) Tackle the risks – identify the range of options to tackle the risk and implement the best choice using all available resources.
- 4) Make a record of the findings and actions taken – this should include details as to the nature and extent of the risk identified, as well as any actions taken to reduce and/or eliminate the risk.
- 5) Review the risk assessment and update it if necessary – the overall process must be kept under review to ensure that transparency and quality are maintained throughout.

Individual risk assessment activities should take place at least once a year. Nevertheless, risk assessment should be a continuous process which derives from the College’s day-to-day operations, as well as every audit activity performed.

Considerations

Risk assessment takes the following internal and external factors into consideration:

- Internal:
 - Risks and concerns communicated by the Management in response to annual reports issued to them.
 - Risks and concerns reported by the College’s employees (both administrative and faculty) throughout the year.
 - Risks identified during previous audit activities.
 - Planned audits which will not be completed under the current Annual Audit Plan due to time limits and/or lack of resources.
 - Current trends that have an expected impact on the College’s day-to-day operations.
 - Changes in the College’s Internal Regulations, processes, procedures, etc.
- External:
 - Risks and concerns identified through external audits.
 - Changes in the relevant regulatory (legal) framework.

3.10.12 Audit Strategy

The LIA should establish an overall audit strategy that sets the scope, timing, frequency and direction of the audit and guides the development of the audit plan. In establishing the overall audit strategy, the auditor should take into account:

- The timing of the audits
- Previous results

- Resolution of non-conformities
- Factors that may affect proper resource allocation

The IQAC can only move forward with a particular audit strategy following approval from the Management.

The Audit Strategy must be reviewed on a yearly basis.

3.10.13 Annual Internal Audit Plan

The Annual Internal Audit Plan is a month-by-month outline of all intended scheduled audits that is developed and documented each year. This is prepared based on a prioritization of the audit universe and using a risk-based methodology, as well as input from the Management and IQAC.

The Lead Internal Auditor (LIA) is responsible for organizing and maintaining an annual audit plan. The LIA's main objective is to plan the audit so that the audit is conducted effectively. Planning the audit includes establishing the overall audit strategy and developing a plan, which may also include risk assessment procedures. Planning is not a discrete phase of an audit but, rather, a continual and iterative process that might begin shortly after (or in connection with) the completion of the previous audit and continues until the completion of the current audit. The LIA may contact the previous auditor(s) and verify any pending unresolved issues or receive specialized information.

The LIA may be responsible for developing and documenting the Annual Audit Plan but approval of the IQAC is needed before it can be made official. Following approval, the LIA must proceed to develop a more detailed schedule for executing the Annual Internal Audit Plan.

As a minimum requirement, the Annual Detailed Internal Audit Schedule should include a description of at least:

- A month-by-month outline of all intended scheduled audits
- The planned nature and extent of the audits to be completed and other substantive procedures
- An overview of the relevant risk assessment performed
- All available audit resources and budget considerations
- Any potential resource limitations

The Annual Internal Audit Plan should be flexible and periodically adjusted to adapt to changes in the audit environment. These changes may include changes in existing operations, new or revised laws and/or regulations, etc. Such periodic changes will need approval from the IQAC before they can be reflected on the Annual Internal Audit Plan. If, for whatever reason, there is a deviation from the approved Annual Internal Audit Plan both the IQAC and the Management need to be duly informed and provided with a plausible explanation.

Refer to Appendix X2 for a copy of the approved Annual Internal Audit Plan for the Academic Year 2019-2020 which provides a general example of what an annual audit month-by-month outline should look like.

3.10.14 Audit Components

The Annual Audit Plan should make provisions for at least the following important components of the College:

- 1) Completion of Annual Programme Evaluation Reports (APERs).
- 2) Completion of all Programme Review Committees (PRCs).
- 3) Completion of all Programme Evaluation Committees (PECs).
- 4) Documentation of all internal minuted meetings for each programme.
- 5) Completion of the Second Marking procedure.
- 6) Conformity of all Student Handbooks.
- 7) Conformity of all Practical Placement Logbooks.
- 8) Conformity of all faculty staff in terms of their workload and office hours.
- 9) Documentation of all course-specific Marking Criteria.
- 10) Conformity to all Health and Safety Regulations.
- 11) Conformity to the Faculty Appraisal Procedures (including but not limited to student evaluations, peer reviews, self-assessment and ranking).
- 12) Fulfilment of all legal obligations in terms of adequate facilities.
- 13) Conformance with all academic standards (particularly in terms of proper course portfolios record maintenance).
- 14) Conformance with all admissions standards (particularly in terms of proper student record maintenance).
- 15) Fulfilment of planned faculty training.
- 16) Fulfilment of planned preparatory course training to new students (Inter-Προ+).
- 17) Documentation of overall student support (whether pastoral, academic or disability-related).
- 18) Resolution of complaints/appeals that affect the student experience.
- 19) Completion of Advisory Committees and conformance in maintaining an active link with the Industry.
- 20) Documentation of personnel (both administrative and faculty) metrics.
- 21) Documentation of graduate-related metrics.
- 22) Fulfilment of financial profitability and/or sustainability (Operating Margin)
- 23) Completion of all Management Review meetings.
- 24) Completion of all IQAC meetings.
- 25) Documentation of the various Marketing Strategies and their performance.
- 26) Fulfilment of corrective and preventive actions.
- 27) Fulfilment of the College's continuous improvement policy.

The list above is only indicative and provisions for more components can be made every year as deemed appropriate by the LIA and the IQAC. When considering the list above, one must also keep in mind that the LIA reserves the right to in consultation with the IQAC modify the overall audit strategy and/or the audit plan as necessary if circumstances and/or requirements change during the course of the annual audit cycle.

3.10.15 Phases of an Audit

Refer to Appendix X1 for an overview of the Annual Internal Auditing Cycle.

- 1) Audit Preparation

This consists of everything that is done in advance of each audit activity to ensure compliance with the audit's objective. The preparation stage of an audit begins with the decision to conduct the audit and ends when the audit itself begins. The LIA is responsible for filling in an Internal Auditor Assignment Form due to be issued to every auditor assigned to administer a monitoring exercise. The purpose of this form is for the relevant auditor to acknowledge the duties and/or responsibilities assigned to them. Refer to Appendix X3 for a template copy of the Internal Auditor Assignment Form.

2) Audit Performance

Also known as 'fieldwork', this is the data-gathering phase of each audit activity. It consists of activities such as meeting and/or communicating with auditees, understanding the process and system controls in place, verifying such controls are working, communicating among team members, etc. The relevant auditor is responsible for completing an Internal Audit Observation Worksheet during every scheduled and/or impromptu audit exercise to keep a record of their findings. Refer to Appendix X5 for a template copy of the Internal Audit Observation Worksheet.

3) Audit Results and Analysis

This is the phase when the auditor must consider all findings and reach conclusions as to their materiality and relevance.

4) Corrective and Preventive Action Plan (CAPA)

This entails any improvements and/or additions made to the College's processes in an attempt to eliminate the causes of an existing or potential non-conformity, deficiency or other undesirable situation in order to prevent recurrence (reactive) and/or occurrence (proactive) respectively.

5) Audit Follow-up

This is the process followed to monitor and ensure corrective/preventive actions have been effectively implemented or that the Management has accepted the risk of not following the recommended action.

6) Audit Closure

Each audit is completed when all relevant planned audit activities have been carried out, or otherwise agreed with the Management. To help ensure the proper close-out of all monitoring exercises, each auditor is responsible for maintaining and completing a Checklist for Conducting an Audit Form throughout the audit assignment process – from the day they were assigned the audit to the day it has been completed. The purpose of this form is to ensure that the correct procedure is being followed and all steps are duly completed. Refer to Appendix X4 for a template copy of the Checklist for Conducting an Internal Audit Form.

7) Audit Reporting and Documenting

At the end of each monitoring exercise, the relevant auditor is expected to fill in and submit an Internal Audit Report. The purpose of the Internal Audit Report is to summarize the audit work, report the results of the investigation

and communicate recommendations for improvement where necessary. The audit process may end when the report is issued and no further action is required. Refer to Appendix X6 for a template copy of the Internal Audit Report.

3.10.16 Trend Monitoring

This is essentially a process in which key College processes and controls are constantly assessed and monitored to ensure transparency and quality. This allows for an ongoing insight into the effectiveness of process, system and management controls. This is part of the College's adopted continuous improvement cycle (plan, implement, review and improve).

3.10.17 Periodic Assessment

The Executive Director must periodically assess whether the mission, scope of work, responsibility and authority as defined in this policy continue to be adequate for the IAs and the IQAC to be able to accomplish their objectives. The result of this periodic assessment must be communicated to the College's Directors' Council and acted on accordingly.

In addition, the Executive Director must report to the Board of Governors at least once every three (3) years in regards to the College's continuous quality assurance and improvement programme, including results of on-going internal assessments and external assessments.

3.10.18 Audit Multi-location

The College's auditors reserve the right to conduct audits in affiliated campuses and/or locations as needed. Such Multi-location Audits should be planned and executed in relation to the specific standards for each individual campus/location as set by the IQAC, as well as those of the College as a whole.

The LIA should determine the campuses/locations at which to perform audit procedures, as well as the nature, timing and extent of the procedures to be performed at each of those individual campuses/locations. Multi-location audits should always be outlined in the Annual Internal Audit Plan unless it is a case of an unplanned and/or unannounced audit.

Multi-location Audits entail more complex considerations regarding audit strategy, planning, execution and communication. This is mostly attributed to the fact that the IA will need to consider their audit findings at both an idiosyncratic level and a higher synergic level.

Multi-location Audit Considerations:

- The degree of centralization of records and/or information processing.
- The materiality of the concerned campus/location.
- The nature and amount of assets, liabilities and business executed at the concerned campus/location.
- The specific risks associated with the concerned campus/location.
- The frequency, timing and scope of monitoring activities at the concerned campus/location.

- The effectiveness of the control environment, particularly with respect to management control at the concerned campus/location.

3.10.19 Concept of Materiality

Materiality cannot be easily defined as the concept involves both qualitative and quantitative considerations but in a broad sense it is normally considered to be the threshold above which missing or incorrect information collected during an audit activity is considered to have an impact on the decision making of users.

Materiality is crucial to the audit process as it can affect audit risk evaluation and the nature, timing and extent of audit procedures.

3.10.20 Inherent Limitations of an Audit

Inherent limitations are such features of an audit activity that constrain the auditor to obtain absolute assurance. It is because of these inherent limitations that audit practitioners cannot assure the users of audit reports that such reports are absolutely free of material misstatements.

IAs often offer consultancy services which normally entail advising the Management in relation to personal opinions they have formed during the audit process. Nevertheless, an opinion does not offer absolute assurance – but rather only provides reasonable assurance of a ‘true and fair’ representation of things.

One must also consider that audit testing is conducted on a sample basis and as such faces inherent limitations in that the results may not be a true representation of the College as a whole. Use of sampling techniques by the auditor means that the auditor applies audit procedures only to a small portion of the whole population instead of checking each and every element of the College.

Inherent limitations cannot be completely eliminated but the effects of such limitations can be reduced to an appropriate level. On the auditor’s part, the effects of inherent limitations are reduced by taking appropriate steps such as proper planning to conduct the various audit activities, adequate supervision of junior members of audit team, etc.

As a result of such limitations auditors are expected provide reasonable assurance which in effect is a high level of assurance – that is, reasonably high but not absolute.

3.11 Non-conformance Policy

3.11.1 Purpose

This procedure requires that all non-conformances are identified and recorded, and that the appropriate corrective action is taken to rectify all identified non-conformances, preventing their reoccurrence in the future.

This procedure shall outline the systems currently in place to help identify, report, respond to and manage non-conformances, as well as to help develop effective corrective and preventive actions and monitor corrective actions to demonstrate conformity.

3.11.2 Scope

This procedure shall provide a framework for:

- Identifying a non-conformance.
- Documenting a non-conformance.
- Determining the required corrective action.
- Allowing a reasonable period to rectify the non-conformance by setting a date for the corrective action to be completed by.
- Taking corrective action within the designated timeframe.
- Preventing recurrence of non-conformance by performing systematic statistical trend analysis and developing reports on recurring issues.
- Following up and closing out non-conformance incidents.
- Reporting status of non-conformance incidents and their underlying conditions across appropriate levels of the College.

This procedure applies to all Intercollege employees (both administrative and faculty) and students; and includes compliance to the following College policies and procedures:

- Internal Regulations
- Code of Practice
- Grievance Procedure
- Appeals Procedure
- Examinations Policy
- Health & Safety Policy
- Information Technology (IT) Use Policy
- Serious Adverse Circumstances Policy

In summary, an effective quality system needs to be able to anticipate, identify and eliminate potential problems promptly and avert them from repeating themselves, or where possible from occurring in the first place. The non-conformance policy then requires that:

- Potential risks are promptly identified and averted.
- Any occurring problems are recognised and reported.
- The problem is investigated, reviewed, contained, fixed and documented.
- The actions taken are reported and assessed as to whether they have been successful in preventing recurrence.
- Once satisfied the problem is not recurring, close the issue.
- The relevant evidence is recorded and kept of file for future reference.

3.11.3 Responsibility

All Intercollege employees have an obligation to ensure the effective implementation of this policy within their area of responsibility.

All members of staff (whether faculty or administrative) are responsible for notifying the Lead Internal Auditor (LIA) of any suspected and/or identified non-conformances. In an effort to eliminate the number of non-conformance observations, all employees are expected to follow closely the approved College policies and procedures.

Furthermore, all employees are expected to cooperate fully with investigations and/or audits and comply with corrective actions. Employees who fail to cooperate, who knowingly give false information, or who fail to comply with the directives of a corrective action will be referred to the Internal Quality Assurance Committee (IQAC) for further action. Where an allegation of a non-conformance has been reported confidentiality will be maintained throughout the investigation process.

The Lead Internal Auditor oversees the overall procedure and is responsible for the completion of Non-Conformance Reports (NCRs). Refer to section 3.13.5 and 3.13.8 for further information regarding this.

The IQAC is responsible for deciding on an appropriate and effective corrective action plan, as well as an effective preventive action plan where needed.

Once the corrective action has been completed the LIA is to undertake a follow-up check to ensure that the implemented corrective action has been effective.

3.11.4 Definition of Non-conformance

Non-conformance is defined as a deviation from the approved College policies and procedures, as well as governing legislation as provisioned by relevant regulatory bodies. Non-conformities may range from minor to serious, be unintentional or wilful, and may occur once or several times.

Non-conformities are important as they can be an indicator of how successful and effective the quality system is in terms of standard compliance. In brief the more conformances observed, the less compliant the College is and vice-versa.

For the purposes of the College's quality policy, non-conformities will be divided in the following categories:

- Minor – These are low-risk non-conformities. Minor non-conformities normally have no impact or indirectly minimally affect the College's day-to-day operations. Depending on the nature and scale of the non-conformity concerned, the LIA may choose to report an observation in the Non-conformance Logbook rather than issue an NCR.
- Major – These are high-risk non-conformities. Major non-conformities have a direct impact on the College's day-to-day operations.
- Critical – Continuous recurrence of a major non-conformity will result in its automatic re-classification as critical.

When defining minor/major non-conformities, one must think about the downstream consequences of the nonconformity concerned – that is, take a risk approach. The following is a general guide for determining whether something is minor or major:

- Minor:
 - The problem is an isolated occurrence.
 - The problem does not affect the students and/or the College's employees.
 - The problem does not affect the College's day-to-day operations.
 - The problem can be rectified quickly and/or easily.

An example of this may be when a Programme Coordinator submits the relevant Student Handbook for their programme of study for approval late.

- Major:
 - The problem affects the students and/or the College's employees.
 - The problem affects the College's day-to-day operations.
 - Repeated occurrences of the same minor non-conformity.
 - Any non-conformity against regulatory requirements.
 - A minor non-conformity which has not been resolved within the designated timeframe (normally five (5) working days) of the corrective action plan that has been implemented.
 - In the event of non-completion of the approved corrective action plan.

An example of this may be when a Programme Coordinator has completely failed to perform the Programme Review Committee (PRC) meetings as indicated in the College's Internal Regulations.

3.11.5 Procedure

- 1) Where applicable, the non-conformance observed is to be reported to the LIA.
- 2) All substantiated non-conformances are to be recorded on an NCR. Refer to Appendix X8 for a template copy of this.
- 3) The identified non-conformity is evaluated by an appointed Internal Auditor (IA) to determine the root cause.
- 4) The LIA puts forward to the IQAC recommendations to rectify the non-conformity. These are agreed with due regard and input from all affected parties.
- 5) The IQAC decides on an appropriate corrective action plan to control and correct the non-conformity within the designated timeframe.
- 6) The agreed corrective action plan is implemented and reported (if one decides to do nothing, one will still need to document the reasons behind this decision).
- 7) If the non-conformance persists after the implementation of corrective action, alternative solutions are to be examined by the IQAC until the closure of the non-conformance can be successfully achieved.
- 8) Where necessary the IQAC convenes to decide on an appropriate preventive action plan to eliminate any further potential problems before they occur. Preventive actions must be proportionate to the potential consequences of the non-conformity.
- 9) The LIA monitors corrective actions to demonstrate the effectiveness of the implemented corrective action plan and/or verify satisfactory compliance prior to close out.
- 10) On the successful closure of the non-conformance, the NCR will be signed off by the LIA.
- 11) The finalised NCR is communicated to the IQAC.
- 12) Where there is a need to modify College policies and procedures or introduce new ones, the IQAC must collectively submit a Request for Amendment Form to the Directors' Council for consideration. Refer to Appendix X9 for a template copy of this form.

