

ANNEX 11

QUALITY STANDARDS AND INDICATORS
ΚΡΙΤΗΡΙΑ ΚΑΙ ΔΕΙΚΤΕΣ ΠΟΙΟΤΗΤΑΣ

ANNEX 11

Quality Standards & Indicators, College Manual.

(Resource suitable for use for QAA and Staff Induction on QAA).

**A Guide to Quality Assurance and Assessment at the Cyprus
Academy of Art (CAA).**

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Institutional Organisation, Rules and Regulations including Academic Standards and Quality Assurance at the Cyprus Academy of Art

Academic Standards and Quality Assurance Policy and Strategy

(Including Monitoring and Periodic Review of Programmes and awards).

Glossary - Definitions & Descriptions:

1. Quality Assurance:

- Quality assurance can be defined as: the systematic monitoring and evaluation of learning and teaching, and the processes that support them, to make sure that the standards of academic awards meet national and international expectations, and that the quality of the student learning experience is being safeguarded and improved.
- Quality assurance is: “The process or set of processes adopted nationally and institutionally to ensure the quality of educational programmes and qualifications awarded.
- Quality assurance should ensure a learning environment in which the content of programmes, learning opportunities and facilities are fit for purpose. Quality assurance is often referred to in the context of a continuous improvement cycle (i.e. assurance and enhancement activities).”
European Commission website.

2. Academic quality

- Academic quality is how well the learning opportunities made available to students enable them to achieve their award. It is about making sure that appropriate and effective teaching, support, assessment and learning opportunities are provided for them.
- Academic standards represent the level of achievement a student has to reach to gain an academic award.

3. Quality Enhancement

- Quality enhancement is the process by which higher education providers systematically improve the quality of provision and the ways in which student learning is supported, achieved via setting KPI's Key Performance Indicators and systems to monitor these indicators.

4. Learning opportunities

- Learning opportunities is defined as: the provision made for students' learning, including planned programmes of study, teaching, assessment, academic and personal support, resources (such as libraries and IT or studios) and staff development.

5. Quality Assurance Agency D.I.P.A.E (The Cyprus Agency of Quality Assurance and Accreditation in Higher Education).

- The Quality Assurance Agency carries out reviews of all HE institutions and publishes reports which highlight areas of good practice, it makes recommendations for how to improve academic standards and quality, and comments on how well an institution meets its responsibilities. They also check that the institutions are exercising their legal powers to award qualifications in the proper manner.

1. The Institutional Framework and Organisation of Quality Assurance at the CAA includes:

1. The College strategy for quality and standards
2. The organisation and framework of the quality assurance system
3. The responsibilities of departments, committees and individuals for the assurance of quality
4. The involvement of students and all other relevant stakeholders, in quality assurance
5. The ways in which the policy is implemented, monitored and revised.
6. The relationship between teaching and research in the institution.

2. Key Principles Governing the Quality Assurance Policy at the CAA

There is a clear commitment at all levels of the College to:

1. Ensure that programmes have clear and explicit intended outcomes
2. Ensure that College staff are ready, willing and able to provide teaching and learner support that will help students achieve the programmes explicit intended outcomes
3. To provide full, timely and tangible recognition of the contribution to the Colleges work by those staff who demonstrate particular excellence, expertise and dedication
4. To aspire to improve and enhance the education the College offers its students, on an ongoing basis, via forward planning and the setting of Key Performance Indicators (KPI). This includes the setting up of monitoring processes to monitor the progress and outcomes of KPI's.

Quality Assurance Policy and related College committee structures:

The Colleges' committee structure is designed to ensure that the information provided by the quality assurance and enhancement processes are scrutinised that best practice is shared and areas for enhancement are addressed. In this way, academic standards and quality at the College are protected.

1. The Cyprus Academy of Art (CAA), Quality Management Structure is underpinned by the following general principles:
2. That the continuous improvement of the student experience is at the heart of quality assurance and enhancement activities.
3. That all members of staff take a personal responsibility for the quality of their contribution to the student experience.
4. There is an ongoing commitment to the development of a culture which recognises the importance of quality, and quality assurance in the work of all involved in the College

The main components of the CAA Quality Management Structure are:

1. The formation of a quality framework to ensure the consistency of standards whilst allowing appropriate diversity in local practice.
2. A teaching quality management structure designed to support quality assurance and enhancement and create a culture of critical review and reflection.
3. The formation of a quality framework to ensure consistency of standards whilst enabling appropriate diversity in local practice

The College's Quality Assurance framework is developed, maintained and managed by the Academic and Internal Quality Committees.

The Quality framework, has been developed with regard to the guidelines from ENQA (The European Association for Quality Assurance in HE) and DI.P.A.E, (The Cyprus Agency of Quality Assurance and Accreditation in HE). As well as this the Cyprus Academy of Art also delivers UK University franchise programmes and therefore also builds in to its College wide Quality Assurance Framework, best practice from its experience with its collaborative University Partner ie the University for the Creative Arts.

The College Quality Assurance Framework consists of the following key elements:

1. A governance framework, committee structures and their terms of reference.
2. Approval procedures.
3. Operation of programmes of study including, teaching, learning and assessment.
4. Annual review of courses/programmes (Arcs).
5. Periodic review of courses/programmes.
6. External examiner procedures.
7. Student representation, involvement & feedback.
8. Evaluation of teaching staff, via peer evaluation, self-evaluation and student evaluation.

The purpose of the quality framework is to enable the monitoring and enhancement of academic standards and the quality of the student experience.

The framework operates within the context of established standards which are determined by the Governing Board and its appointed relevant committees (i.e. the Academic Committee; the Exam Board; the Internal Quality Committee; Programme Committees and the Student Staff Liaison Committee). These established standards are expressed within the College's undergraduate course rules of assessment, credit frameworks, assessment policies and marking policy.

The ongoing effectiveness of the Framework is kept under review by the Academic and Internal Quality, in light of internal experience and external best practice.

1.1 INTERNAL MONITORING AND REVIEW OF COURSES

Monitoring and review policies at the College are designed to ensure a cycle of feedback, sharing of best practice and enhancement. This involves various stakeholders, including: students; programme staff; administrative staff and Academic and Internal Quality Committee members.

Internal Monitoring consists of:

- The setting of Key Performance Indicators, to achieve enhancement of academic standards and the quality of the student experience.
- Ongoing tracking as over viewed by the appropriate committees and College directors (See below for detailed information)
- Annual Review of Courses (See below for detailed information)
- Student feedback via representation on Committees (See below for detailed information)
- Student surveys (See below for detailed information)

1. See Governance Structure of College further down

2. The Annual Review of Programmes/Courses (ARC's) held by this College is a central element, of quality assurance and its findings are reported to relevant College committees and used as a key performance indicator tool to demonstrate that: Courses are achieving appropriate levels of academic standards and quality.

Student and external feedback, outcomes of course approvals, updates and periodic reviews are among the types of data which is channelled into Annual Reviews. The information and conclusions derived from these reviews is reported to relevant committees, all of which provides an overview of activity and provides opportunities for sharing best practice, and in this way improving and enhancing College performance and the student experience

- 2.1 The Annual Review of Programmes / Courses (ARC) provides a summary of all developmental activity undertaken and planned by a department in relation to a course or group of courses. SEE DOCUMENTS ATTACHED IN ANNEX..... KEY PERFORMANCE INDICATORS AND MONITORING OF INDICATORS.

These reports are a useful resource for programme staff, programme managers, external examiners and external auditors as it enables the programme team to:

- Review and evaluate their courses and Units to inform and aid quality assurance and enhancement
- Develop action plans that ensure the enhancement of the courses and Units under review

- Ensure excellence in the quality of education
- Identify and share good practice

Annual Reviews allow the College to have 'oversight' and an overview of issues that are emerging across departments and programmes, that need to be acted upon. Such reviews allow teaching teams to share good practice across the institution.

An effective Review, is a necessity for the College in order to demonstrate to external auditors like the Quality Assurance Agency, the 'currency, security and validity' of its awards.

In order to be effective, Annual Review reports need to act as a focus for reflective evaluation of the following areas: (1) Curriculum; (2) Programme Delivery; (3) Student experience and student achievement.

The Preparation and Writing of the Annual Review of a Course

All courses should be included in the report, such as, Diplomas and Certificates and Degrees. The Cyprus Academy of Art completes two Annual Review Reports, one for all Cyprus quality assurance agency accredited programmes and a second report for all UK University accredited Franchised Undergraduate and Postgraduate programmes.

Courses and Modules / Units

The Annual Review report is an evaluative document, reflecting on the previous academic year and identifying actions for the current and future years which will add to the enhancement of quality and standards.

This report should be written after the department has considered all the different pieces of evidence available. The content of the report will be discussed at a meeting of all academic staff, at an Academic Committee meeting. The final Annual Review report should be submitted before the end of the autumn term.

At least one student representative for each course should be included in the make-up of the Academic Committee meeting and he/she should be given an opportunity to submit comments by correspondence if, the meeting is held at a time of year which makes it inconvenient for him/her to attend. The student representative(s) should normally be the Students' Course and year representative(s).

Writing the report

The previous year's action plan will provide a starting point for the review and the Review should indicate clearly what progress has been made on the actions identified previously and indicate any further action that is still required. The format is designed to guide departments through the areas that must be covered with the supporting data and evidence that should be considered. All relevant information will be stored in a designated file during the year so that it is available when the report needs to be written.

1. Section one requires an update on progress from the previous action plan, this should include who is responsible for the action being completed. The measure of whether an action has been completed should provide evidence of the impact of steps taken to address areas identified for enhancement. The Report writers (usually the Chair of the Internal Quality Committee, with recourse to the Director of Studies), must ensure that updates are provided for all objectives identified in the previous year's Annual Review of Courses as well as objectives that are still

outstanding from the Annual Review of Courses of previous years. The department should also indicate whether objectives are to be carried forward, and make sure that all objectives being carried forward are included in the updated action plan.

2. Section two is written using the appropriate evidence from the range of information and departmental monitoring systems in place, including performance Indicators such as those below:

- SSS (Student Satisfaction Surveys) and SES, (Student Exit Surveys).
- The person writing the Review will have access to SSS/SES result summaries and should use these to inform the report. The results should also be discussed at the Programme meetings. The survey results should be triangulated with other pieces of data, for example external examiner reports and internal verifier reports, to draw out what the themes are and which areas might need to be monitored in future.
- SAMT, Student Assessment of Modules (Units) and Teaching Programme (Student Assessment of Modules or Units and Teaching (SAMT.)
Annual Reports must include SAMT result summaries and should use these to inform the report. The SAMT results should be triangulated with other pieces of data, e.g. satisfaction surveys, to draw out what the themes are. In some cases, individual issues arising from the SAMT may need to be commented on separately.

Information and data should also be used from the following sources:

- SSLC, Student Staff Liaison Committee meetings
- student entry profile data,
- progression data,
- retention and achievement data,
- equality and diversity data
- external Examiner reports.

How the College addresses issues of disability and inclusivity need to be considered in the Annual Review of Courses. The College has an obligation to make reasonable adjustments in order to ensure its curriculum is fully inclusive and has taken into account flexibility of learning for students. For students with special circumstances and needs and or disabilities, reasonable adjustments should be made to remove any unfair disadvantage that might come about because of a disability.

e.g.: the review needs to consider whether or not a variety of forms of assessment are used for students with special needs; are students given as many opportunities to declare a disability as possible whilst ensuring an individual's confidentiality is maintained.

Triangulating this evidence presents a clear overview of the course strengths, and makes the department aware of and respond to, areas that need to be improved or which need to be monitored.

This section of the report requires an overview of strengths and areas where enhancements are, or might be, needed. The report should indicate where any identified good practice could be shared, and where good practice has been adopted from other departments/programmes.

3. Section three requires an action plan which should summarize all the things the programme team needs to do over the coming year to address areas identified in the report as needing enhancement. See Attached Action Plan Template Annex. This section will also include any objectives or actions which have been carried over from the previous year. There needs to be an effective means of measuring the impact of actions, and each action needs to have a timescale and someone responsible for overseeing that the action will be completed. The action plan should also detail how good practice will be built upon and shared and publicized.

How reports are considered by the College

The Review reports are considered by the Director. The Director will give specific feedback and ask for additional information where appropriate, in response to the report, and will refer issues that need to be addressed and areas of good practice to the Academic and Internal Quality Committees or other College committees as appropriate. In addition, the ARC report is received by the Programme Committees for consideration.

Follow-up activity

The Annual Review report must be received by the appropriate student-staff liaison committees and the other committees responsible for academic standards and quality assurance.

Throughout the year the action plan generated by the Review reports should be revisited by the appropriate school and programme committees and progress on any action should be recorded. Where appropriate the student-staff liaison committee should also be advised of progress made on ARC report action. Action taken should be reported on and evaluated in the following year's ARC report.

Record keeping by the department:

The School should keep a copy of all the papers forming part of the Annual Review of Courses report, together with records of follow-up action taken. ARC documentation should be available for consultations by the Director, Deputy Director and Director of Studies, Programme leaders and Quality and Academic committee and external reviewers, on request.

Copies of the ARC report and follow up action should be kept by the department for 6 years.

When the reports need to be submitted

The timeframe for the preparation and submission of the ARC is set to fit in with the College's Annual Strategic Planning process, and to enable reports to be considered by the autumn meeting of the Academic Committee.

Student involvement is required for the annual review of courses.