- 13) Re-occurring non-conformances, or non-conformances that pose a risk to the College's viability and/or sustainability, will be reported to Senior Management for further investigation.

Refer to Appendix X7 for a visual overview of the Non-conformance process outlined above.

3.11.6 Identification of Non-conformances

Non-conformities shall be identified through a variety of processes including internal audits (whether informal or formal), inspections, complaints, incidents, etc., as well as correlation to approved internal policy documentation and related governing legislation.

Non-conformities may arise as:

- Incidents – These may be discovered during an audit, inspection or while dealing with a grievance or appeal. Each incident must be logged separately within individual NCRs.
- Allegations – Students and College employees (both administrative staff and faculty) may report allegations of non-conformance. These must be logged, assessed and if necessary investigated. When an investigation is instigated written findings must be prepared either substantiating or dismissing the allegation at hand. The findings report must include detailed minutes of all investigative processes. Where an allegation proves correct then an NCR must be issued in the same way as any other identified non-conformance incident.

Any of the following shall be considered as valid justification for a non-conformance to be recorded and corrective action to be issued:

- Lack of consideration of one's duties and responsibilities.
- Clear breaches of relevant approved policies and procedures.
- Deviations from procedures that represent a risk to the smooth running of the College's day-to-day operations or its long-term viability and/or sustainability.
- Recurring deviation and/or non-adherence to approved policies and procedures.

One must consider the nature of the non-conformity and the extent of its potential effects before determining the action plan to be followed.

3.11.7 Determining the Root Cause

Internal Auditors must investigate the root cause by reviewing approved College policies and procedures, as well as current legislation. They should also conduct inspections, as well as reference previous records where possible.

Each non-conformance is assessed on a case-by-case basis.

3.11.8 Reporting and Documenting a Non-conformity

All employees (both administrative and faculty) are expected to follow closely the procedure outlined in this manual when a non-conformance has been observed.

Non-conformities need to be documented and reported through the College's Non-conformance Report (NCR). The report is intended to detail the nature and scale of the non-conformity, as well as proposals for corrective and preventive actions as appropriate.

When reporting a non-conformance, the relevant auditor must as a minimum requirement include the following:

- Details of the person reporting the non-conformity.
- A general description of the non-conformity.
- The relevant audit evidence.
- Reference to the exact specification, requirements, standard, expectation, etc. that has not been fulfilled and a brief summary of what this asks for.
- A summary of the actions taken to remediate the situation and mitigate any further effects.
- A summary of any further preventive actions taken to prevent future reoccurrence.

Complaints or reports of noncompliance from someone other than the LIA or the College's QA team are handled as allegations of non-conformance until such time that the report is validated and an investigation is initiated.

Refer to Appendix X8 for a template copy of the NCR.

3.11.9 Numbering of Non-conformity Reports

Each NCR shall have its own identifying reference number as indicated below:

- Source of identification:
 - Reported Allegation – 01
 - Internal Audit – 02
 - Inspection – 03
 - Grievance Procedure / Complaints –04
 - Appeals Procedure – 05
 - Student Feedback – 06
 - Employee (administrative staff or faculty) Feedback – 07
 - Risk Assessment – 08
 - Management Review – 09
- Attribution Category:
 - Regulatory Requirements – RR
 - Admissions – AD
 - Student Affairs – SA
 - Academic Affairs – AA
 - Faculty Performance – FP
 - Administration – ADM
 - Infrastructure & Facilities – IF
 - Marketing – M
 - Information Technology – IT
 - Project Participation & Development – PPD

Example: A non-conformance in breach of Regulatory Requirements observed during an Internal Audit will be numbered: 02.RR/01. (Note: '02' denotes 'Internal Audit' as the source of identification; 'RR' denotes 'Regulatory Requirements' as the attribution category of the non-conformance; and '01' denotes the sequential occurrence of the incident in terms of the recorded total number of non-conformances observed prior to each NCR submission.) This will be the 'Reference Number' indicated on the NCR form.

3.11.10 Corrective Action

Corrective action is generally a reactive process used to address problems after they have occurred. The correct procedure requires that the extent of the problem is assessed and its effects contained ('damage control').

The method and timeline for rectification of non-conformities shall be agreed by the IQAC.

Corrective actions are considered with due regard and input from all affected parties. Agreed recommendations for rectifying the non-conformity are put forward to the IQAC for consideration. In extreme cases where the non-conformity observed is considered 'critical' this step in the procedure may be bypassed and the Management reserves the right to take immediate action after recommendation of the IQAC.

Corrective action taken to eliminate the cause of the actual or potential nonconformity must be appropriate to the scale of the issue and potential consequences.

Under the College's scope of Internal Regulations, opportunities for corrective actions can be found when:

- Conducting workplace inspections
- Consulting with faculty and administrative staff members
- Collecting student feedback
- Conducting audits (both internal and external)
- Considering appeals
- Investigating complaints
- Reviewing regulatory and legislative requirements

3.11.11 General Guidelines for Developing an Effective Corrective Action Plan

Step 1:

Clearly state the problem or weakness, including the root cause. Define the problem:

- What is happening and what is the effect?
- Why is this happening?
- What should be happening?

Step 2:

Create simple, measurable solutions that address the root cause.

- What are the regulatory requirements (both internal and external)?
- What are the available resources allocated for this?
- What can be reasonably accomplished?

- Is there an existing process for corrective and preventive action? If yes, does that process need to be revised? In what way?
- How can it be fixed and prevented from happening again?

Step 3:

List the individuals who will be accountable for the results of the corrective action. Who should be responsible?

- Who needs to be involved? Should one person be solely accountable or should two people share the responsibility? Or should there be a segregation of duties?
- If applicable, how will they be trained to carry out their expected duties?
- How and to whom will they report issues/problems?
- When should they report problems?

Step 4:

Set achievable deadlines.

- How many people are dedicated to the effort of re-writing Standard Operating Procedures (SOPs), protocols, etc.?
- Does an external entity (i.e. the Ministry of Education, Sport and Youth(MoE) or the Cyprus Agency of Quality Assurance and Accreditation in Higher Education (DI.P.A.E.)) need to sign off on the changes?
- What is a reasonable time frame to develop and train the necessary people?

Step 5:

What supporting documentation and when will this be needed?

- At the next periodic review? On hand, in case of an audit? If another problem occurs? At the next Management Review?
- What type of supporting documentation will be needed for the:
 - IQAC
 - Directors' Council
 - MoE and/or DI.P.A.E.
 - any other regulatory bodies (whether internal or external)

Step 6:

Monitor the progress of your plan and verify satisfactory compliance.

- Has the non-conformance been rectified?
- Has the risk of the non-conformance being repeated in the future been eliminated?
- Was the implemented corrective and/or preventive action plan effective?

3.11.12 Preventive Action

A successful and effective corrective action plan policy will also include longer term actions to try eliminate any potential undesired situations altogether and/or prevent an existing problem from recurring again.

Such actions are known as preventive actions and are generally proactive in nature as their purpose lies in eliminating potential problems before they occur or preventing them from becoming more severe.

In order to identify conditions which have or may have a negative effect on quality, adequate monitoring and controls must be in place. Preventive actions focus on identifying negative trends and addressing them before they become a problem.

Where a trend towards repeat non-conformances has been identified, an investigation of the root cause shall be conducted to a level proportionate to the potential consequences and an appropriate preventive action plan determined and implemented.

Similarly where a potential source of problems has been identified prior to the issue developing, one needs to assess how likely it is for the issue to actually develop and whether the costs associated with reducing the risk are worth it in relation to the possible effects that may or may not ensue.

Under the College's scope of Internal Regulations, opportunities for preventive actions can be found when:

- Conducting the management review process
- Monitoring overall performance
- Consulting with faculty and administrative staff members
- Collecting student feedback
- Carrying out a process analysis
- Looking for trends in the root causes of corrective actions
- Undertaking risk assessment
- Monitoring changes in legislation and regulations
- Reviewing changes in the marketplace
- Assessing new technology
- Reviewing and assessing internal and/or external quality audit findings

3.11.13 Completion and Follow-up

The implementation of corrective actions shall be monitored for completion within the designated timeframe as approved by the IQAC. This will normally be five (5) working days for minor non-conformances but in special cases the IQAC reserves the right to grant a limited extension period which however cannot be further modified. Major non-conformances are normally allowed ten (10) working days for rectification.

Outstanding issues not completed as and/or when expected will be reported and escalated where required.

When the root cause analysis and corrective action plan, as well as the preventive action plan where necessary have been satisfactorily completed the NCR shall be signed off, closed out and filed.

3.11.14 Request for Amendment

Where a corrective and/or preventive action plan calls for a change to the approved College policies and procedures, the IQAC must collectively prepare and submit a Request for Amendment Form to the Directors' Council for its review and approval determination. The IQAC shall be solely responsible for initiating this process.

Likewise, where the implementation of a new policy and/or procedure is considered necessary to breach a gap in the College's regulatory framework the same procedure needs to be followed.

In the event that new a policy and/or procedure is introduced or an existing one is modified as a result of the corrective or preventive action plans implemented, the Management must ensure all affected personnel is informed of the change.

Each Request for Amendment Form will carry its own reference number. For reference purposes, the reference number of the corresponding NCR will also be listed on the form.

Refer to Appendix X9 for a template copy of the Request for Amendment Form.

3.11.15 Systematic Statistical Trend Monitoring and Analysis

Trends of non-compliances must be monitored to identify and detect any systematic issues that require intervention for imposing change and recovery to systematic recurrences of specific types of non-compliance. Written reports with the relevant findings shall be presented to the Directors' Council on a bi-annual basis for action as part of the College's adopted continuous improvement cycle (plan, implement, review and improve).

3.11.16 External Audits

External audits may be conducted by the relevant legislative authorities. Any non-conformance identified during external audits shall be documented and recorded in the same way as any other identified non-conformance incident.

3.11.17 Review

Records of non-conformances shall be maintained and reviewed at least annually as part of the Management Review process to determine trends and improve performance.

The College's non-conformance policy and procedures must be reviewed annually by the IQAC.

4 Further Information and Advice

4.1 Intercollege Nicosia Key Contacts

For general enquiries, please contact:

Intercollege Nicosia
8 Markou Drakou Street, 2409 Engomi, Nicosia, Cyprus
Tel.: +357 22842500 | Fax: +357-22-842555
E-mail: info@intercollege.ac.cy

For further information and advice regarding any aspect of this document please contact one of the following individuals accordingly:

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Christina Hadjicosti
Registrar / Academic Affairs Officer
Tel.: +357 22842500 | E-mail: hadjicosti.c@intercollege.ac.cy

4.2 Cyprus Emergency Helplines

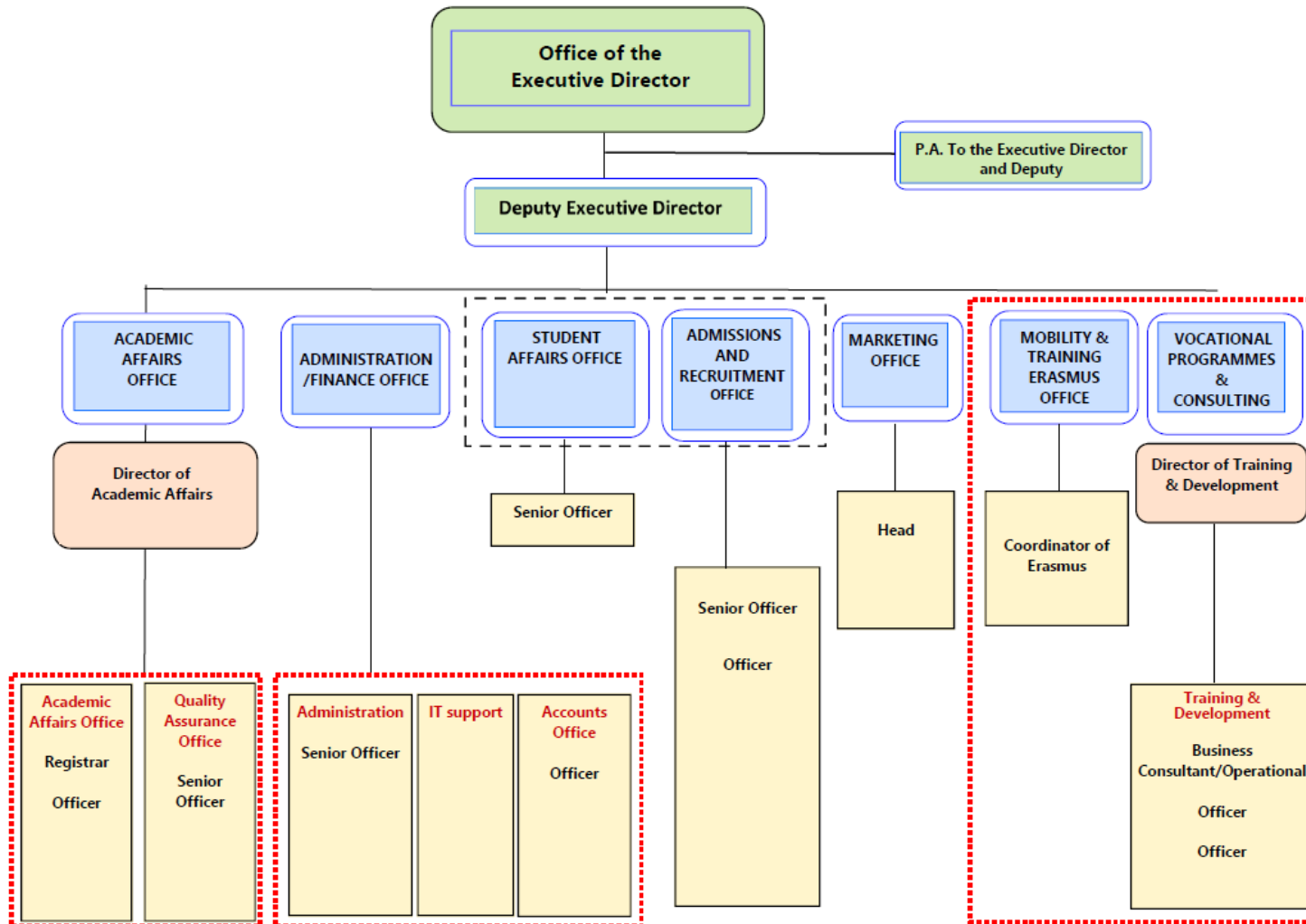
In case of an emergency (ambulance, police and/or fire service), immediate response can be given by calling 199 or 112. The emergency number 112 is pan-European and can be called from anywhere in Europe. Calls are free; operators speak English; and if the caller does not know their location they can geo-locate them.

Other Emergency Contacts:

Night Pharmacies:	192
Doctors on Call:	90 90 1432
Nicosia General Hospital:	22801400 / 22801475
Narcotics & Poisoning:	90 90 14 01
RCC Rescue Coordination Centre:	90 90 1441

Appendices

Appendix A: Organisational Chart



Appendix C1: Academic Calendar 2023-2024

INTERCOLLEGE

ACADEMIC CALENDAR 2023/2024

EVENT	DAY	DATE
PREPARATORY PROGRAMME 2023		
Applications for Admission are Accepted, English Placement Test and Pre-Registration	All Summer	Until October 6
Registration and Payment of Fees	Monday - Friday	August 28 - September 22
Pre-Semester Session	Thursday - Thursday	August 31 - September 21
Orientation Day for New Students	Friday	September 22
FALL SEMESTER 2023		
Classes Start	Monday	September 25
Holiday (Cyprus Independence Day)	Sunday	October 1
Applications for Admission*	Friday	October 6
Last Add/Drop Day	Monday	October 9
Holiday ("Ochi" Day)	Saturday	October 28
Last Day of Classes and Withdrawal	Friday	December 22
Winter Recess	Monday - Tuesday	December 25 - January 2
2024		
Holiday (Theophany)	Saturday	January 6
Examinations	Monday - Friday	January 8 - 19
SPRING SEMESTER 2024		
English Placement Test, Registration and Payment of Fees	Monday - Friday	January 8 - 26
Orientation Day for New Students	Friday	January 26
Classes Start	Monday	January 29
Applications for Admission*	Friday	February 9
Last Add/Drop Day	Monday	February 12
Holiday (Green Monday)	Monday	March 18
Holiday (Greek Independence Day)	Monday	March 25
Holiday (Cypriot War of Independence 1955 - 1959)	Monday	April 1
Last Day of Classes and Withdrawal	Friday	April 26
Spring Recess	Monday - Saturday	April 29 - May 11
Holiday (International Labour Day)	Wednesday	May 1
Examinations	Monday - Friday	May 13 - 24
Graduation Ceremony		End of June
SUMMER SESSION I 2024		
English Placement Test, Registration and Payment of Fees	Wednesday - Friday	May 22 - 24
Classes Start	Monday	May 27
Applications for Admission*	Friday	May 31
Last Add/Drop Day	Tuesday	June 4
Holiday (Monday of the Holy Spirit)	Monday	June 24
Last Day of Classes and Withdrawal	Wednesday	July 10
Examinations	Thursday - Saturday	July 11 - 13
SUMMER SESSION II 2024		
English Placement Test, Registration and Payment of Fees	Wednesday - Friday	July 10 - 12
Classes Start	Monday	July 15
Applications for Admission*	Friday	July 19
Last Add/Drop Day	Tuesday	July 23
Holiday (The Assumption of Mary)	Thursday	August 15
Last Day of Classes and Withdrawal	Wednesday	August 21
Examinations	Thursday - Saturday	August 29 - 31
SECOND EXAMINATION 2024		
Second Examination	Monday - Friday	September 2 - 13

NOTE: Other dates may apply for selected programmes.

* The application deadline for international students can be obtained from the Admissions Office: info@intercollege.ac.cy

INTERCOLLEGE

8 Markou Drakou Str, Engomi, 2409, Nicosia, Cyprus

T: +357 22 842500 | F: +357 22 842555 | email: info@intercollege.ac.cy

www.intercollege.ac.cy

Appendix C2: Faculty Activities and Deliverables Calendar for Academic Year 2019-2020

INTERCOLLEGE

IQAC June 2023 Ref: AA/33.01.74 – Ver 1

Faculty Activities & Deliverables Calendar for Academic Year 2023-2024

The chart below is indicative and is subject to changes. In case the calendar's dates or content is modified, it will be disseminated promptly to all affected parties. Faculty is encouraged to submit documents or complete activities prior to the dates indicated below.

Semester: Fall 2023

September	
04 - 15/09/2023	Second Examination Period
04 - 22/09/2023	Induction period for faculty and students Completion of English placement tests <i>Various activities will be announced at a later time by the Student Affairs & Career Office</i>
18 - 22/09/2023	Receive audited/approved handbooks from the IQAA
25/09/2023	Commence of the Moodle & Intranet training for faculty and students, by the IT Office*

October	
09/10/2023	Submission of Research and Development Activity Sheet form
13/10/2023	<ul style="list-style-type: none"> Completion of the Moodle & Intranet training for faculty and students, by the IT Office*
30/10/2023	<ul style="list-style-type: none"> Time-Release application for Spring 2024 Commence of the Mid-Term Examinations

November	
06/11/2023	<ul style="list-style-type: none"> Commence of the Peer Review evaluation procedure Commence of the PRCs
17/11/2023	Submission of Spring 2024 schedule
24/11/2023	<ul style="list-style-type: none"> Completion of all Mid-Term examinations

December	
15/12/2023	Completion of all PRCs
15/12/2023	Completion of the Peer Review evaluation procedure & Submit Peer Review evaluation reports to the DAA

January	
08-19/01/2024	Examinations period
22/01/2024	Commence submission of the Portfolios and Grades to AAO

Semester: Spring 2024

February	
02/02/2024	Complete submission of Portfolios and Grades to AAO

March	
04/03/2024	<ul style="list-style-type: none"> Commence of the Peer Review evaluation procedure Commence of the PRCs Commence of all Mid-Term examinations
25/03/2024	Commence of the evaluation for the Submission lists to the PGCs (Program Graduation Committees)

29/03/2024	Completion of PRCs
------------	--------------------

April	
01/04/2024	<ul style="list-style-type: none"> • Submission of Fall 2024 schedule • Time-Release application for Fall 2024 (Provisional status)
22/04/2024	Submission of Summer 2024 schedule

May	
17/05/2024	Completion of the Peer Review evaluation procedure & Submit Peer Review evaluation reports to the DAA
13/05/2024	Commence of the final examination period
27/05/2024	Commence submission of Portfolios and Grades to AAO

June	
14/06/2024	Finalization of the lists to the PGCs (Program Graduation Committees)

July	
08 -19/07/2024	<ul style="list-style-type: none"> • Submission of all revised handbooks for approval by the IQAA • Submission of APER reports • Self-Assessments Reports submission to the DAA. <i>Self-Assessment Reports may also be submitted until the second week of September</i>

September	
23 - 27/09/2024	Receive audited/approved APER from the IQAA. <i>APER reports may be also approved at an earlier stage by the IQAC Auditor.</i>

*Moodle, Webex, Intranet and Turnitin trainings can take place anytime throughout the academic year upon request to the IT Office (22842521).

Legend:

DAA: Director of Academic Affairs – Διευθυντής Ακαδημαϊκών Υποθέσεων
AAO: Academic Affairs Office – Γραφείο Ακαδημαϊκών Υποθέσεων
IQAC: Internal Quality Assurance Committee – Επιτροπή Εσωτερικής Ποιότητας
IQAA: Internal Quality Assurance Auditor – Ελεγκτής Εσωτερικής Ποιότητας
PRC: Program Review Committee – Κριτική Επιτροπή Προγράμματος
PGC: Program Graduation Committee – Επιτροπή Προγράμματος Αποφοίτησης
APER: Annual Programme Evaluation Report – Ετήσια Έκθεση Παρακολούθησης και Αξιολόγησης του Προγράμματος

Appendix D: Faculty Timesheet

MONTHLY TIME SHEET

NAME	
ID NO:	
SOCIAL INS :	
TEL. NO:	
SCHOOL:	
DEPARTMENT:	
COURSE ID:	
MONTH/YEAR	October/2017

DATE	DAY	IN	OUT	HOURS
01/10/2017	Sun			
02/10/2017	Mon			
03/10/2017	Tue			
04/10/2017	Wed			
05/10/2017	Thu			
06/10/2017	Fri			
07/10/2017	Sat			
09/10/2017	Mon			
10/10/2017	Tue			
11/10/2017	Wed			
12/10/2017	Thu			
13/10/2017	Fri			
14/10/2017	Sat			
16/10/2017	Mon			
17/10/2017	Tue			
18/10/2017	Wed			
19/10/2017	Thu			
20/10/2017	Fri			
21/10/2017	Sat			
23/10/2017	Mon			
24/10/2017	Tue			
25/10/2017	Wed			
26/10/2017	Thu			
27/10/2017	Fri			
28/10/2017	Sat			
30/10/2017	Mon			
31/10/2017	Tue			

NOTES:

1) This time sheet, fully completed, must be at the Finance Office by the 20th of the month, at the latest. It must include the hours worked until the end of month. In case of absence adjust next month's time sheet.

FAILURE TO SUBMIT IT ON THE SET DATE WILL RESULT IN RECEIVING YOUR PAYMENT AT THE END OF THE FOLLOWING MONTH.

2) Use a separate time sheet for each course.

3) If you have rescheduled any lecture please state it.

LECTURER REMARKS:

--

PLEASE FILL IN HOURLY RATE

HOURS WORKED	HOURLY RATE	TOTAL PAYMENT
		-

I certify that the particulars on this form are correct and that I have personally performed the duties for which is claimed.

SUBMITTED ON: _____

SIGNATURE _____

FOR OFFICE USE ONLY

Received: _____


Checked by: _____

Executive Director Approval

Appendix E1: Application Forms

INTERCOLLEGE

8 Markou Drakou Str., P.O.BOX
24006, CY 1700 Nicosia, Cyprus
Tel.: +35722842500
Fax: +35722842555
E-mail: info@intercollege.ac.cy
Website: intercollege.ac.cy



APPLICATION FORM

Please read the instructions on the back page and complete all the sections.

Intercollege Inquiry ID (for office use only)

1. PERSONAL INFORMATION

Last/Family Name : First/Given Name : Father's Name :

Home Address :

Postal Code: City/Town: Country:

Telephone Home: Mobile: Fax:

E-mail:

Date of Birth: D: M: Y: Male: Female: Nationality :

National ID or Passport Number:

2. SEMESTER FOR WHICH YOU ARE APPLYING

Fall (Sept- Jan) Year:

3. PROGRAMME FOR WHICH YOU ARE APPLYING

4. SPONSOR

Last/Family Name : First/Given Name : Father's Name :

Home Address :

Postal Code: City/Town: Country:

Telephone Home: Mobile: Fax:

E-mail:

Relationship to Applicant: Sponsor Signature:

5. SPECIAL NEEDS

Please specify any physical or other disability or medical condition which might necessitate special arrangements or facilities. Please note that for your application to be approved, one must fulfil the admissions criteria.

6. EDUCATIONAL BACKGROUND

Please list, in chronological order (starting from the most recent one), secondary schools, colleges and universities you have attended, or are currently attending. Copies of certificates, diplomas, degrees, transcripts (marksheets) or any other supporting documents must accompany this application.

Previous /Current Education

Name of School	City/Country	Date From	Date To	Qualification Received	Grade	Language of Instruction

7. EVIDENCE OF ENGLISH LANGUAGE PROFICIENCY

Please state if you have ever taken any English examinations (such as TOEFL, GCE/IGCSE, IELTS, Cambridge Exams). Copies of official results must be supplied and either accompany this application or be forwarded as soon as received.

Examination: Date: Grade:

Examination: Date: Grade:

8. OTHER QUALIFICATIONS

Please list any other qualifications (GCE, LOCI, IELTS etc.) obtained by examination. Copies of official results must accompany this application.

Subject	Board or Examining Body	Grade	Examination Date

9. APPLICATION INFORMATION

Please tick the source(s) and reason(s) that led you to apply to Intercollege.

High School Counselling Officer/Teacher

Advertisement (*Publication, Media, Exhibition, E-mail, etc.*)

Internet/Website

Education Fair

Friends

Other (*Please specify*)

Please list the names of other academies, universities or colleges to which you are applying (optional)

Applicant Declaration

I certify that the information given on this application is complete and accurate to the best of my knowledge. I hereby apply for admission and if accepted and enrolled, I agree to comply with the regulations of the College.

Applicant Name:

Applicant Signature: Date:

ADMISSION GUIDELINES

The Office of Admissions will not process any Application Form unless all required documents, as listed below, are submitted. This application will become part of your permanent record. It should be completed and returned with all necessary documents/fees to:

Office of Admissions
Intercollege
8 Markou Drakou Street
P.O.Box 24005, 1700 Nicosia, Cyprus

ADMISSION POLICY STATEMENT

We adhere to a policy of non-discrimination in admitting applicants without reference to race, colour, religion, gender, disability or national origin. The applicants come mainly from Cyprus but also from many parts of the world, blending a diverse range of academic backgrounds, experiences, special interests, talents and cultural heritage.

Admission is granted under different categories depending on the applicant's qualifications and educational objectives. The admissions policy relies on the applicant's past record including high school grades. However, proficiency in English is required for all, since English is the language of instruction.

For further inquiries or information, please contact the Office of Admissions or visit our website:

Tel.: +357 22842500, Fax.: +357 22842555

E-mail: info@intercollege.ac.cy

Website: www.intercollege.ac.cy

Please submit the following:

- 1. Application Form**
A completed Application Form, plus the Application Fee (non-refundable) of 55 Euro.
- 2. Photographs**
Two (2) recent, passport-size, professionally taken, high resolution photographs.
- 3. Academic Records**
Certified/attested copies (official certified/attested English translations, where necessary) for the following programs:
- 4. Evidence of English Language Proficiency**
 - Angle Examinations with a minimum level "Intermediate"
 - Cambridge GCE AS Level in English Language with a minimum score "C"
 - IGCSE/GCE A Levels with a minimum score "D"
 - Cambridge IGCE or GCSE English as a First Language with a minimum score "E"
 - Cambridge IGCE or GCSE English as a Second Language with a minimum score "D"
 - University of Cambridge Exams with a minimum score "B2 First (FCE)"
 - IELTS with a minimum score "5"
 - TOEFL (IBT) with a minimum score "71"
 - SAT Evidence-Based Reading and Writing (EBRW) with a minimum score "530"
 - Password Skills Plus Test with a minimum score "5.5"
 - Pearson PTE Academic with a minimum score "58"
 - Michigan Language Assessment with a minimum score ECCE (52)
 - IB English B Standard Level (SL) with a minimum score "5"
 - IB English B High Level (HL) with a minimum score "4"
 - IB English A Literature SL & HL with a minimum score "4"
 - Common European Framework of Reference for Languages (CEFR) with a minimum score "B1"

CHECKLIST

Kindly check the following to ensure that all required documents/fees are submitted with your Application Form:

<input type="checkbox"/> Application Fee (55 Euro)	<input type="checkbox"/> Evidence of English Language Proficiency
<input type="checkbox"/> Passport Photographs (2)	<input type="checkbox"/> Other Qualifications
<input type="checkbox"/> High School Leaving Certificate & Grade Report/Mark Sheet	<input type="checkbox"/> Bachelor/Master Degree & Transcripts/Grade Report/Mark Sheet
<input type="checkbox"/> Clear Criminal Record Certificate	<input type="checkbox"/> Medical Certificate



APPLICATION FORM

Please read the instructions on the back page and complete all the sections.

CyMA Inquiry ID (for office use only)

1. PERSONAL INFORMATION

Last/Family Name :	<input type="text"/>	First/Given Name :	<input type="text"/>	Father's Name :	<input type="text"/>
Home Address :	<input type="text"/>				
Postal Code:	<input type="text"/>	City/Town:	<input type="text"/>	Country:	<input type="text"/>
Telephone Home:	<input type="text"/>	Mobile :	<input type="text"/>	Fax:	<input type="text"/>
E-mail:	<input type="text"/>				
Date of Birth:	D: <input type="text"/>	M: <input type="text"/>	Y: <input type="text"/>	Male: <input type="checkbox"/>	Female: <input type="checkbox"/>
Nationality :	<input type="text"/>				
National ID or Passport Number:	<input type="text"/>				

2. SEMESTER FOR WHICH YOU ARE APPLYING

Fall (Sept- Jan) Year:

3. BACHELOR/DIPLOMA/COMPETENCY FOR WHICH YOU ARE APPLYING

BSc in Nautical Science/Officer in Charge of a Navigational Watch

4. SPONSOR

Last/Family Name :	<input type="text"/>	First/Given Name :	<input type="text"/>	Father's Name :	<input type="text"/>
Home Address :	<input type="text"/>				
Postal Code:	<input type="text"/>	City/Town:	<input type="text"/>	Country:	<input type="text"/>
Telephone Home:	<input type="text"/>	Mobile :	<input type="text"/>	Fax:	<input type="text"/>
E-mail:	<input type="text"/>				
Relationship to Applicant:	<input type="text"/>	Sponsor Signature:	<input type="text"/>		

5. SPECIAL NEEDS

Please specify any physical or other disability or medical condition which might necessitate special arrangements or facilities. Please note that for your application to be approved, one must fulfil the admissions criteria. This information will only be shared with appropriate CyMA officials.

6. EDUCATIONAL BACKGROUND

Please list, in chronological order (starting from the most recent one), secondary schools, Maritime academies, colleges and universities you have attended, or are currently attending. Copies of certificates, diplomas, degrees, transcripts (marksheets) or any other supporting documents must accompany this application.

Previous /Current Education

Name of School	City/Country	Date From	Date To	Qualification Received	Grade	Language of Instruction

7. EVIDENCE OF ENGLISH LANGUAGE PROFICIENCY

Please state if you have ever taken any English examinations (such as TOEFL, GCE/IGCSE, IELTS, Cambridge Exams). Copies of official results must be supplied and either accompany this application or be forwarded as soon as received.

Examination:		Date:		Grade:	
Examination:		Date:		Grade:	

8. OTHER QUALIFICATIONS

Please list any other qualifications (GCE, LCCI, IELTS etc.) obtained by examination. Copies of official results must accompany this application.

Subject	Board or Examining Body	Grade	Examination Date

9. APPLICATION INFORMATION

Please tick the source(s) and reason(s) that led you to apply to the Cyprus Maritime Academy.

<input type="checkbox"/>	High School Counselling Officer/Teacher
<input type="checkbox"/>	Advertisement <input type="text"/> (Publication, Media, Exhibition, E-mail, etc.)
<input type="checkbox"/>	Internet/Website
<input type="checkbox"/>	Education Fair
<input type="checkbox"/>	Friends
<input type="checkbox"/>	Other <input type="text"/> (Please specify)

Please list the names of other academies, universities or colleges to which you are applying (optional)

Applicant Declaration

I certify that the information given on this application is complete and accurate to the best of my knowledge. I hereby apply for admission and if accepted and enrolled, I agree to comply with the regulations of the College.

Applicant Name:

Applicant Signature: Date:

ADMISSION GUIDELINES

The Office of Admissions will not process any Application Form unless all required documents, as listed below, are submitted. This application will become part of your permanent record. It should be completed and returned with all necessary documents/fees to:

Office of Admissions

Intercollege

Cyprus Maritime Academy (CyMA)

8 Markou Drakou Street

P.O.Box 24005, 1700 Nicosia, Cyprus

ADMISSION POLICY STATEMENT

We adhere to a policy of non-discrimination in admitting applicants without reference to race, colour, religion, gender, disability or national origin. The applicants come mainly from Cyprus but also from many parts of the world, blending a diverse range of academic backgrounds, experiences, special interests, talents and cultural heritage.

Admission is granted under different categories depending on the applicant's qualifications and educational objectives. The admissions policy relies on the applicant's past record including, high school grades. However, proficiency in English is required for all, since English is the language of instruction.