As well as Annual Reviews of courses there are also Periodic Reviews of diploma courses carried out at least every five years and always prior to the course being resubmitted to the external Quality Assurance Agency D.I.P.A.E, for re-validation.

3. Student feedback Mechanisms:

- a. Student Staff liaison committees (SSLCs)
SSLCs are a forum for staff and students to discuss issues relating to a course, department or the College more generally. They are student-led committees that form the basis for the representation of students' views within the school.
- b. Student Representatives are students who represent the voice of their fellow students in staff/student liaison meetings by feeding back what is going well and what could be improved on a course, therefore giving the department the opportunity to enhance the student experience. Student Representatives also represent students on different College committees.

See Student Representation Policy further down in this Quality Assurance document.

c. Programme 'Student Assessment of Modules/Units and Teaching' (SAMT)

SAMT is carried out every year, and all registered students have the opportunity to take part in the survey. The outcomes of SAMT are summarised and reviewed by SSLCs the Student Staff Liaison Committee, and inform Annual Review of Course reports. Departments also let students know what action was taken in response to previous surveys before they complete their own.

3.1 Student surveys

There are various surveys undertaken throughout a student's time at the Cyprus Academy of Art. These are internal surveys, for example the Student Satisfaction Survey (SSS), and the Student Exit Survey (SES), carried out when a student completes his course at the College.

Feedback from these surveys is included in ARCs and used to enhance the student experience.

The Colleges committee structure is designed in such a way as to ensure that the information provided by the quality assurance and enhancement processes are scrutinised, that best practice is shared, and areas for enhancement are addressed. In this way, academic standards and quality at the College are protected.

The teaching quality and management structure has, at its pinnacle, the College Governing Board. Beneath the Governing Board teaching quality is managed by:

The Academic Committee, which is responsible to the Governing Board for the development and recommendation for approval by the Board of the College's Academic Strategy and for 'oversight' and monitoring of the strategy's effective implementation. The committee has a number of key responsibilities in relation to the College's commitment to excellence in Education, including consideration of issues related to all aspects of Education policy and practice across all College courses and oversight of the quality of the student experience in the widest sense.

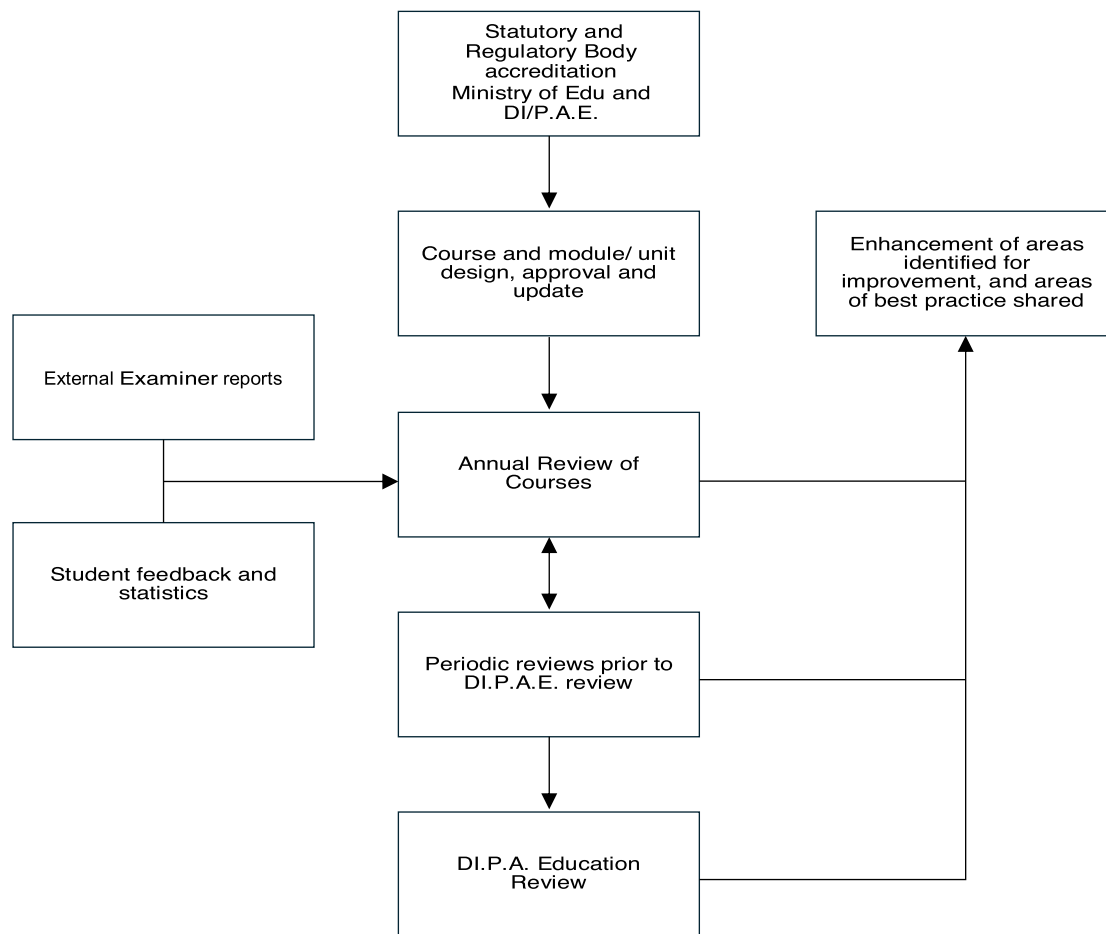
School Committees - Each of the College Schools has Programme Committees, which are responsible for oversight and delivery of all aspects of the Colleges' Academic and Quality Assurance Strategy within the respective School. Reporting to the Academic Committee, the School Committees provide a forum for discussion of student and Education-related matters in the School and strengthen academic links between Schools, across the College.

The School committees also recommend for approval by the Academic Committee proposals to establish, approve or to discontinue a programme of study within the School. They ensure the effective implementation within the School of the Colleges' policies and procedures for assuring the academic quality and standards and enhancing academic quality and the student experience.

The Programme Leaders of the Schools form a key role in liaison between the different tiers of the decision-making process; the Programme Leaders sit on the Academic Committee and maintain an overview of the quality of teaching and learning within teaching units, and take forward action arising from this.

Programme leaders also play a central role in quality assurance procedures and are responsible for overseeing the annual and periodic process of course review, school response to external examiners and the outcomes of student feedback mechanisms.

The Cyprus Academy of Art, overview of quality assurance and enhancement activities



GOVERNANCE STRUCTURE OF THE CYPRUS ACADEMY OF ART, (CAA) AS PART OF ITS QUALITY ASSURANCE POLICY.

THE GOVERNING BOARD OF THE COLLEGE (CAA)

The College Governing Board is the executive governing body. The Governing Board is entrusted with the proper conduct of all College business including Academic Issues and acts in support of the objectives defined by the terms of reference laid down by the College Charter.

Statement of Primary Responsibilities

The Governing Board is the supreme academic authority of the College and is accountable to the owners of the College. The role of the Governing Body is to promote the academic work of the College both in teaching and research and regulate and supervise all aspects of education and student discipline.

It has the following members:

Directors, deputy directors, programme leaders and student representatives, and is chaired by the College Director.

- Two committee members who represent the owner of the School
- One external committee member, who is appointed by the owner
- Two committee members appointed from within the teaching staff of the CAA.
- Two committee members appointed from the student body of the CAA.

Terms of Reference

1. Powers of appointment and employment. To be the employing authority for all Staff in the College and to be responsible for establishing a human resources strategy.
2. To be the Colleges' legal authority and, as such, to ensure that systems are in place for meeting all the Colleges' legal obligations, including those arising from contracts and other legal commitments made in the Colleges' name.
3. To act as trustee for any property, legacy, endowment, bequest or gift in support of the work and welfare of the College.

Planning, monitoring and control

- To approve the mission and strategic vision of the College, long-term academic and business plans and key performance indicators, and to ensure that these meet the interests of stakeholders.
- To assign authority to the Deputy Director, as second executive, for the academic, corporate, financial, estate and personnel management of the College; and to establish and keep under regular review the policies, procedures and limits within such management functions as shall be undertaken by and under the authority of the Director of the College.
- To ensure the establishment and monitoring of systems of control and accountability, and procedures for handling internal grievances and for managing conflicts of interest.
- To ensure processes are in place to monitor and evaluate the performance and effectiveness of the College against the plans and approved key performance indicators, which should be, where possible and appropriate, benchmarked against other comparable institutions.
- To safeguard the autonomy, good name and values of the College.
- To ensure compliance with the provisions of the Charter, at all times and that appropriate advice is available to enable this to happen.
- To establish processes to monitor and evaluate the performance and effectiveness of the Governing Board itself.
- To govern the school and represent the rights and interests of the founders of the school
- To determine and set the Academic policies of the school.
- It appoints on the instructions of the owners, the school Directorship.
- It appoints on the instructions of the School Director, the governors of the school.
- It determines the setting up of and the closing of committees and determines the make-up of such committees, their duties and responsibilities, and the general and correct operation of such committees.
- It determines the economic and financial means for the school to secure its aims and more generally its academic and management policies.

- It operates ethically according to the policies of the governors and committees of the school
- It sets out practical rules for Academic and Management issues that are not provided for within the current rules as set out in the legislation on Tertiary Education 67(1)96_2007
- The decisions of the committee should not come into conflict with the legislation on Tertiary Education 67(1)96_2007.
- It advises the Owner and Director of the School on all issues concerning:
 - educational programmes and the schools' courses
 - the entry requirements/criteria, progression and graduation criteria for students
 - the internal operating and governance procedures of the school
 - any issue that is passed on to the committee by the owner

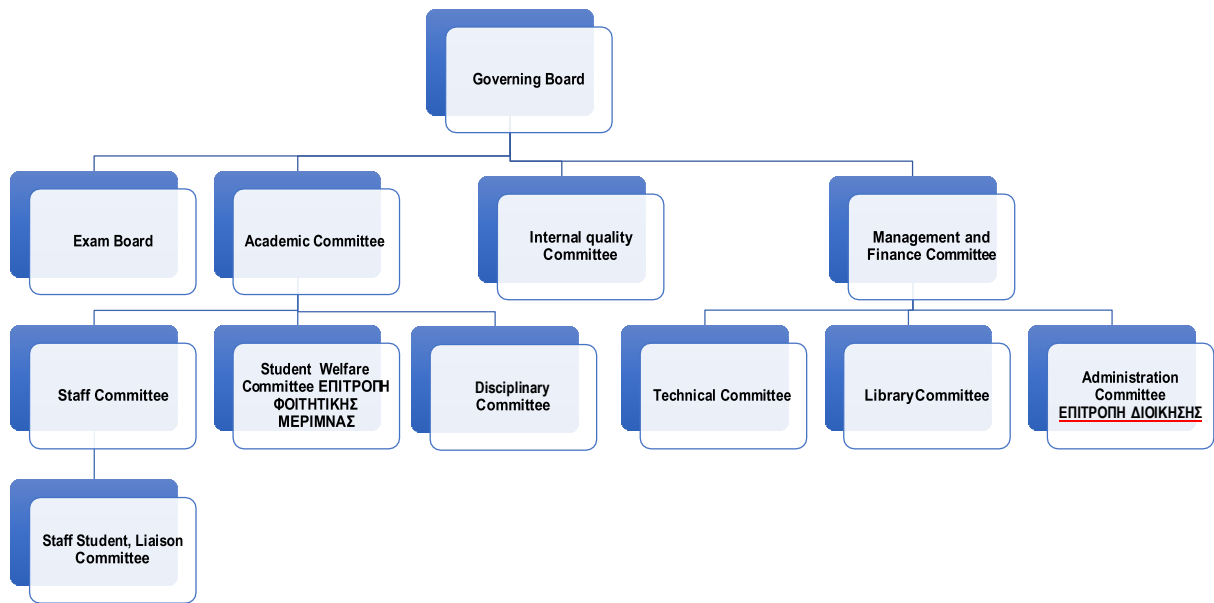
All decisions are carried through on a consensus basis.

The committee meets four times a year at general meetings. However, when and if the need arises, the committee can be called to attend an Ad-Hoc meeting or in exceptional circumstances an Extraordinary general meeting.

The Main Committees of the CAA, under the direction of the Governing Board of the College are outlined below:

See Diagram 1 below for details of all CAA Committees.

Diagram 1: The Main Committees of the CAA, under the direction of the Governing Board of the College:



NB: For further information on Committees and committee structures, please also see internal regulations and procedures as submitted to the Ministry of Education as part of the College Application for Institutional and programmatic accreditation.

The Academic Committee

Members:

- College Director
- Deputy Director and Director of Studies
- Head of School of Art Media & Design
- Programme Leaders
- Two members of staff
- Student Course & Year Reps

Meetings:

Six times per year plus any ad-hoc meetings as deemed necessary.

Terms of reference:

- To be responsible for the development and recommendation for approval by the Governing Board of the Colleges' Education Strategy, having due regard for issues of equality and diversity, and for oversight and monitoring of the effective implementation of the strategy, including the provision of an annual report to the Board on strategy implementation
- To receive reports from the Academic Committee including Arcs, Annual Review of Courses and other regular reports on the delivery and implementation of the Academic Strategy, at both School and Programme level.
- To consider relevant issues related to all aspects of Academic policy and practice across all College awards and to make recommendations to the Governing Board as appropriate
- To maintain oversight of the quality of the student experience in the broadest sense, including the monitoring of internal and external (where available) student satisfaction, survey outcomes, oversight of action plans resulting from surveys and to receive termly reports from the Staff/Student Liaison Committee
- To develop and recommend to the Governing Board, policies regarding the admission of students.