For further inquiries or information, please contact the Office of Admissions or visit our website:

Tel.: +357 22842500, Fax.: +357 22842555

E-mail: info@cyma.ac.cy

Website: www.cyma.ac.cy

Please submit the following:

- 1. Application Form**
A completed Application Form, plus the Application Fee (non-refundable) of 55 Euro.
- 2. Photographs**
Two (2) recent, passport-size, professionally taken, high resolution photographs.
- 3. Academic Records**
Certified/attested copies (official certified/attested English translations, where necessary) for the following programs:
- 4. Evidence of English Language Proficiency**
 - Anglia Examinations with a minimum level "Advanced"
 - Cambridge GCE AS Level in English Language with a minimum score "C"
 - IGCSE/GCE A Levels with a minimum score "C"
 - Cambridge IGCE or GCSE English as a First Language with a minimum score "D"
 - Cambridge IGCE or GCSE English as a Second Language with a minimum score "C"
 - University of Cambridge Exams with a minimum score "B2 First (FCE)"
 - IELTS with a minimum score "5.5"
 - TOEFL (IBT) with a minimum score "72"
 - SAT Evidence-Based Reading and Writing (EBRW) with a minimum score "530"
 - Passport Skills Plus Test with a minimum score "5.5"
 - Pearson PTE Academic with a minimum score "59"
 - Michigan Language Assessment with a minimum score ECCE (53)
 - IB English B Standard Level (SL) with a minimum score "5"
 - IB English B High Level (HL) with a minimum score "5"
 - IB English A Literature SL & HL with a minimum score "5"
 - Common European Framework of Reference for Languages (CEFR) with a minimum score "B2"
- 5. Attend an interview with the Academy**
In person or on-line.
- 6. Transfer Applicants**
In addition to the academic records listed above, applicants who wish to transfer credits for work completed at other Maritime Academies/ Colleges/Universities must submit official Transcripts/Grade Reports/ Mark Sheets and Course Descriptions or Syllabi in English, together with a (non-refundable) Credit Evaluation Fee of 55 Euro. No additional application fee will be charged.
- 7. Medical Fitness Certificate for Seafarers**
The applicants will need to fulfill the STCW medical conditions. These will be asked before enrolment.
- 8. Clear Criminal Record Certificate**
- 9. Other Qualifications**
Any other official or certified certificates or examination results.

CHECKLIST

Kindly check the following to ensure that all required documents/fees are submitted with your Application Form:

Application Fee (55 Euro)

Passport Photographs (2)

High School Leaving Certificate & Grade Report/Mark Sheet

Clear Criminal Record Certificate

Evidence of English Language Proficiency

Other Qualifications

Bachelor/Master Degree & Transcripts/Grade Report/Mark Sheet

Medical Fitness Certificate for Seafarers

Appendix E2: Application for Scholarship Form

Appendix E3: Credit Evaluation Application Form

INTERCOLLEGE

QA-33.03.25F

FACULTY CREDIT EVALUATION FORM

In order to receive a transfer credit evaluation report from Intercollege, all original transcripts and course outlines must be provided to the Program Coordinator for evaluation. This form is signed and delivered to the Director of Academic Affairs accompanied by all original documentation as well as other supporting documents.

STUDENT/APPLICANT NAME	
STUDENT NUMBER <i>(if any)</i>	
PROGRAM OF STUDY	
DEGREE OBJECTIVE <i>(please tick where appropriate)</i>	<input type="checkbox"/> CERTIFICATE <input type="checkbox"/> DIPLOMA <input type="checkbox"/> BACHELOR
FACULTY NAME	
POSITION	

PLEASE LIST BELOW ALL INSTITUTIONS ATTENDED

NAME OF INSTITUTION	COUNTRY	COURSE (code/title)	CREDIT

PLEASE LIST BELOW ALL COURSES THAT CAN BE TRANSFERRED

CODE	TITLE	CREDIT S	NOTES

Total credits			

Faculty Member's Signature:..... Date:.....

Transfer credit is credit earned at other accredited colleges and universities, which are transferable to Intercollege. All courses are evaluated individually, based on the College standard and the student's grades. The general philosophy governing transfer credits is that a student's knowledge, no matter how it was gained, can be considered as long as it is relevant and can be documented. Thus, credits may be transferred to the student's record from a variety of sources. Where the credits duplicate, credits will transfer from only one source.

Transfer credits may correspond to specific Intercollege courses or may apply as credits in specific categories (computer, math, humanities or social science electives). In all cases, they appear on the student's transcript with the suffix "TR" but no grades are counted in the student's CPA.

Regardless of the credits transferred, students must complete a minimum of 30 credits or 60 ECTS for the Diploma and 60 credits or 120 ECTS for the Bachelor degree. Students are also permitted to transfer credits from correspondence, distance learning or Web-based learning at accredited colleges and universities.

For official use only

Received on:.....

Received by:.....

Signature:

Appendix F1: Student Absence Record – Spring 2024



QA-33.03.33F

Student Absence Record – Spring 2024

Faculty Name: _____

A/A	STUDENT NUMBER	STUDENT NAME	COURSE CODE/SECTION
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

Did the faculty member inform the student of his/her absences (if yes, please summarize below the discussion/ comments exchanged):

.....

Signature: Date:

FOR ACADEMIC AFFAIRS OFFICE USE

Date Received: Date of contact with the student:

Comments:

.....

Student will receive:

Warning Withdraw (WA)* Other – Please specify:

Signature: Date:

**Intercollege faculty can submit the attached form via email to Ms Georgia Koula,
koula.g@intercollege.ac.cy**

***In case of Administrative withdrawal (WA), the faculty member must complete and submit the
respective form**

Appendix F2: Degree Clearance Form

INTERCOLLEGE

QA-33.03.30F

DEGREE CLEARANCE FORM

STUDENT NAME			
STUDENT ID			
TELEPHONE NUMBER			
E-MAIL ADDRESS			
PROGRAMME OF STUDY			
DATE OF GRADUATION	February 20.... June 20.... September 20....		
DATE OF REQUEST			
DEGREE AWARDED:	<ul style="list-style-type: none"> • Diploma/Δίπλωμα (2 years/έτη) • Higher Diploma/Ανώτερο Δίπλωμα (3 years/έτη) • Bachelor/Πτυχίο (4 years/έτη) 		
DEGREE INDEX NUMBER	D/.....		
Student's Signature Date Collected			
INTERNAL USE ONLY			
THIS IS TO CONFIRM THAT THE STUDENT HAS CLEARED ALL FEES/OBLIGATIONS IN OUR DEPARTMENT AND IS ELIGIBLE TO RECEIVE THE DEGREE			
DEPARTMENT	OFFICIAL SIGNATURE		DATE
FINANCE		YES * NO *	

Appendix G: Withdrawal Form

INTERCOLLEGE

QA-33.03.13F/EN

STUDENT WITHDRAWAL FORM

Please complete all items on this form, obtain the signature from the faculty member, the Department of Finance and finally return it to the Academic Affairs Office. Students may apply for withdrawal by the last day of classes.

STUDENT NAME	
STUDENT NUMBER	
PROGRAM OF STUDY	
SEMESTER <i>(Please tick where appropriate)</i>	<input type="radio"/> FALL 20..... <input type="radio"/> SPRING 20.....
COURSE CODE/TITLE	
FACULTY MEMBER NAME	
REASON FOR WITHDRAWAL	
<p>STUDENT DECLARATION: I hereby fully realize that if I withdraw from a specific course during the academic year, Intercollege cannot and will not guarantee that this course will be offered in future semesters and on such time period, so as to enable me to satisfy the course requirements of my program of studies.</p>	
<p>STUDENT SIGNATURE DATE</p>	
<p>PLEASE COLLECT THE SIGNATURES REQUIRED BELOW</p>	
<p>APPROVED BY THE FACULTY MEMBER</p> <p>Faculty Member Signature Date</p>	<p>YES <input type="radio"/> NO <input type="radio"/></p>
<p>APPROVED BY THE ACADEMIC AFFAIRS OFFICE</p> <p>Academic Affairs Signature Date</p>	<p>YES <input type="radio"/> NO <input type="radio"/></p>
<p>APPROVED BY THE FINANCE DEPARTMENT</p> <p>Finance Signature Date</p>	<p>YES <input type="radio"/> NO <input type="radio"/></p>

PLEASE RETURN THIS FORM TO THE ACADEMIC AFFAIRS OFFICE

Appendix H1: Class Presentation Form

CLASS PRESENTATION FORM

Name of Candidate:		Qualifications:		<input type="checkbox"/> PhD	<input type="checkbox"/> Masters	<input type="checkbox"/> Other
Programme:		Specialization:				
Presentation Topic:						
Interested In:	<input type="checkbox"/> Full-Time	<input checked="" type="checkbox"/> Part-Time	Date:	Time:		
Panel Members:						
NAME OF OBSERVER:				Position:		

Please rank the candidate on the criteria listed below; if any of the items are not applicable, please leave blank.

	SUPERIOR	GOOD	AVERAGE	BELOW AVERAGE	UNSATISFACTORY
Planning & Preparation					
• Ability to plan instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Clarity of objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lecturer					
• Knowledge of subject	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Attitude towards class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Communication with class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Enthusiasm displayed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Ability to execute lesson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Questioning techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Presentation clarity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Appearance (dress-grooming)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Friendliness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Self-confidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Maturity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Voice (tone-clarity)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Presence/Personality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lecture					
• Lecture Structure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Pace in teaching (too slow/fast)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Use of examples/diagrams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Media					
• Use of Overhead Projector	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Use of Board	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Handouts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Class Management					
• Control conducive to learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• General atmosphere	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please write any additional comments below:

.....

.....

RECOMMENDED: YES NO

Signature of Observer:

Appendix H2: Independent Study Form

INTERCOLLEGE

QA-33.03.15F

INDEPENDENT STUDY FORM

In very unusual cases, a student may be allowed to complete a regular course on an independent study basis. To be taken on an Independent Study basis, a course must not be normally taught during the semester. Independent study must cover the normal syllabus of the course and must include at least eight one-hour sessions with the lecturer, a mid-term and or final examination. Permission to undertake an independent study may be granted by the Executive Director after the student submits an application, with the recommendation of the faculty supervisor and the Programme Coordinator. Independent study is chargeable in the same way as all other courses. The Independent study must be completed within four months from the time the student registers for it.

STUDENT NAME			
STUDENT NUMBER		TELEPHONE NUMBER(S)	
PROGRAM OF STUDY			
COURSE CODE/TITLE			
SEMESTER <i>(Please tick where appropriate)</i>	<input type="radio"/> FALL 20....	<input type="radio"/> SPRING 20....	<input type="radio"/> SUMMER 20....
FACULTY MEMBER NAME			
PROGRAMME COORDINATOR NAME			
REASON FOR REQUESTING AN INDEPENDENT STUDY			
DATE OF REQUEST			
RECOMMENDED BY THE FACULTY MEMBER			
Faculty Member Signature Date			YES <input type="radio"/> NO <input type="radio"/>
If <u>not</u> recommended state the reason:			
RECOMMENDED BY THE PROGRAMME COORDINATOR			
Programme Coordinator Signature Date			YES <input type="radio"/> NO <input type="radio"/>
If <u>not</u> recommended state the reason:			
RECOMMENDED BY THE DIRECTOR OF ACADEMIC AFFAIRS			
Director of Academic Affairs Signature Date			YES <input type="radio"/> NO <input type="radio"/>
If <u>not</u> recommended state the reason:			
APPROVED BY THE EXECUTIVE DIRECTOR			
Executive Director Signature Date			YES <input type="radio"/> NO <input type="radio"/>
If <u>not</u> approved state the reason:			

MAKE-UP EXAM/TEST FORM

For all announced examinations missed, the faculty teaching the course may or may not give a make-up test. If a make-up test is given, the student must pay a make-up examination fee. When no make-up test is given, the student's grade will be based on the remaining tests.

No student may miss a final examination. Failure to take the final examination without permission or official withdrawal will receive zero in that exam. The lecturer and the Administration may ask for verifiable evidence and reserve the right to accept or not accept any reason as a valid excuse. A doctor's certificate is not necessarily a valid excuse for an absence from an exam. In the case of a valid excuse a grade of "I" is given and the student has one-month to remove it, by taking a Make-up Examination, otherwise zero marks will be recorded in that exam.

STEPS

1. Complete the form by providing your personal, course and test/exam missed details and the name of the Faculty Member.
2. State the reason for your absence from the test/exam.
3. Attach the evidence justifying your absence from the test/exam.
4. Hand the form to the Faculty Member who is in charge of the course you are applying for a make-up test/exam.
5. Contact the Faculty Member 5 working days after you submitted the form to find out whether your request has been approved.
6. If approved, collect the form (signed by Head of Department, Faculty Member).
7. Pay the required fee at the Finance Office and have the form signed.

8. Hand the form to the Faculty Member administering the test/exam.

FOR INTERNAL USE

1. Once the form is received by the Faculty Member it is signed in the following order:
 - Faculty Member
 - Head of Department
 2. If the request is not approved the form is forwarded to the Department of Academic Affairs by the Faculty Member, after informing the student.
 3. If the request is approved the form is forwarded to the Department of Academic Affairs by the Faculty Member after the completion of the test/exam.
 4. If there is a change in an existing grade the Faculty member should attach to this form a Change of Grade Form duly completed.
 5. If the make-up test/exam is for a final exam then the exam script should also be attached.
-

4.3 PLEASE COMPLETE THE BACK SIDE OF THIS PAGE >

MAKE-UP EXAM/TEST

STUDENT NAME	
STUDENT NUMBER	
PROGRAM OF STUDY	
TEST/EXAM MISSED	<p>COURSE CODE:</p> <p>COURSE TITLE:</p>
DATE OF ABSENCE	
SEMESTER <i>(please tick where appropriate)</i>	<input type="checkbox"/> FALL 200.... <input type="checkbox"/> SPRING 200.... <input type="checkbox"/> SUMMER 200....
FACULTY MEMBER NAME	
REASON FOR ABSENCE <i>(Please Attach Evidence)</i>	
FOR INTERNAL USE	

<p>APPROVED BY THE FACULTY MEMBER (EXAMINER)</p> <p>Faculty Member Signature Date</p> <p>If <u>not</u> approved state the reason:</p> <p>.....</p> <p>.....</p>	<p>YES <input type="radio"/> NO <input type="radio"/></p>
<p>APPROVED BY THE PROGRAMME COORDINATOR</p> <p>Signature Date</p> <p>If <u>not</u> approved state the reason:</p> <p>.....</p>	<p>YES <input type="radio"/> NO <input type="radio"/></p>
<p>EXAMINATION FEE PAID AT THE DEPARTMENT OF FINANCE</p> <p>Department of Finance Signature</p> <p>.....</p> <p>Receipt Number Date</p>	<p>YES <input type="radio"/> NO <input type="radio"/></p>

SECOND EXAMINATION FORM

Intercollege provides the student the ability to be re-examined in a course that he/she has failed. The second examination period takes place during the first 2 weeks of September. Students eligible to apply for the second examination need to complete the relevant form in order to have their request processed. The credit earned by the second examination appears on the student's transcript and the hours are included in the earned hours. The second examination reflects a final examination that will determine the student's overall final grade, based on the percentage allocation indicated in the academic regulations.

STEPS

1. Complete the form by providing your personal and course details.
2. Hand the form to the Faculty Member.
3. The form is signed by the Faculty member and the Program Coordinator,
4. Contact the Academic Affairs Office five (5) working days after you have submitted the form to find out if your request was approved and the date of the examination.
5. If approved, collect the form (signed by the Programme Coordinator, Faculty Member) from the office of Academic Affairs.
6. Pay the required fee at the Finance Office and have the form signed.
7. Hand the form to the Faculty Member administering the exam as shown in the Internal Use section.

FOR INTERNAL USE

1. Once the form is received by the Programme Coordinator it is signed in the following order:

- Faculty Member
 - Programme Coordinator
2. If the request is not approved the form, is forwarded to the office of Academic Affairs by the Programme Coordinator.
 3. If the request is approved the form is forwarded to the office of Academic Affairs by the Faculty Member, completed with the mark and attached to the examination script.
 4. The final numeric mark of the initial F will have a 40% weight on the new final numeric mark after the second exam. The numeric mark of the second exam will thus have a weight of 60%.

PLEASE COMPLETE THE BACK SIDE OF THIS PAGE ►

SECOND EXAMINATION FORM

STUDENT NAME	
STUDENT NUMBER	
PROGRAM OF STUDY	
COURSE CODE/TITLE	
FACULTY MEMBER NAME	
FOR INTERNAL USE	
APPROVED BY THE FACULTY MEMBER (EXAMINER) Faculty Member Signature Date If <u>not</u> approved state the reason:	YES <input type="radio"/> NO <input type="radio"/>
APPROVED BY THE PROGRAMME COORDINATOR Programme Coordinator Signature Date If <u>not</u> approved state the reason:	YES <input type="radio"/> NO <input type="radio"/>
EXAMINATION FEE PAID AT THE DEPARTMENT OF FINANCE Department of Finance Signature Receipt Number Date	YES <input type="radio"/> NO <input type="radio"/>
TO BE COMPLETED BY THE FACULTY MEMBER	

DATE OF EXAM **TIME OF EXAM**

.....

NUMERIC MARK*(%) **FACULTY MEMBER SIGNATURE**

.....

**The final numeric mark of the initial F will have a 40% weight on the new final numeric mark after the second exam. The numeric mark of the second exam will thus have a weight of 60%.*

Appendix I: Serious Adverse Circumstances Form

Reference: QA-33.03.04F

Serious Adverse Circumstances Application Form

Reference Number	
---------------------	--

This is the Serious Adverse Circumstances application form and is filled only if the student's condition fulfills the criteria reflected in the Serious Adverse Circumstances procedure (ref: QA-33.04.02P). Please ensure that all supporting documentation is securely attached and your case is presented in a coherent manner. Fill only the parts that are applicable to your case.

Section A: Details

Student Name	
Student ID	
Program	
Semester	
Year of study	
Program Coordinator	
Telephone	
E-mail	

In case of any changes in your personal details, which are not reflected above, please inform the College immediately.

Section B: Important Information

You are strongly recommended to discuss the completion of this form with your Program Coordinator or responsible faculty member. However, the form should be completed and signed by you. The College will not accept forms that are completed on your behalf by a third party and only in extraordinary and exceptional circumstances, will the College accept forms submitted on your behalf by an appropriate close family member due to medical reasons or legal representative. The form should be returned to the Academic Affairs Office via the Program Coordinator by the appropriate deadline as this is designated in the procedure for each case.

This form must be completed to inform the College of serious adverse circumstances which may have affected you which are not covered by the College's policy on student absence and illness.

The purpose of this application form is to help you present an appropriate case to the College to show that there were circumstances which:

- were beyond your control.
- seriously affected your academic performance.

- led to you failing to perform to full potential in one or more assessments.
- occurred during the examination period or where the circumstances or their impact could not be drawn to the attention of the Program Coordinator or responsible faculty member for reasons beyond your control.

You must:

- Complete the application form in full supplying all supporting evidence or cross-referring to any evidence already submitted. Only add text in the table(s) provided, providing the necessary detail to describe your case.
- Return the signed copy to all the Program Coordinator or responsible faculty member whose work/exam was affected.
- Read and sign the declaration below.

Section C: Supporting documentation

- If you are providing supporting documentation with this form as evidence of your difficulties, list the items below and the number of pages each consists of. You are advised to keep a photocopy of the evidence you submit as this will not normally be returned to you.

Supporting documentation/evidence

- Complete **Table A** with details of your circumstances and their effect on your **exam(s)**.
- Complete **Table B** when serious adverse circumstances affected your **assessments prior to the examinations**.
- Complete **Table C** when serious adverse circumstances affected your internship/work placement.
- Complete **Section E**, if you are applying for withdrawal for a specific period of time due to serious adverse circumstances.

Section D: Tables

Complete **Table A** below with details of your circumstances and their effect on your **exam(s)**

Course Code(s)	Date(s) of affected exams	Outline the nature of the problem(s) you were experiencing and explain briefly how the problem(s) affected each exam listed. Please outline what new information is being put forward for consideration and if you attempted any part(s) of the examination.

Complete **Table B** when serious adverse circumstances affected your **assessments prior to the examinations** and, for good reasons beyond your control you were unable to bring these circumstances or the extent of their impact to the attention of your Program Coordinator or responsible faculty member at the time. Students should note that the receipt of a mark lower than anticipated is not, in and of itself, sufficient evidence that the impact of adverse circumstances could not be known at the time.

Dates when problems affected your studies (outside of the exam period)	Course Code(s)	Outline: <ul style="list-style-type: none"> • why you were unable to bring your problems to the attention of your Program Coordinator or responsible faculty member at the time they were experienced. • the nature of the problem you were experiencing and how the problem(s) affected your studies. • if you attempted any part(s) of the assessment.

Complete **Table C** when serious adverse circumstances affected your internship/work placement.

Dates when problems affected your placement	Outline why you are unable to continue your current placement and the nature of the problem you are experiencing.

Section E: Withdrawal

Describe your current situation and provide strong supporting evidence that will support your request for withdrawal from your studies. Indicate that period that you wish to withdraw.

Section F: Declaration

I have read and understood the College's regulations for serious adverse circumstances.

All information and documentation provided in/with this form is complete and represents an accurate and true reflection of the situation that led to my application.

I agree that my appeal may be disclosed to relevant members of the College to the extent necessary for its consideration.

I authorize the reviewer(s) of this appeal to consider this form and any relevant information held by the College to the extent necessary for the consideration of my appeal.

I give permission for the College to seek verification of the authenticity of any statements or evidence provided with this appeal.

I understand that providing false information will be regarded as a disciplinary offence by the College.

Name of applicant or authorized representative	
Signature	
Date	

In exceptional circumstances the College may accept this form on behalf of a student by an appropriate close family member due to medical reasons or legal representative. In such cases a legal authorization note/letter must be attached explaining why this was necessary.

FOR OFFICIAL USE ONLY	
Received by	
Signature	
Date	

A completed signed copy of this application form should be forwarded to the Academic Affairs Office.

To be completed by the Program Coordinator or responsible faculty member

Is the supporting evidence adequate?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Will additional clarifications be needed?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Have you contacted all the faculty members involved?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Have you received a copy of the invigilation report?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Is there strong evidence to justify that an investigation needs to take place?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Did the student request a withdrawal from his/her studies?	<input type="checkbox"/> Yes <input type="checkbox"/> No
The application is valid and the request is accepted	<input type="checkbox"/> Yes <input type="checkbox"/> No

If the application is rejected, you will need to inform the applicant appropriately and in a timely manner, providing him/her with an official response stating the grounds of the rejection. In case you meet with the applicant, the minutes will need to be attached to this application form.

<p>Decision:</p> <p>Grounds of the decision:</p>

Program Coordinator or responsible faculty member

Name	Signature
Date	

In case the application and supporting documentation justifies the student's request to interrupt his/her studies for a certain period of time; then the representative of the Academic Affairs Office will also need t

Appendix J: Final Examination Invigilator Report

INTERCOLLEGE

QA-33.02.08A/E

Final Examinations Invigilator Report

The form is completed by the Invigilator of the Final Examination and submitted to the Academic Affairs Office as part of the final examination portfolio. In case of a serious incident that deems immediate intervention, the Invigilator needs to inform the Management and the Program Coordinator.

Name of Invigilator			
Course Title			
Course Code		Duration	
Semester		Time	
Number of Registered Students		Number of Present Students	
Date			

Complete the following:

<p>Have all the students been identified? If the reply is No, please indicate your comments in detail, in the observations section.</p>	<p>Yes <input type="checkbox"/> No <input type="checkbox"/></p>
<p>Did you have students that are not on your registration list? If the reply is Yes, please indicate your comments in detail in the observations section.</p>	<p>Yes <input type="checkbox"/> No <input type="checkbox"/></p>
<p>Was there any delay by the students? If the reply is Yes, please indicate your comments in detail in the observations section.</p>	<p>Yes <input type="checkbox"/> No <input type="checkbox"/></p>
<p>Did you observe any incident of non-compliance that may affected the examination? If the reply is Yes, please indicate your comments in detail in the observations section.</p>	<p>Yes <input type="checkbox"/> No <input type="checkbox"/></p>
<p>Did you observe any cheating attempt(s); If the reply is Yes, please indicate your comments in detail in the observations section.</p>	<p>Yes <input type="checkbox"/> No <input type="checkbox"/></p>
<p>Was there an emergency event?</p>	

<p><i>If the reply is Yes, please indicate your comments in detail in the observations section.</i></p>	<p>Yes <input type="checkbox"/> No <input type="checkbox"/></p>
<p>Was there any delay in the start of the examination session? <i>If the reply is Yes, please indicate your comments in detail in the observations section.</i></p>	<p>Yes <input type="checkbox"/> No <input type="checkbox"/></p>
<p>Have all the examinations been submitted? <i>If the reply is No, please indicate your comments in detail in the observations section.</i></p>	<p>Yes <input type="checkbox"/> No <input type="checkbox"/></p>

Comments:

(Please also refer to additional comments/observations that you may deem as necessary for the overall evaluation of the report).

.....

.....

.....

Invigilator's Signature

.....

Appendix M1: Formal Grievance Document

Formal Grievance Document

Reference Number	
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This is the Formal Grievance Document used to lodge a formal grievance with the College. Claimants are strongly encouraged to seek informal resolution in the first instance and only complete this form if their grievance still persists. Please ensure your case is presented in a coherent manner.

Section A: Important Information

It is essential that you consult the relevant College policies and procedures before completing this form to familiarize yourself with important information about how the College will handle your grievance and the relevant timescales involved.

Please ensure that all supporting documentation is securely attached to this form. The College reserves the right to verify the validity and sources of all supporting documentation.

ONLY FILL IN THE SECTIONS THAT APPLY TO YOUR CASE

Section B: Complainant's Personal Details

(Should your personal details change, please inform the College immediately.)

For Students

Full Name:		Student ID:	
Programme of Study:		Year of Study:	
Programme Coordinator :			
Contact Address:			
Telephone:			
E-mail:			

For Employees

Full Name:	
Department/Office:	
Rank (if applicable):	
Contact Address:	
Telephone:	

E-mail:	
---------	--

Section C: Grievance Details

(Please indicate which ground you are citing as outlined in the College's Grievance Policy.)

For Students

Ground 1: Physical Disability / Learning Disability

Note: If filing a grievance citing this ground; please ensure that you have provided all of the following:

- A valid doctor's certificate assessing your case
- New information which has not been previously considered

Ground 2: Gender Identity / Sexual Orientation

Ground 3: Religion / National Origin / Ethnic Origin

Ground 4: Political Beliefs / Personal Beliefs

For Employees

Ground 1: Promotion / Appointment / Re-appointment

Ground 2: Specific Duties / Salary / Perquisites / Working Conditions

Ground 3: Physical Disability

Note: If filing a grievance citing this ground; please ensure that you have provided all of the following:

- A valid doctor's certificate assessing your case
- New information which has not been previously considered

Ground 4: Gender / Sexual Orientation

Ground 5: Religion / National Origin / Ethnic Origin

Ground 6: Political Beliefs / Personal Beliefs

Nature of Grievance (Please provide details of the grounds for your grievance. Be as specific as possible.)

--

Details of your Grievance (In the space below, state your grievance. Please describe, as fully as possible, what occurred, when it occurred and the names of the individuals present and/or involved when it occurred. If your grievance concerns something that did not occur, please describe the omission, the relevant time period and the names of the individuals involved. If this is an academic grievance, please provide the faculty's name, programme of study and the specific course where applicable. Please identify any specific policy and/or procedure you believe was applied to you unfairly, or the basis of any claim of unlawful discrimination against you.)

Supporting Evidence (If you have attached any documents to this form, please list them in the space below and indicate how they support your grievance.)

Informal Resolution Attempts (Please describe the informal means you have already tried to resolve the problem.)

Adverse Effects (Please describe the adverse effect on you as a result of the alleged improper action, decision or omission.)

Remedy Sought (Please describe what remedial action you are seeking as resolution to the problem.)

Section D: Declaration

I have read and understood the College's Grievance Policy.

All information and documentation provided in/with this form is complete and represents an accurate and true reflection of the situation that led to my grievance.

I agree that my grievance may be disclosed to relevant members of the College to the extent necessary for its consideration.

I authorize the reviewer(s) of this grievance to consider this form and any relevant information held by the College to the extent necessary for the consideration of my grievance.

I give permission for the College to seek verification of the authenticity of any statements or evidence provided in/with this form.

I understand that providing false information will be regarded as a disciplinary offence by the College.

Claimant's Full Name:.....

Claimant's Signature:.....

Date:.....

FOR OFFICIAL USE ONLY	
Received by (Full Name):	
Signature:	
Date:	

Appendix M2: Grievance Resolution Document

Grievance Resolution Document

Reference Number	
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This is the Grievance Resolution Document used to lodge the resolution of a grievance.

Section A: Review of Grievance (Please provide an overview of the grievance being reviewed.)

Section B: Investigation (Please provide details of the investigation – if any – conducted into the alleged grievance.)

Section C: Conciliation (Please provide details of the resolution proposed.)

Section D: Close-out (Please provide details/evidence confirming the grievance has been resolved.)

--

Section E: Approval

Members of the Disciplinary Committee:

Full Name	Title	Signature

Date the Committee convened:

Briefly describe your observations after the discussion you had with the student. Please sign and forward to the Programme Coordinator.

.....
.....
.....
.....

Signature of Lecturer: Date:

ACTION TAKEN BY THE PROGRAMME COORDINATOR

Briefly describe your observations after the discussion you had with the student and the Instructor/lecturer. Please sign and forward to the Director of Academic Affairs of Intercollege.

.....
.....
.....
.....

Signature of Lecturer: Date:

ACTION TAKEN BY THE DIRECTOR OF ACADEMIC AFFAIRS

Briefly describe your observations after the discussion you had with both the student and the instructor/lecturer concerned.

.....
.....
.....
.....

Signature of the Director of Academic Affairs: Date

For Official Use Only

Received by:..... Date:.....

Posted by:..... Date:.....

Remarks:

.....
.....
.....
.....



STUDENT PETITION FORM

Intercollege students have the privilege of submitting petitions requesting special permission for exemptions from regulations and policies. These petitions will be considered by the Director of Academic Affairs or Executive Director in consultation with the appropriate faculty and Program Coordinators. All student petitions are considered on an individual basis with attention being given to the student's academic record and the reason for the request. Student petition forms are available from the Office of Academic Affairs.

STUDENT NAME	
STUDENT NUMBER	
PROGRAM OF STUDY	
SEMESTER <i>(Please tick where appropriate)</i>	<input type="radio"/> FALL 202.... <input type="radio"/> SPRING 202.... <input type="radio"/> SUMMER 202....
DATE OF PETITION	
REASON FOR STUDENT PETITION	
.....	
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PLEASE RETURN THIS FORM TO THE OFFICE OF ACADEMIC AFFAIRS

PLEASE TURN OVER ►

FOR INTERNAL USE

ACTION TAKEN BY THE PROGRAMME COORDINATOR

(Required for Academic Issues)

Briefly describe your observations after the discussion you had with the student.

.....
.....
.....
.....

SIGNATURE OF HEAD OF PROGRAMME COORDINATOR

DATE

ACTION TAKEN BY DIRECTOR OF ACADEMIC AFFAIRS/EXECUTIVE DIRECTOR

Briefly describe your observations after the discussion you had with both the student and the Programme Coordinator.

.....
.....
.....
.....
.....
.....
.....
.....

SIGNATURE OF DIRECTOR OF ACADEMIC AFFAIRS/EXECUTIVE DIRECTOR

.....

DATE

Appendix Q1: Appeals Application Form

INTERCOLLEGE

QA-33.03.02F

Appeals Application Form

Reference Number	
---------------------	--

This is the Appeals application form and is filled only if the appeal is reflected on the grounds indicated in the Appeals procedure (ref: QA-33.04.01P). Please ensure that all supporting documentation is securely attached and your case is presented in a coherent manner. Fill only the parts that are applicable to your case.

Section A: Details

For Students

Student Name	
Student ID	
Program	
Semester	
Year of study	
Program Coordinator	
Contact Address	
Telephone	
E-mail	

For Faculty

Name	
Program	
Rank	
Contact Address	
Telephone	
E-mail	

In case of any changes in your personal details, which are not reflected above, please inform the College immediately.

Section B: Important Information

It is essential that you consult the regulations before completing this form, as it contains important information about how the College will handle your appeal and the relevant timescales. Furthermore, you will need to ensure that you cover the grounds on which your appeal is based as indicated in the Appeals Procedures (ref: QA-33.04.01P). All supporting documentation will need to be securely attached to this application. The College reserves the right to verify the validity and sources of all supporting documentation.

An appeal can only be made against a published decision and requests which are based upon a challenged to the academic judgment embodied in the decision of the examiner(s) are not permitted.

Please note that where an appeal contains strong elements of a complaint and requires an investigation, the matter shall be referred for consideration under the Grievance Procedure regulations for further investigation. In this instance, you will be notified appropriately, as this will not constitute an appeal.

Section C: Appeal *(fill in the appropriate part that reflects the grounds of your appeal)*

Please indicate which of the grounds your appeal is based on.

Academic Appeal

Ground A: There were circumstances (medical or other) that materially affected your performance, for which supporting evidence exists and these were not known to the examiner(s) at the time the decision was taken and it was not reasonably practicable for you to make them known to your examiner before the decision.

There is evidence that your examination may have been adversely affected by illness or other factors which you were unable, or for valid reasons unwilling, to divulge to the examiner.

If appealing under this ground, please ensure that you have provided all of the following:

- *New information which has not been previously considered.*
- *A reason/evidence to explain why you feel your performance may have been adversely affected by factors evidenced in the information submitted.*
- *A reason/evidence to explain why you were unable, or for valid reasons unwilling, to submit this information before the final award of the grade.*

Ground B: Alleged irregular procedure or improper conduct during the examination(s).

If appealing under this ground, please ensure that you have provided all of the following:

- *New information which has not been previously considered.*
- *A reason/evidence to explain how the examination procedure was breached and how this adversely affected the factors evidenced in the information submitted.*

- *Supporting witnesses to verify the alleged misconduct.*

Ground C: Evidence of prejudice or lack of due diligence in the examination on the part of any of the examiners.

If appealing under this ground, please ensure that you have provided all of the following:

- *Clear evidence of a significant administrative error on the part of the College, or in the conduct of an examination or assessment.*
- *A reason/evidence to explain why you feel your performance may have been adversely affected by factors evidenced in the information submitted.*

Ground D: Rejection of the serious adverse circumstances application.

If appealing under this ground, please ensure that you have provided all of the following:

- *All related documentation and official communication that includes the final decision reached.*
- *A reason/evidence to explain why you feel your performance may have been adversely affected by factors evidenced in the information submitted.*

Affected Course(s):

Date of publication of results:

Course Code	Course title	Grade Awarded

Your Appeal:

Please set out the main points of your appeal. If you need more space, continue on a separate sheet of paper, which should be securely attached to this form, and clearly marked with your personal details (name, SID etc.).

Supporting Evidence:

Appeals against exclusion or expulsion

Please indicate which of the grounds your appeal is based on.