- To consider and propose recommendations on the rules for progression, qualification/diploma classification and awards, for all College programmes of study and to make recommendations for approval by the Board.
- To develop and recommend to the Governing Board policies and procedures for maintaining the academic quality and standards of the College's educational provision, and to ensure the systematic enhancement of academic quality and the student experience and ensure the effective implementation of the policies approved by the Board.
- To be responsible for the institutional oversight of major external quality assurance audits and reviews.
- To be responsible for internal quality assurance and to overview and monitor the workings of the Internal Quality Committee
- To consider and monitor relevant issues relating to student access, transition, engagement, retention, progression and success.
- To allocate funding related to Education and Academic initiatives as appropriate; to monitor the implementation of specific Education initiatives funded by external or internal grants, and to act as an advisory body for professional development activity in Education practice, including receiving reports on specific initiatives in professional development re staff and students.
- To consider and recommend to the Board proposals for the establishment of new types of awards, or to close or make changes to existing awards.
- Under delegated authority from the Board, to approve proposals for the introduction, review, modification and discontinuation of all College programmes of study
- To appoint the Chair of the Internal Quality Committee from within the membership of the Internal Quality Committee
- To report after each meeting of the Board on relevant aspects of the Committee's areas of responsibilities and the work of its committees.
- The College Disciplinary Committee is ad-hoc. It sits as a sub-committee, as part of the Academic Committee and is convened as and when required with the above committee members plus any co-opted members, it is considered necessary to join the committee proceedings.

The Exam Board

Scope:

The Exam Board, is an ad-hoc, sub-committee of the Academic Committee, the composition of which is as follows:

- Director (Chair)
- Director of Studies
- Head of School
- Course Leaders
- Internal Examiners and External Examiner(s) for final awards

The range and number of internal examiners present on the committee, as members of the Exam Board shall be sufficient to ensure that, overall, the Exam Board has the appropriate expertise to carry out its responsibilities.

No student may attend a meeting of the Board except as a candidate for assessment.

The External Examiner(s) must be present when a full meeting of the main Exam Board determines that a student has qualified for a final award. Under exceptional circumstances, arrangements may be made with an External Examiner, and with the approval of the Director of Studies, whereby the main Exam Board discharges the above responsibilities in the absence of the External Examiner. These arrangements must include provision for the External Examiner to consider and agree the conclusions reached by the main Board.

External Examiner participation in the Exam Board

At least one External Examiner will be appointed for the course, after approval by the Academic Committee of the CAA.

Where a course has more than one External Examiner, responsibilities for different elements of the course will be divided between them. E.g. by practice and theory, or by pathway.

The role and responsibility of the External Examiner is to ensure that:

- a) The academic standards appropriate to the award in question are maintained
- b) That justice is done to the students

- c) That in the processes of assessment, students are treated fairly and equitably according to the College's policies and regulations.

In order to carry out their primary responsibilities the External Examiner(s) for the course will:

- Have access to work presented for the assessment
- Approve proposed assessments which contribute to the award
- See the work of all students proposed for the highest available category of the award and see the work of students proposed for failure. They will view samples of the work of students proposed for every other category of award
- Report on the effectiveness of the assessments and any lessons to be drawn from them.
- Moderate Assessment Grades
- The External Examiner(s) will be fully briefed on the course and its assessment, and on his or her rights and responsibilities, including the requirements of the CAA.
- No recommendation for the awarding of a Diploma/Qualification shall be made to the Academic Committee without the recorded consent of at least one External Examiner.

Authority and Responsibilities of the Exam Board

The Exam Board is accountable to the Academic Board for the fulfillment of its terms of reference.

The Exam Board, having regard to the objectives of the course and the standard of the award(s), may interpret the course regulations 'flexibly' in the case of an individual student. The Board may, exceptionally and at its own discretion, (e.g. in the case of extenuating circumstances) allow a student's overall performance in relation to the course or stage learning outcomes to compensate for partial failure in a unit of the course.

Delegated Authority

The Exam Board may, at a full meeting of the Board, agree to delegate authority for resolving specified issues to a sub-board of itself provided that the sub-board is appropriate to deal with those issues.

The exam board is the sole body which may act on behalf of the Academic Board in granting the award of credit, granting an award or amending a properly executed decision.

The proceedings of an examining board are binding on its members and confidential to:

- Itself
- To a panel of its members
- or to a review panel authorised by the Academic Committee;
- or to such officers as may be authorised by the Director for the purpose of considering an application for review of a decision of an examining board.

No recommendation for the grant of an award may be made without the written consent of the approved external examiner(s).

An examining board which does not include an external examiner either in person or contributing via a video, web, telephone or other link is not authorised to assess students for an award or for credit or to recommend the grant of an award to a student. The contribution of the external examiner must be reflected in the minutes. **Exam boards confirm marks as final.**

The final decision on the award of credit and the recommendation of awards to students sits with the judgment of examiners in the Exam board.

Examiners' judgments are exercised within the framework of rules set by the assessment regulations for the Unit and award. Examiners may exercise discretion in relation to individual students only in so far as such discretion is consistent with the provision of the assessment regulations for the module and award (eg, agreed, extenuating, evidenced circumstances apply).

The academic judgment of the board shall be final.

The Exam Board is responsible for determining in relation to all Units within the field(s) assigned to the board:

- That all assessments undertaken for modules are properly scrutinised and marked.
- That all assessments are properly conducted.
- The impact, if any, of adverse circumstances affecting the delivery or assessment of a module on the performance of an identifiable cohort or an identifiable sub-group within a cohort on a component of assessment or a module as a whole.
- The mark or decision to pass/not pass made in respect of each student for assessment, re sit or retake on each module.
- The award of credit to a student where assessed performance meets the minimum threshold required for a pass in each module in accordance with the Academic Regulations.
- Any matters arising from the analysis of assessment data for modules within the board's jurisdiction including discussions on module quality and enhancement.

Internal Quality Committee

ΕΠΙΤΡΟΠΗ ΕΣΩΤΕΡΙΚΗΣ ΠΟΙΟΤΗΤΑΣ

Ex-officio members

- Director of Studies (MA, Education) President.
- One member of the Academic Staff (Edexcel Examiner / Internal Verifier QAA qualified staff, with Internal Assessment and Quality Verifier experience and qualifications.
- Two academics from staff team (Edexcel Examiners/internal verifiers, QAA staff with assessment responsibilities and experience from Edexcel/Pearson's, an examination provider accredited by the Quality Assurance Agency, England)
- One member of the Administration Staff
- One Student Representative.

Co-Opted

External Verifiers, Consultants and External Examiners to be Co-Opted as and when required.

Terms of Reference

There shall be a Committee on Internal Quality Assurance (CIQA) according to the provisions of the Law on Quality Assurance and Accreditation of 2015 (s. 13-(1)).

1. To support the development and maintenance of the Colleges' policies and procedures for assuring academic quality and standards, and enhancing academic quality and the student experience, with due regard for issues of equality and diversity, including determining and shaping policy and procedures for the following:
 - development, approval and validation, monitoring, and periodic review of all College programmes of study
 - discontinuation of programmes of study
 - admissions policy and entry tariffs.
2. On behalf of the Academic Committee, to approve as appropriate proposals and recommendations from the programme leaders to establish, revalidate (after Periodic Review) to amend and or discontinue programmes of study and to report all decisions to the Academic Committee

3. To ensure that quality assurance and enhancement policy and practice meets the requirements and needs of all College validated provision and of external agencies, and to make recommendations to the Academic Committee as appropriate
4. To assess the overall effectiveness of the policies and procedures for assuring academic quality and standards, and enhancing academic quality and the student experience in supporting the College Academic Strategy, with a focus on:
 - Curriculum
 - Development and innovation
 - Student retention,
 - Staff evaluations and SDR, Student Development Reviews
 - Analysing data collected on progression, retention and attainment and the impact of entry requirements and admissions policy
 - Graduate employability
 - Student survey outcomes and student feedback; and
 - External Examiner and professional (where applicable), accrediting and statutory body reports
 - Receiving regular reports from the Heads of School and Programme Leaders.
 - The outcomes of ARC'S Annual Review of Courses and or outcomes of Periodic reviews.
5. To receive an annual report on academic appeals, academic complaints and academic offences in order to identify emerging issues and trends relating to academic quality and standards and to recommend action as appropriate to the Academic Committee.
6. To consider documents from external bodies, specifically but not exclusively the Agency of Quality Assurance and Accreditation in Higher Education (DI.P.A.E), concerning academic quality and standards issues and the implications for provision leading to Cyprus Academy of Art awards and to co-ordinate a College-level response where required.
7. On behalf of the Academic Committee and related to all College awards, to ensure that the College identifies and circulates systematically, examples of good practice in Education, to oversee the conduct and development of sound pedagogic practice and to advise the Academic Committee accordingly.
8. To report after each meeting to the Academic Committee on relevant matters of policy and practice related to all College awards.
9. The development and implementation of an effective and efficient quality assurance and enhancement framework.

10. The audit and evaluation of the College's quality assurance procedures and the development of strategies for improvement.
11. The establishment of effective channels of communication to ensure the dissemination of good practice; the consideration of any matters concerning Quality Assurance referred to the Committee.
12. The Academic Committee has overall responsibility for the approval of all programmes, modules and awards taught by the College. The approval process is regulated and put into practice through the Internal Quality Committee and by sub committees set up for this purpose by the IQC, such as the Approvals Panel.

All taught provision contributing to awards of the College shall be subject to annual monitoring and periodic evaluation to a College approved format and in accordance with policies and procedures established by the Academic Committee.

Meetings Held Six times per year plus ad-hoc meetings as and when required.

Student Welfare Committee

ΦΟΙΤΗΤΙΚΗ ΜΕΡΙΜΝΑ

Membership

ΣΥΝΘΕΣΗ ΤΗΣ ΕΠΙΤΡΟΠΗΣ ΦΟΙΤΗΤΙΚΗΣ ΜΕΡΙΜΝΑΣ

Ex-officio members

- Director of Studies (MA Education) President
- Two members of Academic Staff
- Programme leader
- Head of Student Welfare
- Welfare Officer Administration Staff
- Student Representatives

Co-Opted

External Experts and External Academic Councilors will be Co-Opted to the Committee as required.

Proposed number of meetings per academic year

Up to four times per year

Statement of Primary Responsibilities

The Student Welfare Committee will provide a forum for focus, innovation and action in relation to the student experience in its broadest sense, ensuring that all aspects of student welfare and support are addressed by the College welfare policy.

It will establish working groups as appropriate to consider student matters in more detail and will give recommendations to the Academic Committee and Governing Board as appropriate.

This committee will deal with the following types of student issues: diversity and disability, widening participation and access, health, student finance issues, academic guidance study issues and extra help, assessment procedures for missed deadlines because of special and extenuating circumstances e.g. due to personal health, death or health related to close family members, complaints issues, personal tutor and mentoring system, accommodation and careers and further study advice.

Terms of reference

- To support the Director of Studies and head of Student Welfare in developing institution- wide strategy and plans to enhance the student welfare of all students underpinned by the institutional commitment to placing students at the heart of the Colleges mission.
- To provide oversight for the development and implementation of an annual student Welfare action plan, facilitating collaboration across the institution and ensuring effective prioritisation of issues and links with the Education Strategy and associated Education Action Plans.
- To provide a forum to harness the student voice, including oversight of the management and development of innovative ways of capturing student input, consideration of student feedback outcomes, outputs from the student representative system and Students' Union activities, and to make recommendations to the Academic Committee as appropriate.
- To advise the Governing Board and Academic Committee on the enhancement and development of the extra-curricular elements of the student experience as part of the delivery of the College Education Strategy, including recommendations for the inclusion of individual extra-curricular awards, prizes and activities.
- To receive reports as appropriate on matters affecting the student welfare and support in order to identify emerging issues and trends and to recommend action as appropriate to the Academic Committee and Governing Board.
- To monitor matters relating to equality and diversity within the overall consideration of the student experience and to make recommendations to the Academic Committee.
- To co-opt members as appropriate in support of the Committee's work. To report after each meeting to the Academic Committee.

Staff / Student Liaison Committee

Membership

- College Director
- Deputy Director and Director of Studies Programme Leaders
- Four members of staff
- Student Course and Year Reps

Meetings Held Six times per year

The SSLC is guided by the following terms of reference:

- To provide an accessible forum to enable students to discuss teaching, learning and student support issues with staff in an open manner, within the framework of formal structures. (Academic departments/Schools should consult with SSLC on new proposals, including changes to courses)
- To encourage the resolution of issues and improvements at a School level. (Issues raised through the SSLC should be discussed regularly and promptly at staff meetings).
- To ensure that discussions and resulting actions are documented and circulated to the student body represented through the SSLC. (This is key to the success of SSLC).
- To ensure that issues which remain unresolved are escalated where necessary to the relevant Committees. This is to ensure that such issues can be escalated within the College and debated more widely
- To operate with transparency through the publication of SSLC minutes to all current students and the Students' Union/Body.
- To facilitate greater communication between students and academic staff.
- To identify areas of concern to students and/or staff.
- To assist student input at all levels of decision making.
- To disseminate examples of good practice within the department.
- To promote engagement of student participation in quality assurance and enhancement.

- To receive reports on student complaints in order to identify emerging issues and trends and to recommend action as appropriate to the Academic Committee
- To consider student satisfaction survey outcomes as appropriate and to make recommendations to the Academic Committee
- To report after each meeting to the Academic Committee as appropriate.

Administration Committee

ΕΠΙΤΡΟΠΗ ΔΙΟΙΚΗΣΗΣ

Administration committee structure

This committee sits five times a year, unless there is a need for additional ad-hoc meetings.

This committee answers directly to the Management and Finance Committee

Membership:

- College Director
- Head of Administration and Student Registry Admissions and Administration
- Financial duties Officer

Terms of Reference:

- To support the smooth running of the day to day administration operations of the College.
- Responsibility for all College operational matters including the Student Registry and its related documents and records.
- Responsibility for overseeing all Ministry and Quality Assurance communication, plus responsibility for overseeing Admissions and registration issues.

CAA INTERNAL VERIFICATION POLICY

Internal Verification Policy Document

Aim:

- To ensure that internal verification is valid, reliable and covers all assessors and programme activity.
- To ensure that the internal verification procedure is open, fair and free from bias.
- To ensure that there is accurate recording of internal verification decisions.

In order to do this, the college will:

- Ensure staff are briefed and trained in the requirements for the internal verification procedure
- Ensure effective internal verifier roles are defined, maintained and supported
- Ensure that all College assessment instruments are verified as fit for purpose.
- Verify an appropriately structured sample of assessor work from all programmes and teams, to ensure all programmes conform to the College, DI.P.A.E standards and to all external body, verification requirements.
- Plan an annual internal verification schedule, linked to assignment plans.
- Define, maintain, and support effective internal verification roles.
- Ensure that identified staff will maintain secure records of all internal verification activity.
- Provide standardised internal verification documentation
- Use the outcome of internal verification to enhance future assessment practice.

This policy will be reviewed every year by the Academic Committee and the Internal Quality Committee.

The CAA's main priority is to safeguard the validity of its assessment decisions by ensuring that it has a rigorous assessment and internal verification process, which is both clear and transparent.

In the process of making assessment decisions, the College reviews all available and admissible evidence for each candidate to ensure that grading, and ultimately awarding, reflect all the evidence produced for the assessment

The CAA provides its assessors with guidance, ongoing training and support to ensure that the assessment (in the form of assignments or projects) remains fit for purpose, and that the criteria against which students' performance is discerned are being applied consistently and accurately by

assessors working on different programmes regardless of the identity of the assessor, student or Course.

This guidance and support is provided in the form of: training workshops, used to discuss best practice and to look at work produced by students.

Examples of good practice relating to internal assessment are listed below:

1. Assessment judgements are made by relating evidence to published assessment criteria.
2. Initial assessment decisions are made by a team of staff to ensure breadth of judgement.
3. Assessment teams include staff from art and design disciplines who have appropriate experience of the qualification and are adequately informed and supported to fulfil their responsibilities.
4. Blind marking, where staff make individual assessment decisions prior to communicating those decisions to other members of the assessment team, this can be used to ensure greater objectivity.
5. The assessment teams have an opportunity to discuss all assessment and moderation/verification decisions at standardisation meetings, where a consensus decision on final grading needs to be reached. If a consensus cannot be reached by the internal assessment team, then the case needs to be passed on to the External Verifier/Examiner for further advice and a decision.
6. All assessment and internal moderation/verification decisions, including all instances of Special Consideration, are tracked and recorded providing evidence of performance over time.
7. The assessment and moderation/verification system is subject to regular review.

Reasonable adjustments:

To take into account disability or special circumstances.

Standard assessment arrangements can be altered and adapted to reduce the impact of a disability that puts the student at a disadvantage (NB: whilst also safeguarding against prejudicing other

students). Given the nature of assessment in art and design, it would be expected that arrangements would be altered and adapted for a given student from the outset of delivery.

What is 'reasonable' is determined by a student's individual circumstances and the impact of the disability on his/her work. The particular adjustment used will depend on the nature of the student's disability.

Process for reasonable adjustments for special circumstances and or disability:

The teaching staff identify a disabled student who requires 'Reasonable Adjustments' in accordance with equalities law, and collect and retain evidence to support decisions to implement suitable assistance, e.g. giving extra time to complete work, arranging help from a scribe, arranging alternative forms of assessment such as oral presentation rather than written etc.

For further information refer to Disability and Special/extenuating Circumstances Policy document.

Internal Verification Guidance Notes:

Purpose/Scope

- To ensure that assessment is accurate, consistent, current, timely, valid, authentic and to College and DI.P.A.E standards.
- To ensure that the assessment instruments are fit for purpose.
- To assure the assessment of all College programmes delivered.
- To be part of an audit trail of learner achievement records. Full tracking of unit progress and student performance is tracked throughout the duration of the course.
- To provide feedback to inform college quality improvement and enhancement.

Definitions/Terminology

- **Internal verification:** a college devised quality assurance process which assures the assessment against the college Unit grading criteria and that assignments are fit for purpose.
- **External verification:** this is used to check college assignments, internal verification processes and that assessment is to the national/international required standard.

See separate policy document on External Examination and External Examiners role, duties and responsibilities.

- **Learner achievement:** This is recorded at Unit level on an on-going basis by teaching staff, where evidence and performance are mapped to predetermined and circulated assessment criteria.
- **Student records:** Contain detailed and extensive information on student progress. Containing both formative and summative assessment tracking documents and documentation of feedback given to students with comments covering advice given; response of student and plans of action for improvement or further development.

Assessment decisions are recorded both at Unit level and for the qualification as a whole.

- **Unit Level records:** Course Assessor/tutors keep records that show up to date information about learner achievement. This is especially important when a unit is assessed using more than one assignment

Keeping a record like this allows Assessors to have an overview of a group's achievement as well as indicating criteria where learners may be struggling to achieve one or more learning objectives. This may mean that further support needs to be provided to learners to assist their learning. This record is kept in the Students personal file and is passed onto a Programme Leader who will keep the qualification achievement record.

Example of a qualification tracking record

Qualification title									
Programme Leader							Date		
Assessor's name	A. Smith	B. Hill	C. Low	L. Chandler	S. Kaurtz	E. Bonn	H. Sunny	J. Parker	
Learners' names	UNIT 1	UNIT 2	UNIT 3	UNIT 4	UNIT 5	UNIT 6	UNIT 7	UNIT 8	
A Learner	40	40		43	43	PASS	45	68	
B Learner	40	45		60	44	68	55	65	
C Learner	45	43		40	49	65	44	59	
D Learner	58	56		60	40	59	42	61	
E Learner	45	60		60	59	63	50	70	
Signature of Programme Leader							Date:		

Keeping a record like this ensures an audit trail to validate award claims, it clearly shows student progress and can also act as a tracking system for staff performance, see below.

It also allows visibility of units that may be high or low achieving. In the example above learners are achieving high grades in Unit 8; this may need review. It also allows the Programme Leader to be aware that assessor 'C. Low' in the example above has not yet submitted results.

Responsibilities of Lead Internal Verifier

The Lead Internal Verifier ensures External Verifier reports are monitored and any remedial work carried out.

Internal Verifier (IV): a member of staff able to verify tutor/assessor decisions and validate assignments. The Internal Verifier records findings, gives feedback to assessors and oversees remedial action.

External Examiner (E.E): The External Examiner checks the quality of College assignments, assessment decisions and internal verification processes.

Procedures

- Staff briefing: all Assessors and Internal Verifiers require regular briefing on College teaching, learning and assessment processes.
- Verification schedules: annually agreed to cover all Assessors. Schedules should be drawn up and monitored through the year.
- Internal verification of assignments: carried out before assignments are used with students, to ensure that they are fit for purpose, and that any recommendations are actioned
- Internal verification of learner work: Internal Verifiers should verify sufficient assessment decisions to ensure the security of standards. Assessors do not internally verify their own work. Assessor feedback and support should be given on an ongoing basis.

This process does not directly involve the learner.

- Internal Verification records: are correctly maintained in a secure place for 3 years after graduation. The CAA use standard forms for this procedure and has in place monitoring and review procedures for external verification outcomes.

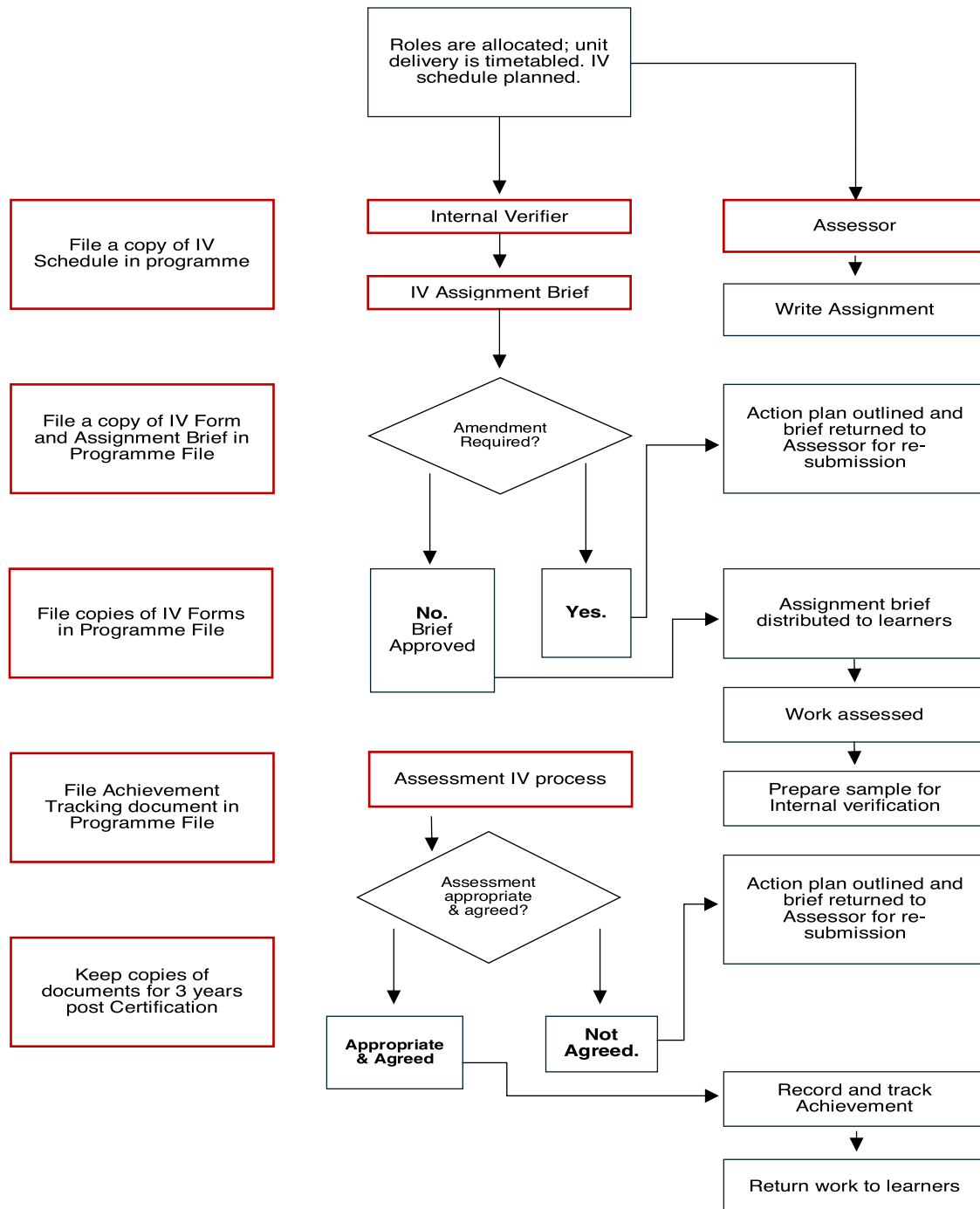
Internally assessed units

External examiners, in addition to moderating assessment and grading decisions are required to confirm through examination of relevant records that the internal assessment methodology and procedures for internal assessment of units is rigorous and ensures assessment decisions are fair, valid, consistent and free from bias.

Practically, this means that the College will provide External Examiners with:

- An outline of the structure of the course assessment and standardisation process (internal verification)
- Examples of assessment and standardisation records sufficient to enable the External Examiner to confirm that the methodology is working in practice.

Internal verification (IV) flowchart



External Examiners Guidance Notes and Policy

External Verification Policy Document

Purpose of External Examination and Verification

- External Examination is a key part of the Colleges quality framework, teaching and learning quality management structure.
- External Examination is required to confirm through the examination of all relevant records that the internal assessment methodology and processes for internal assessment of Course Units is rigorous and ensures assessment decisions are fair, valid, consistent and free from bias.
- External examination determines whether the College and its internal assessors are assessing accurately and consistently to agreed National and or International Standards.
- External examination is concerned solely with judging the quality of internal assessment decisions through the external examination of, internally assessed and standardised work.
- External examiner visits also provide support and guidance to College staff, through the generation of feedback reports containing recommendations and actions where appropriate.

The External Examiner/

The role of External Examiners

External Examiners are part of the College Quality Assurance processes, they are normally academics from other higher education institutions, but may be from industry, business or the profession, depending on what is appropriate for the course. They provide an impartial view of the course and independent advice to ensure courses meet the academic standards and quality expected across the sector.