Ground A: Substantial information directly relevant to the decision to exclude the student which for good reason was not available to the College's authorities.

Ground B: Alleged irregular procedure or improper conduct of the procedure for withdrawal.

If appealing under the above grounds, please ensure that you have provided all of the following:

- *New information which has not been previously considered.*
- *Evidence to support your claim.*

Date of publication of the decision:

Your Appeal:

Please set out the main points of your appeal. If you need more space, continue on a separate sheet of paper, which should be securely attached to this form, and clearly marked with your personal details (name, SID etc).

Supporting Evidence:

Appeals against disciplinary actions/decisions

Please indicate which of the grounds your appeal is based on.

Ground A: There is evidence of failure to follow the procedures set out in the internal regulations which provides eligible doubt on the reliability of the decision.

If appealing under this ground, please ensure that you have provided all of the following:

- *New information which has not been previously considered.*
- *A reason/evidence to explain how and why the internal regulations were not followed.*
- *Clear evidence of a significant administrative error on the part of the College.*

Ground B: Fresh evidence can be presented, which could not reasonable have been made available before the decision was made.

If appealing under this ground, please ensure that you have provided all of the following:

- *New information which has not been previously considered.*
- *A reason/evidence to explain how and why the evidence will have had an alternative result.*

Ground C: The decision was unreasonable or irrational given the evidence which was available at the time.

If appealing under this ground, please ensure that you have provided all of the following:

- *New information which has not been previously considered.*
- *A reason/evidence to explain how and why the result is judged as irrational.*

Date of publication of the decision:

Your Appeal:

Please set out the main points of your appeal. If you need more space, continue on a separate sheet of paper, which should be securely attached to this form, and clearly marked with your personal details (name, SID etc.).

Supporting Evidence:

Appeals against ranking decisions

In the event that you do not agree with the recommendation made by the Academic Ranking and Promotion Committee (ARPC), please provide evidence to support your case.

Date of publication of the decision:

Your Appeal:

Please set out the main points of your appeal. If you need more space, continue on a separate sheet of paper, which should be securely attached to this form, and clearly marked with your personal details (name, SID etc.).

Supporting Evidence:

Appeals against grievance decisions

In the event that you do not agree with a decision reached by the Grievance Committee, please provide evidence to support your case.

Date of publication of the decision:

Your Appeal:
Please set out the main points of your appeal. If you need more space, continue on a separate sheet of paper, which should be securely attached to this form, and clearly marked with your personal details (name, SID etc.).

Supporting Evidence:

Section D: Declaration

I have read and understood the College’s regulations for Appeals.

All information and documentation provided in/with this form is complete and represents an accurate and true reflection of the situation that led to my appeal.

I agree that my appeal may be disclosed to relevant members of the College to the extent necessary for its consideration.

I authorize the reviewer(s) of this appeal to consider this form and any relevant information held by the College to the extent necessary for the consideration of my appeal.

I give permission for the College to seek verification of the authenticity of any statements or evidence provided with this appeal.

I understand that providing false information will be regarded as a disciplinary offence by the College.

Applicant’s signature:.....

Date:.....

FOR OFFICIAL USE ONLY	
Received by	
Signature	
Date	

Preliminary Screening Process

Are the grounds of the appeal valid?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Is the supporting evidence adequate?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Is there strong evidence of a complaint? (if yes proceed to the grievance procedure)	<input type="checkbox"/> Yes <input type="checkbox"/> No
Will additional clarifications be needed?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Is there strong evidence to justify that an investigation needs to take place prior to the meeting of the Appeals Committee?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Additional comments:	

The Appeals Application is valid and can be processed Yes No

If the appeal application is rejected, you will need to inform the applicant appropriately and in a timely manner, providing him/her with an official letter stating the grounds of the rejection. You reserve the right to request a five (5) day extension for submission of new evidence. In case the applicant is unwilling to submit new supporting new evidence or is uncooperative, please mark it in your findings. In case you will conduct a preliminary hearing with the applicant, the minutes will need to be attached to this application form. *The preliminary screening process cannot exceed the timeframe of five (5) working days.*

Appeals Preliminary Screening Committee (APSC)

Findings:
Suggested Actions:

Members of the APSC:

Name	Signature
Date	

Appendix Q2: Appeals Committee Assessment Chart

INTERCOLLEGE

QA-33.04.03F

Appeals Committee Assessment Chart

The chart below serves as a general guideline for the Appeals Committee in order to better facilitate a final decision. This assessment chart will constitute a part of the overall official procedure that the Appeals Committee will follow.

Academic Appeals	
Is the AC satisfied with the evidence presented?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Is the AC satisfied with the applicant's performance?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Is the AC satisfied that the applicant was unable, or for valid reasons unwilling, to submit this information before the grade/decision was reached?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Is the AC satisfied that the information submitted is true/genuine?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Is the AC satisfied that the information submitted constitutes good cause?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Is the AC satisfied that the student's performance was significantly and adversely affected by the factors evidenced in the information submitted, such that these factors were the principal cause of the student's performance and had it not been for their existence, the student's result of the original decision would have been different?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Is the AC satisfied that there is clear evidence of misconduct during the examination or assessment?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Should the original decision be reviewed?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Should the original decision be modified?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Appeals against exclusion or expulsion	
Is the AC satisfied with the evidence presented?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Is the AC satisfied that the applicant was unable, or for valid reasons unwilling, to submit this information before the decision was reached?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Should the original decision be reviewed?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Should the original decision be modified?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Appeals against disciplinary actions/decisions	
Is the AC satisfied with the evidence presented?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Is the AC satisfied that there is clear evidence of a significant administrative failure on the part of the College or in the conduct of the disciplinary procedure?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Should the original decision be reviewed?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Should the original decision be modified?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Appeals against ranking decisions	
Is the AC satisfied with the evidence presented?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Has the ARPC been consulted for review?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Should the original decision be reviewed?	<input type="checkbox"/> Yes <input type="checkbox"/> No

Should the original decision be modified?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Appeals against grievance decisions		
Is the AC satisfied with the evidence presented?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Has the Grievance Committee been consulted?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Has there been any breach of regulations or policies in terms of the grievance procedure?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Should the original decision be reviewed?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Should the original decision be modified?	<input type="checkbox"/> Yes	<input type="checkbox"/> No

Reasoning of Decision
Please provide a clear explanation of the AC's decision (<i>considering the internal regulations</i>) and any further action to be taken by the applicant.

Decision
Please provide the final decision of the AC, including remedies for rectification.

Members of the Appeals Committee:

Name	Signature
Date	

Appendix R: Student Appraisal Questionnaire

STUDENT COURSE EVALUATION QUESTIONNAIRE

This is an anonymous questionnaire. The objective of the questionnaire is to provide student feedback to assist faculty members in strengthening their lecturing. To that end, please complete the following questionnaire.

Course Code/Title: /

Lecturer:

PLEASE SELECT (√) THE RESPONSE THAT REPRESENTS YOUR OPINION:

Score 1 - 5:

Strongly Disagree = 1, Disagree = 2, Neutral = 3, Agree = 4, Strongly Agree = 5

I. TEACHING APPROACH

	1	2	3	4	5
1. The lecturer was adequately prepared and presented the material in a concise manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The lecturer encouraged discussions and responded to in-class questions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The lecturer demonstrated profound knowledge of the subject.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The lecturer appeared enthusiastic and interested.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The lecturer uses a variety of instructional methods to reach the course objectives (e.g. group discussions, student presentations, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The lecturer challenged students to enhance their performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The syllabus was clear and was clearly explained at the beginning of the course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. The course was delivered as outlined in the syllabus.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. The lecturer was accessible during office/student advising hours (applicable for full-time faculty members).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other Comments (Teaching Approaches)

.....

II. ASSESSMENT

	1	2	3	4	5
10. The lecturer explained/clarified the grading criteria of the course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. The assessment (test, essays, quizzes, projects etc.) were representative of the material covered during the course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Projects/assignments were related to the course's learning outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. The assessment was fair.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENTS (Assessment)

.....

.....

.....

iii. FEEDBACK

	1	2	3	4	5
14. Feedback was provided within the stated timeframe.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Feedback showed how to improve students' performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

IV. COURSE RESOURCES

	1	2	3	4	5
16. The course was supported by adequate library and other resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. The online platform resources for the course were useful and easily accessible.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. The lecturer gave sufficient guidance on where to find resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

V. OVERALL EXPERIENCE

19. How many hours did you spend per week on preparation/homework for this course?

- a) 0-4 b) 5-8 c) 9-12 d) 13-19 e) more

VI. WAYS OF IMPROVEMENT

20. What changes would you recommend to improve this course?

.....

.....

.....

THANK YOU FOR YOUR TIME AND VALUABLE FEEDBACK

Appendix S: Peer Review Evaluation Form

CLASS OBSERVATION FORM

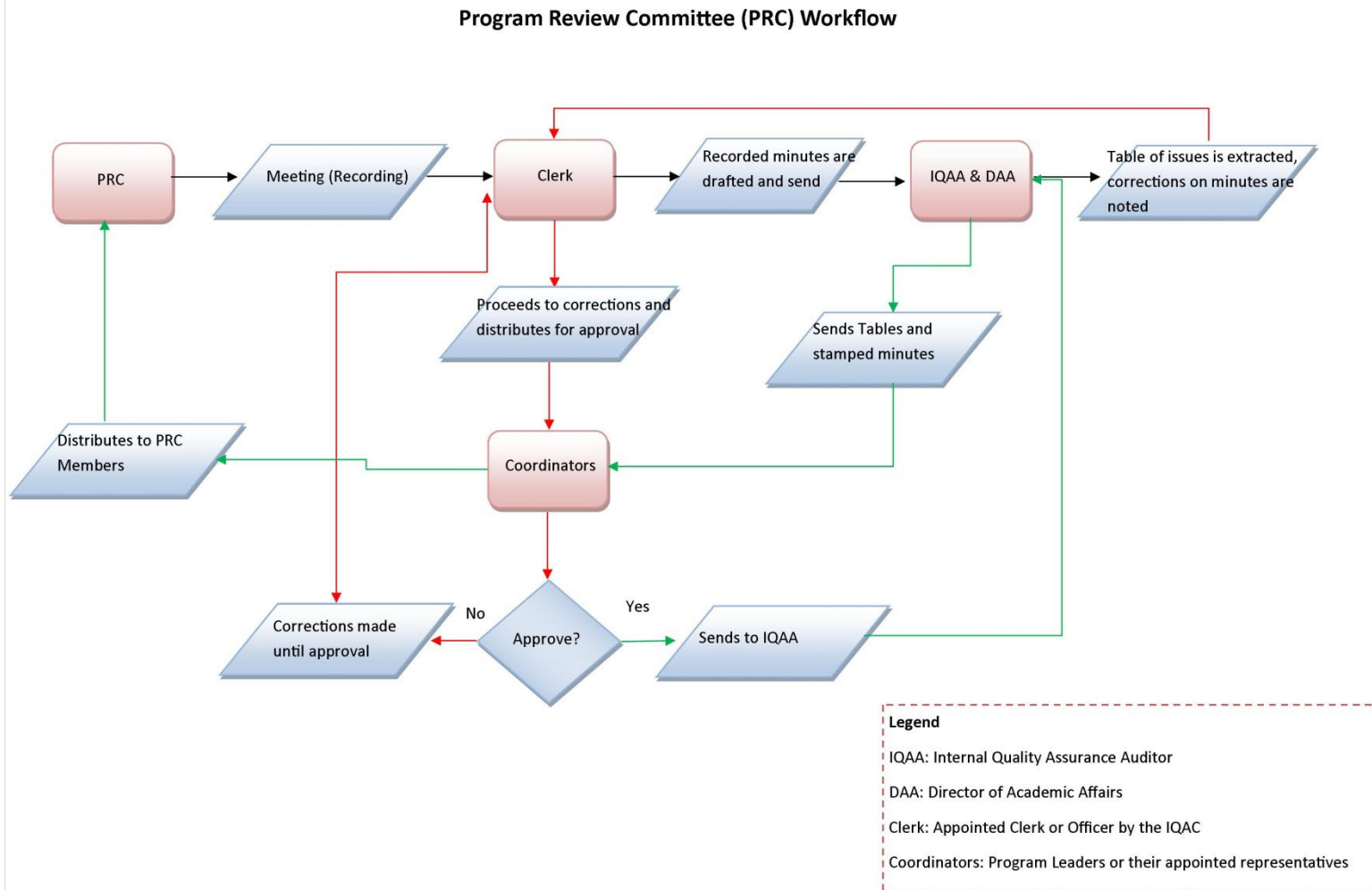
Name of Lecturer: _____ Rank: _____
 Course Title: _____ Topic: _____
 Students registered: _____ Students present: _____
 Date: _____ Time: _____

Note: If any of the criteria are not noticed or applicable leave blank.

	Superior	Good	Average	Below Av.	Unsatisfactory	Comments:
Planning and Preparation						
▪ Ability to plan instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
▪ Clarity of objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Lecturer						
▪ Punctuality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
▪ Knowledge of subject	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
▪ Attitude toward students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
▪ Communication with students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
▪ Awareness of student needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
▪ Provision for individual differences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
▪ Enthusiasm displayed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
▪ Attitude toward teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
▪ Ability to execute lesson plans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
▪ Questioning techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
▪ Skill in exposition/Presentation clarity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
▪ Discussion leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
▪ Summaries or conclusions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
▪ Critical thinking encouragement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
▪ Appearance (dress-grooming)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
▪ Self-confidence/reliance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
▪ Maturity/Emotional stability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
▪ Voice (tone-clarity)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
▪ Presence/Personality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Students						
▪ Attendance to class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
▪ Interest demonstrated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
▪ Attention paid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
▪ Attitude toward lecturer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
▪ Participation in discussion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Lecture						
▪ Lecture structure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
▪ Pace in teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
▪ Relevance to course outline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Media						
▪ Use of modern media	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
▪ Use of board	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
▪ Use of diagrams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
▪ Handouts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Class management						
▪ Student respect toward lecturer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
▪ Control conducive to learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Atmosphere/Climate						
▪ Democratic proceedings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
▪ General atmosphere/climate prevailing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Evaluation						
▪ Quality of evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
▪ Involvement of students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
▪ Quality assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Lab Observation						
• Knowledge of equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Knowledge of technique/competence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Health & Safety regulations in place	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Uniform/appropriate dress code	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Utilizing underpinning knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Instructions/Support/Handouts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Student practice evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Maintain time schedule	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Conference (after lecture)						
▪ Identifies own strengths	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
▪ Identified own needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
▪ Accepts suggestions in professional manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
General comments (Include good practices, negative, positive observations)						
Recommendations:						
Observer: _____			Title: _____			
Signature: _____			Date: _____			
Lecturer's/Instructor's response						
Name: _____			Date: _____			
Signature: _____			Date: _____			

Appendix T1: Programme Review Committee Workflow Diagram





ANNUAL PROGRAMME EVALUATION REPORT (A.P.E.R)

4.3.1.1.1.1 Program Title:	
4.3.1.1.1.2 Academic Year:	
4.3.1.1.1.3 Coordinator	
4.3.1.1.1.4 Date	

This Annual Programme Evaluation Report (A.P.E.R) aims to provide a comprehensive overview of the academic program's performance, resource needs, and quality assurance efforts.

This report is intended to be completed annually by the Programme Coordinator. It should be submitted to the Executive Director for review at the end of the Spring examinations, ensuring the inclusion of the most current academic year's data.

When filling out the report, please adhere to the descriptions provided under each indicator, as they are designed to guide the type of information or data that should be entered. All provided information will be kept confidential and used solely for the purpose of program evaluation and improvement. Upon submission, the report will be reviewed by the Executive Director and other relevant stakeholders, with feedback and an action plan for the upcoming academic year being developed subsequently.

5 Students

New Enrolments:	
Total Registered Students:	
Dropouts:	
Grade Point Average (GPA):	

5.1.1.1.1 Student Satisfaction Survey Results:

Provide a summary of the latest Student Satisfaction Surveys, focusing on important metrics, overall satisfaction and specific areas that need improvement.

5.1.1.1.2 Feedback from Student Representatives:

Feedback from student representatives (concerns, suggestions for improvement)

6 Programme Governance

Number of Internal Programme Faculty Meetings Held	
Upcoming DIPAE Accreditation (Year)	

7 FACULTY

Number of Faculty Research Publications	
---	--

7.1.1.1.1 Faculty Professional Development Programs Attended:

List the professional development programs that faculty members have attended during the academic year.

--

8 Resource Allocation and Needs

8.1.1.1.1 Equipment / Infrastructure Needs

List any equipment or infrastructure that needs to be purchased or updated.

--

8.1.1.1.2 Faculty and Staff Hiring Needs

Specify any positions that need to be filled or new roles that need to be created.

8.1.1.1.3 Budgetary Provisions for Programme Enhancement:
Outline the budget allocated or required for improving the program.

8.1.1.1.4 Other:
List any additional information or needs not covered in previous sections.

9 Quality Assurance

9.1.1.1.1 Progress on Action Points from previous Academic Year:

Summarize the progress made on action points identified in the last academic year's report.

-

9.1.1.1.2 Recommendations for Improvement:

List suggested steps or actions to improve the program.

9.1.1.1.3 Action plan for upcoming academic year:

Outline the key initiatives or actions planned for the next academic year.