All CAA External Examiners/Verifiers will:

- Be appropriately qualified and experienced.
- Have detailed knowledge of the College policies and procedures.
- Have a good understanding of the qualification(s) for which they act as External Verifier.
- Ensure that assessment and grading decisions are made on the basis of adequate and appropriate evidence.
- Ensure that assessment decisions are fair, valid and consistent and free from bias.

- Examine assessment evidence across art and design disciplines and grading levels appropriate to the qualification.
- Report to CAA Academic and Exam Board Committees within an agreed time frame their conclusions and recommendations.
- Attend standardisation and qualification reviews as required by CAA.
- External Examiners have primary responsibility for the standards of the awards to which they are assigned. Examiners are required to attend Boards of Examiners committee meetings for those awards.

External Examiners review whether:

- The programme meets its stated aims.
- The assessments and types of assessment in modules and units, are appropriate and of comparable standard to other institutions.
- The marking has been applied fairly on assignments and the marking scheme/grading criteria have been properly and consistently applied.
- The assessment process complies with the College Rules of Assessment and the curriculum remains current.

It is a requirement that the College publishes the names, position and institution the external examiner comes from to all students. The External Examiner reports will be discussed in detail at the Student Staff Liaison Committee, so if students want more information on external examiner reports they can talk to their course representative or Head of School. External Examiners are in place to provide an independent overview of processes.

Nomination and Appointment

Departmental/School Responsibilities

Heads of Department/Schools and programme leaders are responsible for nominating External Examiners, this should be done during the summer term and the Director and Director of studies, are responsible for the approval of the appointment. The College requires that informal approaches by the School, to potential External Examiners are made as early as possible to reduce the risk of delay to new appointments.

The School need to check that the proposed External Examiner meets the required criteria before submitting a nomination.

Nominations must include:

- External examiner nomination form (word doc.) See Appendix in College Manual
- An up to date CV
- Copy of a document confirming Right to Work in Cyprus (usually an EEA passport) in line with the current National Immigration rules:
 - Verified by their home institution or employer.
 - Dated by the home institution.
 - Stamped with a departmental or institutional stamp.

It will not be possible to accept or process any new recommendations without this information.

New Appointments

External Examiners are appointed for four consecutive years, in exceptional circumstances a fifth year may be considered with the permission of the relevant Head of School, in order to provide continuity, or where a programme is ending. Examiners may not be re---appointed as an external examiner for a taught award of the College for another three years.

Formal appointment

Once nominations have been approved, the Director of Studies will send a formal letter of invitation to the External Examiner, specifying the awards and modules or units to which they have been appointed and asking the examiner to confirm the appointment is accepted and that they are prepared to operate in line with the College's expectations, as described below in the roles and responsibilities of External Examiners.

Workload

The School will aim to distribute the workload of Externals evenly and in line with the principles which govern the College's External Examiner policy.

Criteria of nomination for external examiners

Departments/Schools are responsible for nominating suitable external examiners for appointment for all awards. The relevant Programme Leader or other official nominee such as the Director of Studies is responsible for approval of the nominations, which are reported to the Academic Committee.

The nominating department, needs to ensure they have appropriate evidence that the proposed External Examiner meets all the criteria for selection; where this criterion is not fully met, a written

case for an exception must be submitted with the nomination form for consideration by the relevant Head of School (see exceptions below).

Academic qualifications and examining experience

External Examiners should have:

- Competence and experience in the academic fields covered by the programme.
- Relevant academic and/or professional qualifications to at least the level of the qualification being externally examined and any appropriate practical experience.
- Academic and teaching experience at the level of the modules or award being examined, including designing and operating a variety of appropriate assessment procedures. Examiners may be appointed for their professional or industry knowledge (see exceptions below) but each Exam board must include at least one external examiner with experience and knowledge of the Higher Education sector standards and benchmarks, and with recent teaching and examining experience.
- Sufficient standing, credibility and breadth of experience within the discipline to be able to command the respect of colleagues.
- Familiarity with the standard to be expected of students to achieve the award that is to be examined.
- Fluency in English.
- Meet applicable criteria set by professional, statutory or regulatory bodies if applicable.
- Awareness of current developments in the design and delivery of relevant curricula.
- Competence and experience relating to the enhancement of the learning experience.

Independence and Impartiality

- To ensure impartiality and that potential conflicts of interest are identified and resolved prior to appointment, departments should not nominate anyone to whom the following applies:

- Previous external examiners for taught courses (unless exceptional circumstances apply, and three years have elapsed since their last appointment).
- A member of a governing body or committee of the College, or a current employee of the College.
- Close friend or relative of a member of staff or student on the programme of study.
- Anyone required to assess colleagues who are recruited as students to the programme of study.
- Anyone who is, or knows they will be, in a position to influence significantly the future of students on the programme of study.
- Anyone significantly involved in recent or current collaborative research activities with a member of staff closely involved in the delivery, management or assessment of the programme(s) or module(s).
- Former staff or students of the College or one of its collaborative partners (unless a period of two years has elapsed, and all students taught by or with the external examiner have completed their programme of study).
- If a staff member in the department holds an external examiner post at the proposed external examiner's home department.

Volume of Work

- External Examiners are normally appointed for four years. Exceptionally, and to ensure continuity, extension to a fifth year may be approved.
- External Examiners normally hold no more than two external examiner appointments for taught programmes/modules at any one time.
- An existing External Examiner can hold a role in more than one department at the College (for example where there is overlap in discipline) however the external can only be appointed for four years from the start of their first appointment. In exceptional cases, the term of appointment can be extended to five years.

Other

- External Examiners should normally reside in the EU. Approval to appoint an Examiner from outside the EU will be granted only exceptionally and subject to immigration and visa rules.

Exceptions

Where a nominee does not fulfil all the specified criteria (for instance in disciplines which are very small or specialist, or where examiners are drawn from business or a profession) the relevant Head of School or other nominee may consider a request for exceptional appointment. A written case for appointment should be enclosed with the nomination form.

Roles and Responsibilities

Principles governing the role of the award and module External Examiners:

- Every taught award of the College shall have an award External Examiner.
- All modules/units that contribute to an award must be allocated to an External Examiner.
- If it is deemed the case that more than one specialist area is covered in a module and it would therefore be appropriate to have more than one External Examiner, permission to appoint additional external examiners to match the areas of specialism can be sought from the Dean or nominee.
- An award External is appointed to a course (or group of related courses) and shall be responsible for the modules which comprise that award.

- External Examiners shall normally be appointed for a period of up to four years by the relevant Director or nominee, under powers delegated by the Governing Board and his/her relevant committees, Exceptionally, an extension of one year may be granted to ensure continuity. Appointments may be terminated with two months' notice by either party except in the case of breach of contract, or where a conflict of interest comes to light, when a contract may be terminated immediately following completion of the termination procedures. External Examiners for taught awards may not be re-appointed for another taught award by the College within three years.

Information for External Examiners

Core duties:

- To comment on the academic standards of the award/module and the quality and coherence of the course.
- To judge the overall standards of student performance.
- To be a member of and attend examination boards as required and to assess the extent to which the determination of awards is sound and fair (for all award external examiners).
- To produce an annual report to the Director/ Head of School, providing clear feedback in relation to the above, and commenting on the extent to which previous reports have been acted upon, and noting that such reports are made accessible to students

Academic Standards, Assessment Procedures, Comparability of Standards and Student Achievement

External Examiners should determine the appropriateness of the academic standards set for the programmes for which they are responsible, considering whether:

- The programme and its component parts continues to be current and coherent and the outcomes are aligned with relevant qualification descriptors set out in any applicable Qualification Framework
- There is alignment with relevant subject benchmark statements

- The standards of the award correspond with standards at other higher education institutions which they are familiar with.
- Professional, statutory or regulatory body requirements are being met (where applicable)
- Assessments in modules/units of the same level are of comparable standard
- External Examiners should comment on the assessment process, whether it is properly designed and applied, and whether it is carried out in a way that is fair and equitable to all students and supports the achievement of learning outcomes.

They should consider whether:

Departments agree with the external examiner what evidence they require in order to make their comments. Evidence should include the relevant course specifications and student handbook(s). The external examiner is responsible for reviewing the award, including its structure, assessment and the overall profile of student achievement.

External Examiners are asked to consider the overall standards of student performance by reviewing the classification profile of the cohort and its comparability with achievement at other higher education institutions with which they are familiar. This will involve viewing student work, including reading essays or examination scripts or viewing performances and artifacts. All assessed work should normally be seen. Where a cohort is extremely large, representative samples of assessed work may be seen. The External Examiner has the right to see the work of any or all students on the programme or module concerned.

Where the External Examiner has concerns about internal marking they should discuss with the internal markers whether it would be more appropriate for the department to:

- Re-mark relevant assessed work for the whole cohort
- Scale the marks for all students

Where scaling is recommended, the award or module external examiner must have the opportunity to have access to all the student work involved (coursework or examination scripts); a run of apparently 'unusual' marks should not form the basis for a decision to scale without reconsideration of candidates' work.

Departmental decisions on scaled marks will be taken in advance of all relevant meetings of Boards of Examiners. (Particular care should be exercised in respect of joint courses to ensure that scaling is applied equally to all students on a particular module).

Good practice, innovation and enhancement of learning opportunities

External Examiners contribute greatly to the development of College Courses and are asked to identify examples of good practice and potential areas for development. These will be reflected and commented on in annual review of courses reports and at periodic review.

External Examiners are routinely asked to comment on draft coursework assignments and examination questions, enabling them to inform the College's current practice in addition to their role in reviewing good practice.

Examination Board attendance

The award external examiner will be present at any meeting of the Board of Examiners at which recommendations are made for the award of degrees, diplomas or certificates. When, for good reason, this is not possible the award external's absence must be approved by the Director or his nominee.

Requests for an External Examiner's absence from a Board of Examiners should be made using a formal letter, which provides the following information:

1. The reasons for the request
2. Arrangements to ensure that the award External Examiner's views are available to the Board in advance of its meeting
3. Arrangements to resolve matters in which the views of the internal examiners on the Board differ from those of the award External Examiner
4. The written agreement of the award external examiner concerned
5. Where there is not sufficient time to make alternative arrangements for the Board of Examiners the Director or nominee may appoint a suitable substitute

The External Examiner is asked to comment on whether the Examination Board operates with fairness. They should be made aware of the outcome of any previous meeting, to consider extenuating circumstances, relating to the diploma classification of individual students and they should be satisfied that decisions in this regard are appropriate and consistent.

The signature of an award external examiner must be added to the marks grid annotated with the decisions of the Exam Board as evidence that they accept the decisions of the Exam Board.

Decisions as to the grade of a degree and the awarding of a qualification, shall normally require the consent of the appropriate award External Examiner. If the award External Examiner cannot consent, the decision requires the consent of a two thirds majority of the examination board, including the Chair.

Annual report to the Head of the CAA or a named representative.

- At the end of the examination process, the External Examiner will produce a report summarising their comments. These formal written reports form a key element of the process for maintaining academic standards at the College.
- Deadlines: reports for all awards and, should be submitted within four weeks after the final examination board, the fee will be paid on receipt of the report
- Where an interim report is required, for example, for professional, statutory or regulatory body purposes, this should be submitted directly to the department.
- External Examiners' annual reports should provide clear and informative feedback to the College on those areas defined above. In addition, their reports will:
 1. Confirm that sufficient evidence was received to enable the role to be fulfilled (where evidence was insufficient, they should provide details).
 2. State whether issues raised in the previous report(s) have been, or are being, addressed to their satisfaction.
 3. Give an overview of their term of office (when concluded).
- External Examiners should be aware that their reports will be sent to any Professional, Statutory and Regulatory Bodies associated with the programme.
- External Examiners should be aware that their reports will be made available to students via the Academic Committee and Student Staff Liaison Committees (although not published), and that they should not refer directly to individual students or staff.
- Departments will provide External Examiners with a considered and timely response to their comments and recommendations as well as outlining ensuing actions in the Annual Review of Courses (ARC) Reports.

- In the exceptional case of any serious concerns, any External Examiners for College programmes are entitled to write directly to the Director in confidence on any unresolved matter which concerns them.

Academic Standards and Quality Assurance

Approval Monitoring and Periodic Review of programmes and awards

The College has formal mechanisms in place for approval, periodic review and monitoring of programmes and awards.

Approvals Policy

Aims and Expectations

Scope:

The confidence of students and other stakeholders in higher education needs to be set and maintained through effective quality assurance procedures which ensure that programmes are well-designed, regularly monitored and periodically reviewed, thereby securing their continued relevance and currency.

The quality assurance of programmes and awards at the CAA. Approvals, re-approval, monitoring and periodic review of programme of study covers the following:

- The development and publication of explicit intended learning outcomes.
- Careful attention to curriculum and programme design and content.
- The specific needs of different modes of delivery (e.g. full time, part-time, flexible, distance-learning, e-learning).
- The availability of appropriate learning resources.
- Formal programme approval procedures by a body other than that teaching the programme.
- The monitoring of the progress and achievements of students.
- Regular periodic reviews of programmes (including external panel members).
- Regular feedback from employers, labour market representatives and other relevant organisations.
- Participation of students in quality assurance activities.

APPROVAL PROCEDURES

The Approval Process for new courses, changes to existing courses or closure of existing courses at the CAA.

Approvals Procedures

These are designed to ensure information provided by the Quality Assurance and enhancement processes are scrutinised by appropriate experts and representatives from across the Colleges' staff and students, (including external expert advice) that best practice is shared and areas for enhancement are addressed. In this way, academic standards and quality at the College are protected.