5.0 Action Plan (Previous Academic Year)

Programme Title:

Academic Year:

The Action Plan must identify specific actions you need to take concerning the quality and academic improvement of the programme. When filling this in please take into account all feedback gathered from the relevant evaluation questionnaires and the findings of the Programme Review Committee. If there are any actions still pending by the Advisory Committee please kindly outline these in the table below.

Topic	Required Action	Success Criteria	Person in Charge	Complete by	Report by Whom and When	Completion and Comments

6.0 Action Plan (Current Academic Year)

Programme Title:

Academic Year:

The Action Plan must identify specific actions you need to take concerning the quality and academic improvement of the programme. When filling this in please take into account all feedback gathered from the relevant evaluation questionnaires and the findings of the Programme Review Committee. If there are any actions still pending by the Advisory Committee please kindly outline these in the table below.

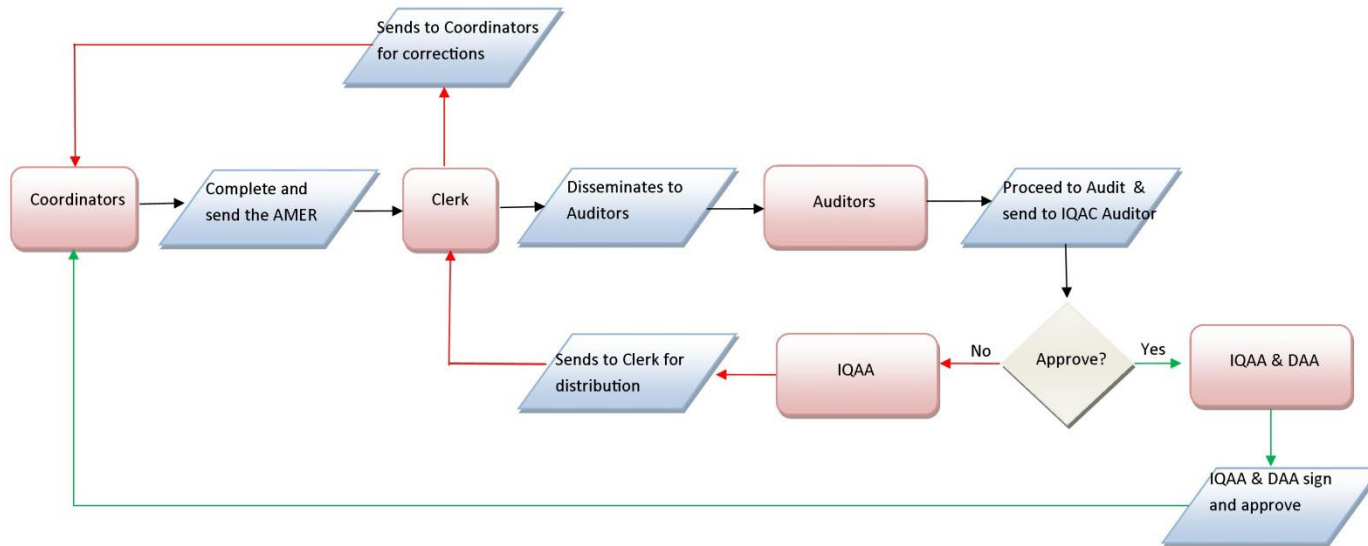
Topic	Required Action	Success Criteria	Person in Charge	Complete by	Report by Whom and When	Completion and Comments

6.0 General Comments

(Briefly outline any general comments you wish to make in relation to the performance of your program, the goals you want to achieve, and all the positive and negative points that have been identified. Please propose methods of improvement and ways to deal with matters of concern in the future. You reserve the right to attach annexes to this form which you believe may be useful in the evaluation and substantiation of the data provided.)

Appendix U2: Procedure for Auditing and Approving APERs Flowchart

Procedure for Auditing & Approving Annual Monitoring Evaluation Report (AMER)



- Legend**
- IQAA: Internal Quality Assurance Auditor
 - DAA: Director of Academic Affairs
 - Auditors: Appointed auditors by the IQAC
 - Clerk: Appointed Clerk or Officer by the IQAC
 - Coordinators: Program Leaders or their appointed representatives

Appendix V: Course Evaluation and Modification Form

Reference:

Course Evaluation and Modification Form

PART A: Details of the proposed modification (To be completed by the faculty member)		
Course code		
Course title		
Program or Programs on which the course is available		
Type of course	<input type="checkbox"/> Mandatory	<input type="checkbox"/> Elective
Date		
Proposed change/s		
<i>For example: change in the assessment methodology, change of the learning outcomes and content etc.</i>		
Rationale for modification		
<i>What has informed the modification (e.g. student feedback, new research findings, advisory committee suggestions etc.). Implications of the modification and how these will be managed (e.g. for staffing or resources, lab allocation).</i>		
Course learning outcomes		
<i>Are the learning outcomes affected by the modification? How the modifications link with the Program's aims?</i>		
Assessment		
<i>Is the balance of assessment tasks changed by the modification?</i>		

**PART B: Program Coordinator
(to be completed by proposer)**

Internal stakeholder* meetings to consider modifications will be held during the academic year. Academic Services will arrange the meetings. Students and External Examiner/s must be consulted for any proposed modification.

For modifications to current modules - Academic Services will provide a copy of the current module descriptor. **'Track changes' should be used** to clearly identify the proposed changes alongside the existing information.

ESSENTIAL STAKEHOLDERS

Academic Services*	Academic Services will check the rationale for modification, the total number of minor modifications and if PARS approval is required. Impact on collaborative provision. Check the language of ILOs against FHEQ, compliance with regulations and assessment policy.
External Examiner	Must be consulted for all changes
Director of Library Learning Services (or delegate)*	Approval must be sought from Director of LLS for the minor modification, regardless of whether there are resource implications (Please ensure that LIS guidance on seeking approval is followed) available on A-Z web page
Deputy Registrar (or delegate)*	Check to ensure conformity with undergraduate regulations and to resolve any scheduling/space/student records issues.
Head of Enterprise & Employability*	To ensure coherence with the University's employability policies
Head of Learning and Teaching*	That the module has clear aims and well defined learning outcomes and assessment that tests student achievement of learning outcomes
Students	Students must be consulted (either students currently registered on the programme, or if this is not possible, students in a related subject area).

ADDITIONAL STAKEHOLDERS

Dean of School (or delegate)	If proposal will affect provision in more than one school, approval must be given by other schools involved.
Vice Provost, Research and Enterprise	Where provision is to reside within the Graduate School, the Vice-Provost must be consulted to ensure conformity with postgraduate regulations.

Is there any professional endorsement/ accreditation associated with this programme?	YES	NO
If 'Yes' confirm that the Professional Body is in agreement with the proposed change		

SECTION THREE: CONFIRMATION OF CONSULTATION
(to be completed by proposer)

Please summarise the comments made by students and external examiner and all other stakeholders in respect to the proposed modification, and the response of the programme team to comments submitted by all stakeholders.

SECTION FOUR: INTERNAL STAKEHOLDER APPROVAL PRO-FORMA

Please ensure all completed Stakeholder Approval Forms are submitted to School Board/Programme Approval and Review committee

Completed stakeholder pro formas from the following areas must be completed and attached to this submission after the stakeholder meeting:

- Academic Services
- Director of Library Learning Services (or delegate)
- Deputy Registrar (or delegate)
- Head of Enterprise & Employability
- Head of Learning & Teaching
- External Examiner pro forma
- Student response

Additional stakeholder (if required):

- Dean of School
- Vice Provost, Research and Enterprise

SECTION FIVE: APPROVAL OF MODIFICATION

Approval by School Board

After consultation, the final version of the modified module descriptor must be approved by School Board

SCHOOL BOARD APPROVAL GIVEN

YES

NO

DATE OF SCHOOL BOARD APPROVAL

Approval by Programme Approval & Review Sub-committee (PARS)

For major modifications and modifications that have exceeded the limit for School Board approval only, PARS approval will be required.

PARS APPROVAL GIVEN

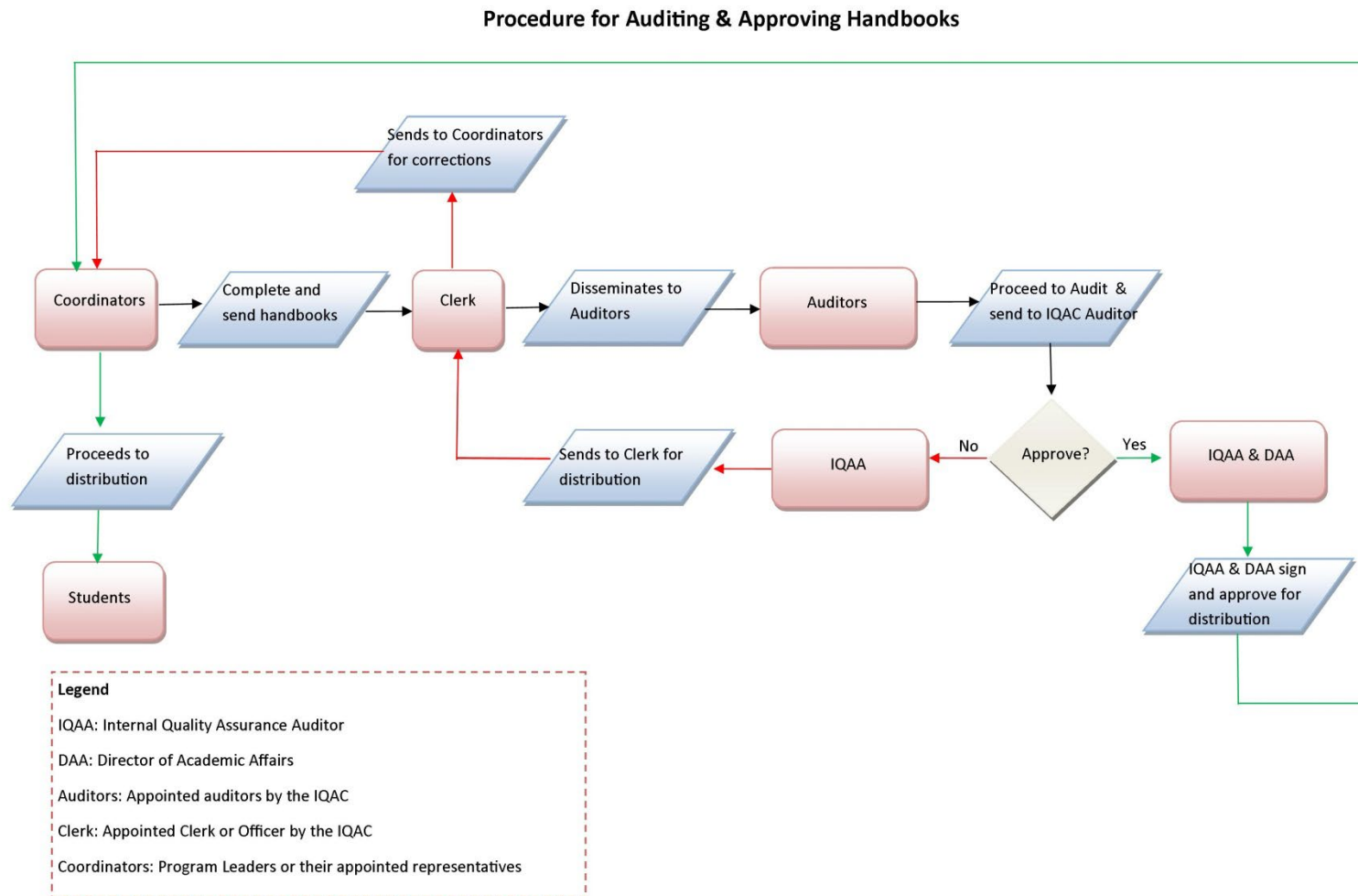
YES

NO

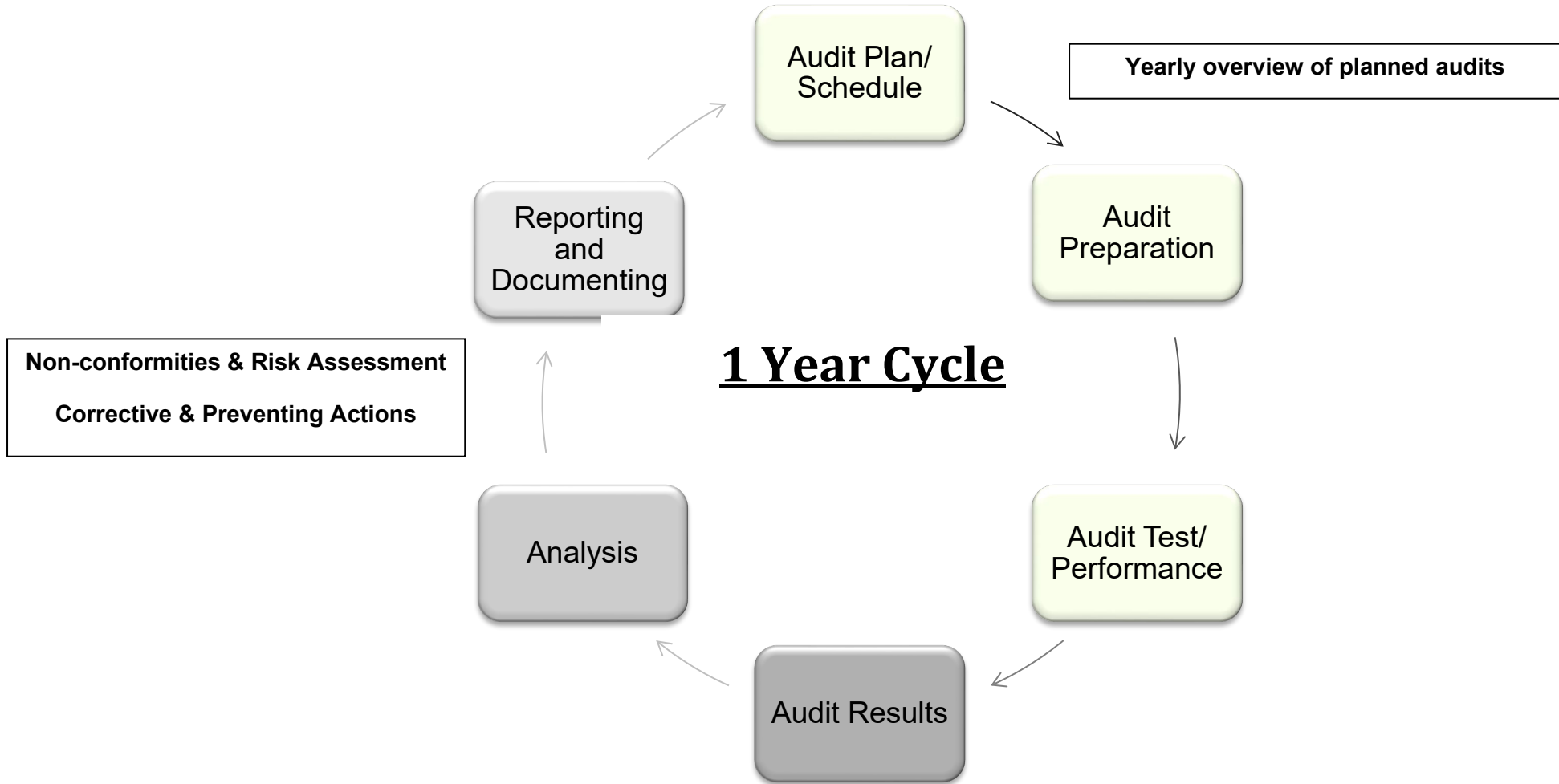
DATE OF PARS APPROVAL

Final version of module descriptor must be returned to Academic Services, who will notify Student Services, Marketing and other relevant internal stakeholders.

Appendix W: Procedure for Auditing and Approving Student Handbooks



Annual Auditing Cycle



Appendix X3: Internal Auditor Assignment Form

Reference:

Internal Auditor Assignment Form

Reference Number:	
-------------------	--

This is the Auditor Assignment Form and is issued by the Lead Internal Auditor to the every Auditor assigned to execute an audit prior to the commencement of aforementioned monitoring exercise. The purpose of this form is for the relevant Auditor to acknowledge the duties and/or responsibilities assigned to them.

Section A: Assignment Details

Audit Type:			
Auditee's Full Name:			
Auditee's Office/Department:			
Audit Objectives:			
Audit Scope:			
Special Instructions:			
Assigned Auditor:			
Proposed Start Date:			
Lead Internal Auditor's Full Name:			
Lead Internal Auditor's Signature:		Date:	

Section B: Declaration

With my signature below I acknowledge my assignment to the above audit and acknowledge the duties and responsibilities that come with it, which I will fulfill to the best of my abilities.

Auditor's Full Name:			
Signature:		Date:	

Appendix X5: Checklist for Conducting an Internal Audit

Reference:

Checklist for Conducting an Audit

Reference Number:	
-------------------	--

This is the Checklist for Conducting an Audit form and is completed by the relevant Internal Auditor during the audit assignment – from the day they were assigned the audit to the day it has been completed. The purpose of this form is to ensure that the correct procedure is being followed and all steps are duly completed.