The approval route

Heads of School and or Programme Leaders put forward a proposal to the Academic Committee for the Approval of a new course; a change to an existing course; or closure of an existing course.

Timing: New programmes of study are put forward by programme leader(s) bearing in mind D.I.P.A.E procedures and deadlines. i.e. new programmes of study need to be submitted at least one year before the start of the proposed course.

Approval route

- Paperwork is submitted to the Academic and the Internal Quality Committees for consideration by an Approval Panel made up of members from both committees. The Approval Panel sits on an Ad-Hoc basis and its members are made up of members from the above two committees
- The Approval Panel will make a recommendation on whether the course should be approved and will set out any conditions or recommendations attached to the Approval. Members of the School and programme committees, will receive a copy of the Panel's report for their information (electronically if needed) and will be given the opportunity to comment on the recommendation. Final Approval rests with the Academic and Internal Quality Committees.
- The Academic and Internal Quality Committee's decision is reported for information to the Governing Board.

Documents required by the Approval panel in order for it to make an informed decision on whether or not to approve the proposed new course or the changes to existing courses:

1. A Market Research Report
2. Course approval form and other validation documentation (see word doc.)

1. Market Research

For new courses or when considering significant changes to an existing course, the governing and management committees can:

- Help to assess the market and demand for a new course.
- Offer advice on how to market a course.
- Provide help with inclusion in the prospectus.
- Advise on admissions and entry requirements.
- Compile a market research report which can be used to support decisions as to whether to continue with a new course and changes to or closure of an existing course and, which can be submitted with approval documentation.

What research will be carried out: The focus and content of market research reports will be adapted to suit the proposed course or course changes. Areas that may be investigated include:

- Markets and trends
- Fees
- Competitor analysis
- Feeder progression routes and applicant profile
- Employability
- Conclusions, recommendations and action points

2. Course Approval form and other Validation documentation

Aspects to be explored during validation

Course design and curriculum

- Structure and appropriateness of the curriculum
- Overall coherence of the course
- Alignment with national/international benchmarks and any relevant professional requirements

Learning, teaching and assessment

- Appropriateness of the modes of delivery
- Variety of teaching and learning methods to meet the needs of a diverse range of students
- Coverage of learning outcomes
- Reassessment; Innovation and balance of assessment methods

Student recruitment, admissions and support

- Proposed student numbers and anticipated market
- Support for work---based learning/placement (where appropriate)
- Student induction and ongoing support

Resources

- Course management
- Staffing and staff development
- Resource requirements, including library resources, physical and technical requirements

This should provide the Approvals Panel with the information they need to understand the course or courses being proposed; including how they will be taught, assessed and resourced. This needs to be concise but sufficiently detailed to allow the panel to evaluate the proposal properly. It is recommended that course teams seek advice on writing the document from Internal Quality and Academic committees as early in the process as possible.

The course documentation compiled by the programme team, should be produced in line with Course Approval templates and must include programme specifications for all the proposed awards and new Unit proposals for all new courses. Where there are external requirements for approval and validation, for example by a professional, statutory or regulatory body such as D.I.P.I.E, the documentation must also meet any criteria published by the external body.

Departments should send the documentation to the relevant committees **no later than 4 weeks before the event.**

Two weeks prior to the Approval/Validation event, the Approval panel members will be sent the following documents:

- Details of panel members.
- Structure of the validation event.
- Explanation of validation procedures.
- Guidance for validation Panel members.
- Course documentation consisting of a reflective document and supporting information.

Part 1 of the Approvals Process:

General Course Information:

- The titles of all proposed awards, including any intermediate awards such as a Certificate or Diploma.
- Rationale for the course.
- Information on how the course was developed, including details of any external consultation and how this impacted upon the final proposal.
- Target students, anticipated market and growth, including employer demand. Departments are encouraged to request a market research report to assist with the departmental development of this section of the document.
- Progression opportunities. An indication of the progression opportunities, such as further academic study or employment, for the students.
- Relationship with existing provision, including details of shared modules/units/courses, impact on existing provision, links with other departments, and evidence of consultation with other departments regarding shared provision/links with the department.

Detailed Course Information:

Overview of the Course Structure and Content, including:

- How the curriculum promotes organised progression through the levels of the award, in line with the relevant Framework for Higher Education.
 - The overall balance of the award, for example breadth and depth of subject materials, personal development and academic outcomes.
 - The link between the main aims of the course(s) and the content.
 - Skills development and support for Professional practice development if applicable.
1. Learning and Teaching Strategy, including details of the range of learning and teaching tools employed and the departmental approach to these and how this takes into account the needs of current and potential student groups. Comments on the appropriateness of the strategy for students with any additional needs and what adjustments might need to be made.
 2. Assessment Strategy, including balance of assessment tools, assessment load, development of skills/preparation of students for assessment, formative and summative feedback, innovative methods. Indicate the appropriateness of the strategy for students with any additional needs.
 3. Details of any year abroad, sandwich year, work---based learning or placement arrangements if applicable and how this will be managed.

Resources:

- Course management and staffing, including any staff development required.
- Details of any additional resources in order for the course to commence, where these have not previously been identified and approved as part of Part 1 approval.

Part 2 of the Approvals Process

Supplementary Documentation

Full programme specification (.docx) and unit/map

New Unit Proposals including new module outlines and checklists, syllabus information, teaching and assessment details, for all new modules for approval.

Draft Student Handbook (if available).

Approval Event

Approval/Validation Panel

Approval/Validation panels must include members who are able to judge the academic integrity of the course in relation to the Colleges' regulations and the national standards expected of the type of award, and who can evaluate the course in terms of its structure and content.

Panel members will be able to provide a variety of experience and views and their membership is approved by the Director or Director of Studies. Members will normally be disassociated from the planning and development of the course, but within the panel as a whole there should be sufficient understanding of the subject matter and academic context to enable the panel to make a sound judgment.

It is normal practice to include members of staff from other programmes within the Department and College who have not been involved in the development process and one or more external academic members.

The Approval Panel make-up

An approval panel which sits as part of the Academic committee is identified and approved by the Director, and typically comprises members from both the Academic and Internal Quality Committees:

- Director (Chair)
- At least one external academic with relevant subject expertise programme leader from the relevant discipline to the proposed course
- At least two members of the College's teaching staff from the discipline area
- Student reps
- Senior administrator from the College (Director or Director of studies).
- The membership of the panel may be varied at the Chair's discretion.

The proposed award is evaluated by the Panel via a meeting of the panel supported by:

- a) Documentary evidence
- b) Discussions with relevant members of the College Department(s) concerned.

The panel may request further information to be submitted by either the relevant College School(s) or staff members at any stage in the approval process.

The Approval Panel will determine whether the proposed award should be approved; amended or closed, any conditions and/or recommendations attached to approval for the department proposing the new course, to action or consider; and the date when approval will commence.

The panel's discussions will be summarised in a report of the approval panel which will be drafted by the panel secretary in liaison with the Chair and other members of the panel. A deadline will be set by which conditions and/or recommendations should be met and/or responded to.

The Academic Committee and the Internal Quality committee consider the report and make a joint recommendation to the Governing Board Committee that the award be approved, (or not as the case may be), subject to any conditions contained in the report being met. The Academic Committee will monitor subsequent progress against any conditions and recommendations contained within the report, in liaison with the relevant programme leader.

The Academic and Education Committee will decide on the internal approval of a new course, or on amendments to existing courses, before applying to DI.P.A.E for external approval on a consensus basis.

Approval event outcome Approval report

The validation report summarises the panel's conclusions and specifies any conditions or recommendations that are to be met before the course may commence. It is usual for the panel to specify the date by which the conditions and/or recommendations must be met.

Final approval

Final decision to proceed or not, is taken. If a decision to proceed is taken then the relevant committees will be convened to set up and put in to place a plan of action for the design, operation and approval of the new programme, with a specified timeline for completion.

Departments are asked to judge whether a change is major or minor. Minor changes usually only involve a rewording but no substantive change, or where topics are updated.

The validation report, together with the department's response to the report, is circulated to members of the Academic and Internal Quality Committees (electronically if needed) for the opportunity to comment, and then submitted to an Academic and Internal Quality Committee, meeting for final decision as to whether the course(s) should be validated for delivery. Academic and Internal Quality Committee decisions are reported for information to the Governing Board Committee.

Final decisions on whether or not to move ahead with an internal course approval lies with the Governing Board.

Quality Assurance

Further Guidance notes for: Approval of Courses

In order for a programme to be approved it must meet the criteria defined below. During Academic Review, each programme will, once again, be measured against these criteria and approval may be withdrawn if the criteria are not found to be satisfied. Any proposed departures from, or extension to, these criteria should be justified at the planning stage of the approval process and, if necessary, referred to the Internal Quality Committee for agreement.

- Academic Climate & Resources.
- The School in which the programme is located provides evidence of relevant academic, scholarly and professional activity and can demonstrate that this is adequate and appropriate to support the programme.
- There are adequate numbers of staff with appropriate expertise at all levels to support the programme.
- There is adequate accommodation for teaching and learning to take place within an environment that is conducive to learning.
- There is appropriate and up-to-date specialist equipment to support learning.
- There is adequate library, computer and other educational resources available to support students' learning needs.

Philosophy and Principles

- The programme has clearly articulated aims and objectives which meet the needs of students and equip them for subsequent employment.
- The aims and objectives are consistent with the CAA strategy.
- The programme conforms to the College Equality & Diversity Policy and actively encourages participation by groups previously under-represented in higher education. Students' ethnic and cultural/historical background is treated with respect and reflected in curriculum content and teaching methods wherever possible.

Academic standards in subject content, teaching, and learning materials provided match the national/international standing of the award and the expectations of employers and other external partners and peers (as required by DI.P.A.E, and other relevant bodies).

Admissions

- Policy and practice in admissions provides equal opportunities to applicants and does not discriminate on the grounds of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation and is consistent with CAA'S overall admissions policy.
- The admissions procedure conforms to CAA'S policy concerning the Accreditation of Prior Certificated and Experiential Learning. (APEL)
- The threshold competencies required for admission to the programme are clearly specified and justified.
- Students are admitted to the programme only if they are likely to be successful in gaining an award.

Structure

- The structure is clearly defined and consistent with the aims and objectives of the programme.
- The programme has been designed in such a way as to ensure that the student experience has a logic and integrity that is clearly linked to the aims and objectives of the programme.
- Learning outcomes are specified for each module.
- Each module has a credit tariff specified in accordance with the regulations and there is a clearly defined method for awarding credits to students who leave at intermediate stages.
- Provision is made for movement between programmes within the institution and to and from programmes external to CAA.

Content

- The content of the programme is consistent with its aims and objectives.
- The specialist content of the programme is current and comparable with that of similar programmes elsewhere.
- The programme actively fosters within students the following general skills and competencies (i.e. skills are both taught and assessed).

All programmes

- Use of English adequate to the demands of the programme.
- Intellectual and imaginative skills.
- Understanding and competence.
- The ability to solve problems.
- An enquiring, analytical and creative approach.
- Independent judgment and critical self-awareness.
- Skills of clear communication and logical argument.
- The ability to see relationships within what they have learned and to relate what they have learned to actual situations.
- An appreciation of attitudes, modes of thought, practices and disciplines other than those of their main studies.

Undergraduate Diploma programmes

- Ability to take initiatives and work independently.
- Ability to work effectively as a member of a team.
- Ability to use written communication and oral presentation effectively in a variety of contexts.
- Ability to search for information and carry out appropriate data-analysis.
- Ability to make effective use of information technology.

Learning and Teaching Methods

- Learning and teaching methods are consistent with the aims and objectives of the programme and meet the needs of students.
- A range of learning and teaching methods is used to provide students with a variety of learning opportunities and experiences.
- Students are encouraged to be active in the learning process and to take responsibility for much of their own learning.

Assessment

- Assessment methods and arrangements are fair, reliable and valid, with assessment at the appropriate level.
- A variety of methods of assessing student learning is used.
- Assessments measure the stated learning outcomes for each unit, including skills development.
- The methods and criteria for assessment are published and made available to students in advance.
- External examination of assessment takes place.

Guidance and Support

- Adequate induction is provided at the point of admission to the programme and is consistent with the Policy on Student Induction.
- There is an adequate academic guidance system in place to provide support for students which facilitates the planning, monitoring, reviewing, and recording of their learning.
- Support is available to help students acquire core skills and competencies
- There is an adequate personal support system for students.

Progression and Completion

Progression and completion rates are kept under review and appropriate action is taken when a problem is identified.

Information

Detailed and useful information on the philosophy, aims, objectives, structure, content, admissions, operation and assessment of the programme is readily available to all staff and students involved with the programme through the provision of student handbooks, programme specifications and module study guides, as appropriate.

Students' and Employers' Views

The views of students and employers are actively sought and taken into account in the design, delivery and outcomes of the programme.

Regulations of Validating/Approving Bodies need to be met.

Academic Standards and Quality

Policy on student engagement in quality assurance and enhancement

Introduction

The Cyprus Academy of Art is committed to engaging with students in the pursuit of activities to support quality assurance and enhancement.

This policy sets out the principles that define the participation of students in the College's quality assurance and enhancement systems, which are in line with the expectations of Quality Assurance Codes of practice for Higher Education.

This policy describes both the procedures of the policy, and the opportunities there are for students to engage in formal and informal, quality assurance and enhancement systems, both individually and collectively, at all levels of study. It includes the rights and responsibilities students have in relation to programme representation.

Student engagement' at this College means students participating:

- In partnership with staff and with each other.
- Intellectually, in their subject and studies.
- In a range of experiences that broaden their outlook and enrich their lives.
- In the life of the College, academically, socially, culturally and in decision-making.
- In making their voices heard, such as through student representative and feedback processes.
- In opportunities that will equip, empower and inspire them to become leaders in their field and in the wider community, in business and within society.

Main aims and Principles of the policy

To take deliberate steps to engage all students, individually and collectively, as partners in the assurance and enhancement of their educational experience.

Student Representation at CAA is a collaborative partnership in which the College, its students and the Students Representatives have a shared responsibility for promoting an environment which allows the student/learner voice.

The principles of student engagement in quality assurance and enhancement activities involve the following:

1. Students are invited to give feedback at unit level through the completion of unit evaluation questionnaires in respect of each unit that they study. SAMT, Student Assessment of Modules (Units) and Teaching Programme.
2. Students are invited to provide feedback at institutional level via student surveys, SSS (Student Satisfaction Surveys) and SES, (Student Exit Surveys). These questionnaires will ask questions covering the following key topics: teaching on the course; assessment and feedback; academic support; organisation and management; learning resources; personal development; overall satisfaction; any positive and negative comments a student may have re their course.
3. Feedback is provided to students via a range of methods. These vary depending on circumstance but include the VLE (Moodle), programme committees, Annual Review of Courses reports (ARC'S). Feedback on unit outcomes is provided via the programme VLE.
4. Students are represented at all levels in the College committee structure, including on the Board of Governors, at Academic and Internal Quality and committees, as well as on committees at School level and on the SSLC, the Student Staff Liaison Committee
5. Students provide feedback on the programme and units, and day---to---day concerns, through representation on programme committees, this is the primary formal mechanism for programme level feedback. Programme representatives are supported by formal induction and training programmes and representatives are elected by their course peers. We seek to promote student involvement in democratic processes and the life of the College, by promoting the programme representative system.
6. We support the informal resolution of concerns and students are welcome to contact staff to discuss concerns relating to their academic programme or elements of service provision.
7. Students participate in formal quality assurance processes as members of Academic and Internal Quality Committees.
8. Students from all Schools/programmes are represented on the Student, Staff Liaison Committee, which provides an integrated evidence---based approach to student issues and ideas. It acts as a mechanism for seeking student feedback on relevant policies and proposals, makes recommendations to enhance the student experience and reports actions taken to students.
9. Further opportunities for anonymous feedback are provided via ad hoc questionnaires distributed as deemed necessary

10. External examiner reports are available to all students via the virtual learning environment, and students are provided with advice from the SSLC on the interpretation and use of external examiner reports.
11. We recognise the efforts of students engaging in quality assurance and enhancement via certification and awards.

Monitoring of policy

Monitoring of CAA student engagement policy is undertaken annually in the following ways:

- The Annual Review of Courses (ARC'S), which reports at programme, subject, school and College level, which will confirm that systems are working appropriately and ensure a formal reporting of survey results. ARC'S also reviews quality enhancement activities over the year, learning and teaching, the student experience, sharing good practice, and recommending plans of action for improvement and enhancement where deemed necessary.

The main Performance Indicator for Student Engagement and enhancement are the Annual Review comments, conclusions and recommendations.

Procedures for Student Representation

Student representatives are part of the first and largest tier of the representation system provided by the Cyprus Academy of Art. Student representatives feedback, directly to College staff on academic issues, typically through student/staff liaison committees (SSLCs), thus ensuring that the College maintains its commitment to the assurance and enhancement of its education provision and the promotion and protection of student welfare.

This policy sets out the Colleges approach, to the management and oversight of the Student Representative system, including the purpose of the Student Representative roles, how Representatives are selected and the roles and responsibilities of all key stakeholders.

For the purposes of this policy, a Student Representative is used to refer to any student undertaking a representative role on behalf of other students. The terms Course and Year Representative refer to departmental level representation, typically representing a specific group of students.

Guiding Principles of the Student Representation system Scope:

- **Accountability:** Student Representatives are responsible to the students they have chosen to represent.
- **Consultation:** Student Representatives must keep their own views aside and gather collective views (positives and areas needing improvement), by talking and listening to students. This information needs to be presented to the College, clearly and objectively, avoiding any assumptions made about the student opinion (and experience).
- **Communication:** Student Representatives must close the feedback loop by communicating information back to the student body; letting peers know what action has been taken with their feedback; using efficient communication channels to contact students, e.g. Social Media, emails, School notice boards, VLE, etc.
- **Engagement:** Student Representatives should act as the links between the wider student body, Students', Academic Schools, Programme Tutors and the College. Student Representatives should promote the different student feedback mechanisms.
- **Signposting:** Student Representatives might be the first point of contact for students with issues or concerns or general enquires therefore they must be aware of general School and College information and mechanisms to signpost and direct students to appropriate areas (especially when dealing with personal queries).
- **Sustainability:** Student Representatives must maintain an effective and sustainable representation system by promoting themselves and their role. The College will publicize widely the opportunity to become a student representative at the beginning of each academic year in order to get maximum students involved in representation, in Partnership between the College and the Student Body.

The Student Representative system is built on the key principle of partnership between the College and Students. In practice, this partnership is delivered in a number of ways:

- The information that the Student Representatives provide through Student Staff Liaison Committee SSLCs (and other platforms) feed into the College decision-making structures to enable the discussion of key issues at higher levels within concerned bodies.

- The Student Representatives, the College and its Departments work in collaboration on the training programmes for Student Representatives, including a session on college academic and corporate governance.

Selection of student representatives

The process for selecting Student Representatives is based on the principles of fairness, openness and transparency through democratic election, as described below:

The opportunity to act as a student representative is advertised to all students through the different College departments from the start of the academic year. Departments will work proactively to promote the opportunity and responsibility that comes with being a student representative.

Students indicate their interest in the role to their academic programme leader by the end of week three.

If no students have expressed an interest to act as course representatives in a department by week three of the Autumn Semester, then Schools will support and oversee the selection process.

Everything course representatives will attend training for their role, shortly after week three of the new Autumn semester. Upon completion of the training, students will be eligible to act as Course Representatives, to represent students at departmental meetings and activities (such as Periodic Reviews).

The Course Representatives in each School will, as part of training, elect a representative number of their peers (typically one per year group) to act as Year Representatives, who will attend SSLC meetings, and other committee meetings and activities. Larger groups may have more than one representative for a year; this should be determined by Schools prior to the training of representatives.

Definitions

- **Student Representatives:** This is any student undertaking a representative role on behalf of other students.
- **Course Representatives:** Student representatives who gather and receive feedback from fellow students and, carry forward feedback to SSLC meetings.

CAA Student Reps

One of the key ways in which students give the College feedback is through Student Representation on governing and academic boards and committees. Students can share their views and influence the decisions that affect them and future generations of students, through the Student Representatives that sit on college committees. There are a number of different committees which include student members:

The Role of a Student Representative:

Student Reps: One of their main roles is to attend College governing and academic committees to represent the views and opinions of students when key decisions are being made. There are also student representatives on each of the College's main academic committees. Student reps are therefore a powerful voice, helping to make positive changes to the student experience

Course Representatives: Are elected each year by students on the course elections usually take place in the first few weeks of term. All students have the chance to vote. Course Reps work closely with the course team to make sure that Student views are heard, and they also attend regular course and programme committee meetings where they represent the views of all students.

Roles and responsibilities

The College and its Schools value the representation of students at all levels of study to ensure that the College works in the best interest of all students; In order to achieve effective student representation, the following expectations are made of students who choose to act as student representatives:

Student Representatives

Course Representatives, when formally expressing an interest in the role, need to appreciate the importance and the time needed to undertake the role effectively.

- Course representatives attend the mandatory training to ensure that they are prepared for the role.
- Participate in the selection of year representatives for SSLC, and other departmental meetings and activities.
- Student representatives should prepare for meetings by gathering student feedback.
- Course Representatives need to gather feedback from students on their course.

- Representatives need to provide feedback through to the school and various committees such as the Governing Committee, SSLC, Academic Committee etc. when asked to.
- Student Representatives should feedback to students in their department. And students on their course.
- Student Representatives should attend all meetings expected of the student representative's role. If a student representative is unable to attend for any reason, it is expected that they would contact and arrange for an appropriate alternative course representative to take their place.
- If the student representative feels they can no longer fulfil the role, they should inform their academic programme leader.

Academic Schools need to help student representatives fulfill their duties in the following ways:

1. **Time:** Schools should allow time for student representatives to meet and canvas the wider student body in order to accumulate their views (or feedback to them).
2. **Student Feedback:** Schools and Courses will be approachable and receptive to the views of student representatives.
3. **Departmental Action:** Schools should encourage appropriate action in response to student feedback and to ensure that every action/response, is allocated to a person and a deadline is set, against which the outcome can be measured. Where feedback is received outside of a SSLC meeting, it should be noted in a SSLC meeting to ensure the response is tracked.
4. **Communication:** Departments should aid student representatives with communication readily available mechanisms to publicise any action and/or decision through:
 - Emails.
 - Departmental websites,
 - Social media or online forum or newsletters.
 - Making announcements before or after lectures.
 - Departmental notice boards.

5. **Support:** The student representatives are coordinated and supported by:

- The Director of Studies and their Programme leaders and Staff members.
- The Student Staff Liaison Committee will provide an induction and training session in collaboration with the College and its Departments normally between weeks 3 and 4 of the new Autumn Semester.

Policy Review

The policy is reviewed annually by the Academic Committee to ensure it remains fit for purpose and continues to meet effectively the needs of students and the College.

Student representation on College Committees

The Academic Committee is concerned with the Academic Policy of the College. It is responsible for identifying academic and organisational issues that require action (on a cross-school or on a programme basis) and advising the College Governing Board about course-related matters. These committee meetings are for Student Reps, who can raise issues and help to address any issues affecting all students in the College. Feedback comes via the minutes of these meetings.

The Academic Committee has ultimate responsibility for the quality of the College's academic work. It is the senior forum for academic policy discussion and decision in the College, and is chaired by the Director. It is also responsible for Learning Teaching and Enhancement and considers how the quality of the university's courses, and the student experience can be enhanced and supported. membership includes two Students always includes two students.

The Internal Quality Committee

(Student representation: two Students)

The Internal Quality Committee is responsible for overseeing the quality and standards of all courses in the college. This Committee includes two elected Students. The Internal Quality and Committee advises the Academic Committee on the academic standards of the College's taught courses.

The Staff / Student Liaison Committee (SSLC)

Students from all programmes are represented on the Student, Staff Liaison Committee. The SSLC facilitates greater communication between students and academic staff, providing an accessible forum to enable students to discuss teaching, learning and student support issues with staff in an open manner, within the framework of formal structures.

It acts as a mechanism for seeking student feedback on relevant policies and proposals, it makes recommendations to enhance the student experience and reports actions taken to students.

QUALITY ASSURANCE

Teaching, Monitoring, Review and Staff Policies

1. General Teaching Staff Policy

Scope of General Teaching Staff Policy

The College has in place ways of ensuring that staff involved with the teaching of students are qualified and competent to do so. Staff should be available to provide information and evidence on their practice to those undertaking external reviews, and staff should be observed, remarked upon and evaluated in quality reports and reviews both internal and external.

GUIDELINES:

Teaching staff are the single most important learning resource available to both the institution and its students and as such should have the following competencies:

- Teaching staff must have full knowledge and understanding of the subject they are teaching.
- Have the necessary skills and experience to transmit their knowledge and understanding effectively to students in a range of teaching contexts.
- Are able to respond to and act on data and feedback on their own performance which is collected via:(1). Self---evaluation schemes and on---going reflective practice (2). Peer assessment/evaluation schemes (3). Student assessment/evaluation schemes, such as student surveys and questionnaires.

The CAA will ensure that:

- Staff recruitment and appointment procedures include a means of making certain that all members of staff have at least the minimum necessary level of competence.
- Teaching staff are given opportunities to develop and extend their teaching capacity.
- Staff are encouraged to value the improvement of their skills and knowledge and opportunities are given for CPD: Continuing Professional Development.
- The college will identify, through a scheme of ongoing staff reviews, problems of poor teaching practices and will provide opportunities for such teachers to improve their skills to an acceptable level.
- Policies will be in place for the removal of teaching staff, whose teaching is ineffective and who, having been given remedial help have not been able to correct this.

CAA Learning and Teaching Strategy

Policy on teaching and learning:

1. To evolve our approaches to teaching and learning

We will continue to encourage inspiring and innovative approaches to teaching and learning that capitalize on using methods of learning that are effective and intuitive to students. In particular, we will develop and incorporate evolving technology---enhanced learning methods, where appropriate in our programmes to ensure that students and staff have access to the best learning environment possible.

2. To continue to recruit, develop and value well qualified, professional staff

Our staff are supported and encouraged in their strong commitment to the enhancement of their teaching practice. We aim to be at the forefront of developing recognised qualifications and improving professional recognition of all staff involved in teaching and learning and we will enhance the rewards, recognition and celebration of innovative and inspiring teachers.

Teaching and Learning Enhancement Priorities

Working with our Staff

The College recognises the crucial contribution that our people make to the achievement of the College's aims. Achieving our aims and building on our successes requires the best possible contribution from all our staff.