Section A: Audit Procedure

	Audit Step	Date Completed	
1	The Internal Auditor Assignment Form is duly completed and signed.		
2	The auditee is informed of the scheduled audit at least ten (10) working days in advance.		
3	The auditee is provided with a copy of the approved Internal Auditor Assignment Form for the engagement before the audit begins		
4	The auditee is given specific instructions they must follow to ensure the successful completion of the audit.		
5	An initial meeting is conducted with the auditee at the commencement of the audit.		
6	The audit exercise is conducted and completed.		
7	The auditee is debriefed on observations as they develop and is provided with an opportunity to comment on the observations and to provide feedback and/or recommendations.		
8	The evidence gathered during the audit is consistent with the objectives and criteria of the assignment and meets the College standards. If the answer to this was 'yes', move on to audit step 10.	YES	NO
		(Tick as appropriate)	
9	If any deviation(s) from the College standards have been observed, a Non-conformance Report (NCR) is developed and submitted to the Lead Internal Auditor.		
10	Findings are developed and recorded on an Internal Audit Report.		
11	The completed Internal Audit Report is submitted to the Lead Internal Auditor.		

Section B: Declaration

With my signature below I hereby declare that the information provided above is true and correct to the best of my knowledge and belief.

Auditor's Full Name:			
Signature:		Date:	

Appendix X4: Internal Audit Observation Worksheet

Reference:

Internal Audit Observation Worksheet

Reference Number:	
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This is the Internal Audit Observation Worksheet and is completed by the relevant Auditor during every scheduled and/or impromptu audit exercise.

Section A: Audit Details

Audit Completion Date:	
Auditee's Full Name:	
Auditee's Office/Department:	

Section B: Observations and Findings

Observations:

The evidence gathered during the audit is consistent with the objectives and criteria of the assignment and meets the College standards.	YES	NO
	(Tick as appropriate)	
If the answer to the above was 'no', please specify how and to what extent the evidence gathered during the audit has been found to be non-compliant with the College standards.		

Was the auditee debriefed on observations as they developed during the audit exercise, and was provided with an opportunity to comment on the observations and to provide feedback and/or recommendations?	YES	NO
	(Tick as appropriate)	
If the answer to the above was 'no', please give the reasons for this:		
Please specify all observations, feedback and/or recommendations provided to you by the auditee :		

Conclusions and Findings:	
Other Comments:	

Section C: Declaration

With my signature below I hereby declare that the information provided above is true and correct to the best of my knowledge and belief.

Internal Auditor's Full Name:			
Signature:		Date:	

Section D: Acknowledgement

Auditee's Full Name:			
Signature:		Date:	

Appendix X5: Internal Audit Report

Reference:

Internal Audit Report

Reference Number:	
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This is the Internal Audit Report and is completed by the relevant Auditor upon completion of every assigned and/or impromptu audit exercise. All supporting documentation (if any) must be securely attached to this document and the observations that lie within it must be presented in a coherent manner.

Section A: Assignment Details

Audit Type:	
Audit Objectives:	
Audit Scope:	
Assigned by: (Lead Internal Auditor's Full Name):	

Was the Internal Auditor Assignment Form duly completed and signed?	YES	NO
	(Tick as appropriate)	

Section B: Audit Details

Scheduled Audit Date:		Audit Completion Date:	
Auditee's Full Name:			
Auditee's Office/Department:			
Methodology:			

--

Was the auditee informed of the scheduled audit at least ten (10) working days in advance and provided with a copy of the approved Internal Auditor Assignment Form for the engagement?	YES	NO
	(Tick as appropriate)	
If the answer to the above was 'no', please give the reasons for this:		
Please specify the date the auditee was informed:		

Was the auditee provided with any specific instructions they had to follow to ensure the successful completion of the audit?	YES	NO
	(Tick as appropriate)	
If the answer to the above was 'yes', please specify what special instructions the auditee received:		
Please specify when the auditee was provided with special instructions (if any):		

Was an initial meeting with the auditee conducted at the commencement of the audit?	YES	NO
	(Tick as appropriate)	
If the answer to the above was 'no', please give the reasons for this:		

Was the auditee debriefed on observations as they developed during the audit exercise, and was provided with an opportunity to comment on the observations and to provide feedback and/or recommendations?	YES	NO
	(Tick as appropriate)	
If the answer to the above was 'no', please give the reasons for this:		
Please specify all observations, feedback and/or recommendations provided to you by the auditee :		

Section C: Observations and Findings

Observations:
Supporting Evidence:

The evidence gathered during the audit is consistent with the objectives and criteria of the assignment and meets the College standards.	YES	NO
	(Tick as appropriate)	
If the answer to the above was 'no', please specify how and to what extent the evidence gathered during the audit has been found to be non-compliant with the College standards.		
NCR Reference Number:		

Conclusions and Findings:
Other Comments:

Section D: Suggestions

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Section E: Important Information

It is essential that all supporting documentation and evidence collected during the audit exercise are enclosed with this report upon submission to the Lead Internal Auditor.
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Section F: Declaration

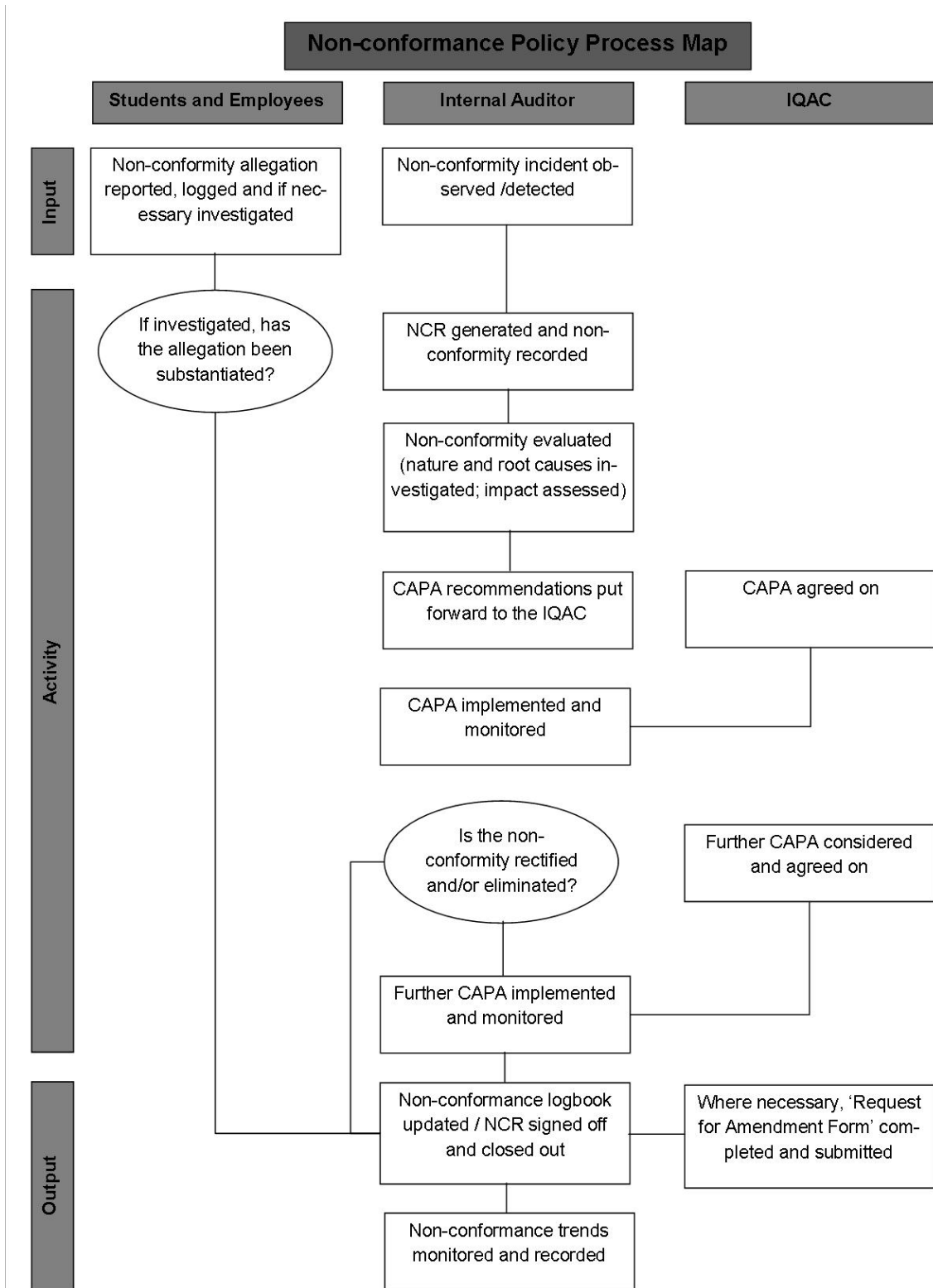
With my signature below I hereby declare that the information provided above is true and correct to the best of my knowledge and belief.

Internal Auditor’s Full Name:			
Signature:		Date:	

For Official IQAC use only:

Observations:			
Recommendations:			
Other Comments:			
Date IQAC Convened:			
IQAC Chairman’s Full Name:			
IQAC Chairman’s Signature:		Date:	

Appendix X6: Non-conformance Process Map



Key Index:

CAPA: Corrective and Preventive Action Plan
IQAC: Internal Quality Assurance Committee
NCR: non-conformance Report

Appendix X7: Non-conformance Report (NCR)

Reference:

Non-Conformance Report (NCR)

Reference Number:	
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This is the Non-conformance Report and is completed only if the non-conformance observed is reflected in the provisions set out in the Non-conformance Policy manual (Ref: QA-33.04.). Please ensure that all supporting documentation is securely attached to this report and the incident is presented in a coherent manner.

Section A: Details

Originator:	
Office/Department:	
Date Recorded:	

Description of Non-conformance:
(A statement of the non-conformance. Also include all available objective evidence to support this non-conformance report.)

Reference:
(Refer to the exact policy, procedure or legislation that has not been fulfilled and a brief summary of what this asks for.)

Causes of Non-conformance:
(A summary of the identified root cause of the non-conformance.)

Internal Auditor's Name:	Internal Auditor's Signature:
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Section B: Corrective Action Plan

<p>Proposed Corrective Action Plan: <i>(A summary of the corrective action plan as agreed by the IQAC.)</i></p>	
<p>Date the IQAC meeting convened:</p>	
<p>Comments made by the IQAC:</p>	
<p>Corrective Actions Implemented: <i>(A description of the corrective actions taken including the relevant completion dates and responsible staff.)</i></p>	
<p>Proposed Completion Date:</p>	<p>Actual Completion Date:</p>
<p>Internal Auditor's Name:</p>	<p>Internal Auditor's Signature:</p>

Section C: Preventive Action Plan (where applicable)

<p>Proposed Preventive Action Plan: <i>(A summary of the preventive action plan as agreed by the IQAC.)</i></p>	
<p>Date the IQAC meeting convened:</p>	
<p>Comments made by the IQAC:</p>	
<p>Preventive Actions Implemented: <i>(A description of the preventive actions taken to try prevent recurrence of the identified non-conformance, such as process improvement, procedure revisions, training plan, etc.. Also include completion dates and responsible staff for each action.)</i></p>	
<p>Proposed Completion Date:</p>	<p>Actual Completion Date:</p>
<p>Additional Comments:</p>	
<p>Internal Auditor's Name:</p>	<p>Internal Auditor's Signature:</p>

Section D: Follow-up and Close-out

Non-conformance Closed: <i>(Yes/No)</i>	
Evidence provided to demonstrate closure of non-conformance:	
Additional Comments:	
Internal Auditor's Name:	Internal Auditor's Signature:
IQAC Chairman's Name:	IQAC Chairman's Signature:

Appendix X8: Request for Amendment Form

Reference:

Request for Amendment Form

Reference Number:	
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NCR Ref. No:	
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This is the Request to Modify or Develop a New Policy/Procedure Form and is completed when the need to modify or enforce new policies and/or procedures arises during the implementation of a corrective and/or preventive action plan as part of the non-conformance process (Ref: QA-33.04.). Please ensure that all supporting documentation is securely attached to this report and the incident is presented in a coherent manner.

Section A: Attribution *(When applicable)*

Approved Policy/Procedure Name:	
Reference: <i>(Also include section number)</i>	

Section B: Details

Proposal Type: <i>(New Addition, Modification or Deletion)</i>	
Proposed Policy/Procedure Name:	
The Policy: <i>(Include a Policy Statement)</i>	
Description of the Change: <i>(When applicable)</i>	

<p>Rationale: <i>(Arguments Supporting the Proposal)</i></p>
<p>Proposed Implementation Date:</p>

Section C: Endorsement

Submission Date:	
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Members of the IQAC:

Full Name	Signature
IQAC Chairman:	

Appendix Y: Alumni Association Registration Form

ALUMNI ASSOCIATION REGISTRATION FORM

PERSONAL DETAILS

Title..... Date of Birth.....

First name:.....

Surname:.....

Surname while at Intercollege (*if different from above*)

.....

Address.....

.....

..... Post Code.....

Telephone Number.....

Mobile Number.....

E-Mail Address.....

Occupation.....

Job Title.....

COURSE DETAILS

Course Completed.....

Campus studied at.....

Which year did you graduate?.....

MEMBERSHIP CONDITIONS

- Membership– Free
Information and networking only, Issuing of the
Alumni card for free!

Where did you hear about the Alumni Association?
.....

I have read and understood the terms and conditions of
using my card (Level 2) and I agree to abide by these. If I
breach any of the terms and conditions of membership I
understand that I may have my card cancelled and my
membership terminated.

Signature.....

Date.....

(Please enter code year, e.g. /16)

Course Code: ALUMNI1/.....
(Level 1)

Valid from:.....
(Start of the month, e.g. 1 April 2019)

Enroller's signature:.....

Date:

TERMS AND CONDITIONS OF USE

GENERAL

1. Only ex-Intercollege Students who are on the Alumni database can apply for an Alumni Card.
2. Only one card is allowed per person.
3. Graduates cannot apply for cards on behalf of other graduates.
4. An Alumni Card will only be issued when the Student Affairs Office has approved the application.
5. Benefits and services are subject to availability and access to those may be limited during peak periods.
6. An Alumni Card remains the property of Intercollege and can be withdrawn at any time.
7. If an Alumni Card is lost or stolen the Student Affairs Officer at Intercollege must be notified immediately.
8. Making copies of the card is forbidden.
9. Lending your card to another person in order for them to gain benefits and services on offer or to gain access to the College will result in the card being cancelled and the card holder's membership terminated.

SPECIAL OFFERS AND DISCOUNTS

1. Information on benefits and services is correct at the time of print and Intercollege cannot be held liable for any change or withdrawal of the benefit and services provided by external companies.
2. Any discounts offered by external companies are subject to availability and their own terms and conditions of use.
3. Benefits and services available with the Alumni Card may change. Please check the website for details on up to date offers.

ACCESS TO THE COLLEGE'S CAREERS SERVICE

4. Appointments with the Careers Advisor must be made in advance.
5. Card holders will not be given priority over current students with career appointments.

ALUMNI LIBRARY USE

6. The Alumni Card gives access to the Intercollege members Library for reference use only.

Appendix Z: Graduate Follow-up Survey Form

Alumni Telephone Survey – Student Affairs Office

The Student Affairs Office of Intercollege conducts research aimed at recording the career development of its graduates. Within scope of its research, Intercollege makes communication with graduates of the last three years to put forward to them certain specific questions related to their professional development.

The questionnaire consists of 15 questions and a series of responses on a scale from 1-5 (1 = not at all, 5 = very much). Your answers will be used as an Office Assessment Tool by the Student Affairs Office at Intercollege Nicosia for the purposes of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education (DI.P.A.E.).

1. Name:
2. Last Name:
3. Date of Birth:
4. Programme of Study Completed:
5. Graduation Year:
6. How long after completing your studies did you find full-time work?
 1. 0-1 months
 2. 1-3 months
 3. 3-6 months
 4. 6-12 months
 5. Still unemployed
 6. Have been in full-time employment since before the completion of my studies
 7. Other:
7. On a scale of 1 to 5 (1 = not at all, 5 = very much), how relevant was your first job to your field of study?

Not at All	Somewhat	Moderately	Very	Very Much
1	2	3	4	5
8. On a scale of 1 to 5 (1 = not at all, 5 = very much), how relevant is your current job to your field of study?

Not at All	Somewhat	Moderately	Very	Very Much
1	2	3	4	5

9. On a scale of 1 to 5 (1 = not at all, 5 = very much), state the extent to which you believe the skills and knowledge acquired at Intercollege have helped you in your professional development:

Not at All	Slightly	Moderately	Very	Very Much
1	2	3	4	5

10. Did you know that Intercollege runs an Alumni Association?

- Yes
- No

If the answer is 'no': Through the Alumni Association graduates are able to interact with one another; learn about old friends and fellow students; and to network. All graduates are eligible to join the Alumni Association and be informed about topics that interest them, as well as to share ideas and experiences.

11. Would you like to register to become a member of the Alumni Association and actively participate?

- Yes
- No

If the answer is 'yes': Could we please kindly have your email address to help initiate the process of registration?

12. Would you like to be informed about the upcoming events of the Alumni Association?

- Yes
- No

If the answer is 'yes': Could we please kindly have your email address to help keep you informed?

13. Would you be interested to receive information about our new programmes of study as they start running?

- Yes
- No
- I don't know / Would rather not answer right now

If the answer is 'yes': Could we please kindly have your email address to help keep you informed?

14. Finally, could you please kindly let us know for which company/organization you are currently working?

15. And what is your position there?

Thank you very much for your time!

INTERNAL DATA to be completed later by the Student Affairs Officer:

- 1. Student ID Number:*
- 2. Student's Graduating Average:*