- We aim to work in partnership with our staff to foster a sense of community and achieve our objectives.
- We will enable supportive leadership, creating the conditions that allow colleagues to fulfil their potential within their roles and careers.
- We will encourage a challenging culture, enabling the College to respond to change in good time.
- We will deliver a staff experience that encourages commitment, loyalty and success, engaging with colleagues in a mature and meaningful way and listening to their responses, communicating clear and consistent expectations.
- We will celebrate and reward success at all levels of the organisation, recognising and rewarding in various ways all achievement at the earliest possible opportunity.
- We will embrace diversity, recognising the many ways in which colleagues can contribute to the College, and removing barriers to success.

2. Staff Training, Development and Evaluation Policy

Scope:

The continued success of the Cyprus Academy of Art, is dependent on: recruiting; engaging and developing staff who have the skills, knowledge and experience to deliver our strategic plan and ensure excellence in academic practice (i.e. teaching, learning support for students and research) and professional practice.

This Staff Training and Development Policy builds on our aim to be 'Investors in People' and outlines the aims and scope of staff development for CAA employees and describes the processes and procedures which should be followed.

The key themes of the CAA'S approach to learning and development strategy are indicated below:

- Developing staff who are: professional, adaptable, creative, focused and competent leaders
- Developing Communication and Relationships - Building an ability in knowledge management; building partnerships, internal and external; sharing best practice; marketing ourselves internally as well as externally; working collaboratively, sharing knowledge, developing and agreeing standards and sharing this information effectively.
- Developing the Organisation, empowering people - Encouraging an environment of creativity; celebrating successes; building our capability to deal with change, being adaptable; a learning organisation, one that makes time for reflection, planning and review.
- Developing Supporting Systems and Processes - Electronically held records of individual's training and development activities, with information available to both staff members and managers.

Aims of the Staff Training and Development Policy and (SDR) Staff Development and Review.

Staff Development & Review. The Staff Development and Review Scheme, or SDR for short, is the scheme used by the College to allow Staff members to discuss all aspects of their work with their supervisor on a regular basis.

1. The aims of the policy are to:

- Support the fulfilment of the Colleges strategic objectives and priorities.
- Enhance the potential and personal effectiveness of staff performance and teaching through the acquisition of appropriate, qualifications, and skills, knowledge and understanding which will support them to contribute and to deliver College plans.
- Enable staff to develop new skills for their current and future roles so that the College can respond positively to change.
- Ensure that all staff have equality of opportunity and access to training and development taking into full account diversity, inclusivity and issues of flexibility.
- Support the development of the College to meet the competing demands of the 21st century.
- Develop a culture of participation and accountability.
- Provide opportunities for positive action and implementation of remedial and corrective action through targeted and accredited, where appropriate, staff development and training.
- Provide teaching staff with training opportunities in new teaching methodologies including methodologies suitable for Adult Education and training in teaching with new technologies

Equality of Opportunity aims

- CAA ensures equal access and opportunity to development, education and training for all staff.
- Hourly paid, part-time and staff on fixed term contracts of employment will have the same access to CAA learning and development opportunities as other colleagues.
- Our Equality and Diversity Policy will inform staff development and support policy and practice.
- All Staff will receive induction and training as is deemed appropriate to ensure that they can carry out their role within the College effectively and creatively.
- Staff with disabilities will be invited to identify any particular requirements they may have to enable them to participate fully in all training and development events offered e.g. materials in alternative formats, ergonomic seating.

Procedures of the Staff Training, Development and Evaluation Policy

A detailed Outline of Staff Development Reviews (SDR)

SDR is based on an annual meeting held to review progress over the past year and agree objectives for the coming year. It is also a time set aside for individuals to discuss their career and professional development with their manager and to make a development plan for the year ahead. It is important that managers, agree or disagree with an individual's perceived development needs and discuss their own observations and perceptions. The conversation should result in jointly agreed development objectives and mechanisms for the year ahead. It is also important that longer term career goals are discussed in SDR conversations, and Programme Leaders/Managers can give support to help staff think these through and offer them advice.

SDR should not simply result in a list of training courses wanted. The planned development should integrate with the needs of the role, the team and the department. Resources and time will not always be available to support individual development that is not required in the near future, or requires significant funding, so it is important to consider alternative ways to develop needed skills, knowledge and experience.

SDR guidance and forms are available in the College Manual

SDR is a Staff and Development Review. All members of staff are required to participate in an annual review of their performance and professional and personal development. SDR'S compliment the more regular reviews that are usually held with Programme Leaders.

The Staff Development Review (SDR) is an opportunity to:

- Review the past year, identifying successes and problems.
- Plan for the future, taking into consideration the objectives of the College or Professional Service.
- Identify learning and development opportunities.

Benefits of SDR for the individual:

- A formal opportunity to review progress and plan for future activity and development.
- An exchange of experience and feedback at both personal and professional levels..
- Clarification of roles and responsibilities.
- Opportunity to suggest improvements and changes.
- A formal record of experience and learning over time.

Benefits of SDR for the College/ School and teaching staff:

- Improved communications
- Identification and pursuit of common goals
- Better planning for learning and development on an individual, School or College-wide basis

Objectives of Staff Development Reviews

- To assess and measure the contribution of all staff in line with the goals and priorities of the College and a member of staff's specific area of work.
- To recognise and acknowledge the diversity of contribution made by all staff, identifying and rewarding excellence and success in all areas.
- To plan for the future and agree specific objectives to achieve those plans.
- To identify and discuss any challenges, difficulties or obstacles to personal effectiveness and assess what support is required to overcome this.
- To combine personal needs and ambitions with the priorities and objectives of the College and a member of staff's work area.
- To identify learning and development needs for current and future roles.
- To feed the outputs of the SDR process into broader College planning activities.
- To establish clear outcomes for all members of staff from the Staff Development Review Scheme including realistic objectives for the next review cycle.
- To identify clear personal and professional development needs.
- To improve College and staff performance through review of past and present work and the establishment of appropriate development and performance objectives and/or targets.
- To ensure that, as far as possible, staff development occurs in order to meet individual and career needs within the context of the Colleges Strategic Plan.
- To provide for all staff as appropriate, a mechanism for the annual discussion of work priorities and workload allocation planning and provide for a mechanism for the discussion and review of the role/job description and priorities within it; help members of staff meet their career/job aspirations.
- To provide individuals with opportunities to develop skills and abilities appropriate to their job/role.
- To assist all members of staff to obtain job satisfaction and personal achievement.
- To discuss ways in which the College might enable individuals to achieve their best work.

Key Stakeholders in the Training and Development Process

The College Management Team has the role of

- Agreeing the Training and Development Policy as advised by the Director and Director of Studies.
- The Director of Studies is responsible for: Planning, the organisation and delivery of training and is responsible for the evaluation of institutional wide staff training and development.
- Submitting an annual staff development evaluation report to the Academic Committee. The report will include data recorded on the number of staff studying for qualifications in each School and data on allocation of funds for staff to attend courses and conferences outside CAA.
- Responding to staff needs quickly and to offer as varied a set of programme as possible.
- Some training and development events will be arranged as required during the year.
- Managing the staff training and development budget.
- Developing the communications through which staff are kept informed of training and development activities.
- Supporting Heads of Schools and Programme Leaders to develop their staff development plans arising from the annual business planning cycle and the feedback emerging from the data of the Annual Review of Courses process.

All Programme Leaders are responsible for:

Identifying and prioritising staff training and development needs and ensuring they are implemented in conjunction with CAA strategic aims.

Appraising staff as set out in the Annual Review of courses and its sub review the (SDR), the Staff Development Review

- Setting personal targets.
- Identifying training and development needs,
- Monitoring progress and outcomes.
- Ensuring staff development plans are identified, implemented and evaluated.

All staff participating in training and development activities are expected to:

- Use supervision and SDR sessions to identify their training needs and training outcomes with their programme leaders.
- Attend training or other development events where there is an essential requirement to attend in order to meet institutional or legal requirements.
- Complete all evaluation forms for internal and external training and development activities.

- Provide reasonable feedback and dissemination to colleagues following attendance at a course or conference.

Training and Development Processes

Identification of Training and Development Needs

There are a number of ways to do this:

- Staff training and development needs will be identified at senior management and programme levels as well as by individual members of staff. The context for the identification of these needs will be the successful delivery of the College strategic plan.
- Programme Leaders should review training needs on a continual basis and certainly as needs arise, for example when a team restructures and job roles are redefined.
- Individual training needs should be reviewed through the SDR scheme.
- Self-assessment, student and peer review and individual supervision.

Definition of Training and Development

The following are examples of staff training and development for which internal funding and support can be made available:

- Staff induction at CAA, School/programme and individual levels.
- Professional updating through attendance at external or in-house courses, conferences or events.
- Professional or academic courses leading to an appropriate qualification through attendance at a CAA course.
- Industrial, commercial or educational secondments, visits or placements.
- Acting as an external or internal verifier, examiner, assessor or consultant. Coaching and mentoring programmes.
- Upgrading skills in areas such as Information Communication Technologies (ICT), which are relevant to present and possible future roles and technological advancement within CAA.

Not all learning needs can be best met by formal training. CAA places high importance on other forms of learning and development such as:

- Action learning/Mentoring, On the job learning.
- Work based projects.
- Research and scholarly activity.
- Job shadowing and secondments.
- Peer Observation and review.
- Opportunities for more cross CAA group working and sharing best practice.

Monitoring and Evaluating Training and Development

This is fundamental to the management of the training and development provision at CAA. All staff have responsibility for feedback processes which are essential in order to:

- Assess progress in achieving CAA'S strategic aims.
- Continually improve our staff training and development provision.
- Provide evidence of return of investment of the training and development resources, in terms of the benefits to CAA, its students and external customers.

Applying for Other Development Activities

Staff may wish to attend other development activities such as short courses and conferences. The fees for this are normally paid out of College funds and approval to attend is at the discretion of the Head of School and the availability of funds.

Staff wishing to attend such development activities will need to seek approval from their Programme Leader and complete the appropriate application form the Director of Studies.

Although there are no specific allowances for study time, it is recommended that the Head of School should consider granting the staff member one day's paid leave to sit examinations and a further day's paid leave to prepare for the exams. It is not expected that the staff member will be required to make up the time at work.

Staff Education, Development and Training

The College is committed to supporting and developing its most important resource: its staff.

Professional and educational development opportunities are circulated to staff by the various Schools of the College as they arise. Staff are encouraged to make the most of these opportunities to enhance their personal and career development.

The Director of Studies also works with Schools to identify development needs for staff and to help implement responses to these.

Continuing professional development

Continuing professional development activities (CPD) can include attendance at externally provided courses, or distance and open learning programmes (such as those offered by the Open University). CPD activities will be heavily supported by the staff members School. The support which may be offered might include time off to attend taught courses, exam leave, and the provision of facilities such as library access for the use of the student, by arrangement with the library or department concerned.

If staff are considering undertaking a course of CPD it is important to discuss it with their Programme Leader as early as possible, in order to ascertain the level of support, if any, that the department will be able to provide.

Opportunities for promotion

College posts are graded on the basis of a formal assessment of their work content. Promotion to a higher grade depends on movement to a different post or upon the work of a current post being increased considerably in scope and responsibility by the School in Question. There are established procedures for regular reviews of grading to deal with the situations in which work content increases in the manner referred to above.

Vacancies which occur within the College are advertised on the College Website. Current staff may apply for any vacancy if they think they fulfil the requirements of the post described.

Appendix A

STAFF DEVELOPMENT REVIEW (SDR)

Staff self-evaluation

Guidelines for Staff Self-Evaluation

The Headings and sub-headings below may not apply to all members of staff.

1. Personal Evaluation

- I. The extent to which the goals and standards set in your previous Staff Development Review have been met.
- II. The areas of your work which you consider have developed well over the past year.
- III. Aspects of your work in which problems have been encountered which have limited your achievements.

2. Proposed Professional and Personal Development

What professional objectives do you want to achieve?

- I. During the next academic year.
- II. In the longer term.
- III. Indicate how these relate to your Faculty/Department Strategic Plan.

3. Support from your Programme Leader/ Manager

How effectively has your Programme Leader/Manager (Reviewer) supported your work in the past year and how would you want them to support you in the next year?

There will be other means of confidential evaluation of your Programme Leader/Manager separate from the Staff Development Review meeting.

4. Other Issues

Indicate other issues which you wish to discuss at your development review meeting.

5. Potential headings for discussion:

Depending on the role undertaken, you may refer to the following lists of potential topics for discussion. Suggested topics for academic staff are given in list 1. Suggested topics for support and management staff are given in list 2. These lists are not exhaustive and topics selected from each may be appropriate for some members of staff.

LIST 1

Academic Members of Staff

- I. Teaching, learning and assessment.
- II. Guidance and counselling and operation of the personal/tutorial/academic counseling system.
- III. Curriculum and teaching/learning methodology development.
- IV. Developing and updating subject knowledge, renewal of professional experience, other professional development activity.
- V. Research and other forms of scholarly activity, and outcomes which includes publication, original creative work, performance, system development etc. where appropriate).
- VI. Participation in conferences and seminars.
- VII. Consultancy.
- VIII. External examining.
- IX. Participation in the work of, or liaison with, organisations and agencies outside the College relevant to your professional role (e.g. Professional Association, Community groups, Industry).
- X. Administration, managerial duties.
- XI. Knowledge exchange and commercial activity.
- XII. Other professional activities relevant to the job.
- XIII. Work / life balance.

LIST 2

Support and Management staff

- I. Managing people and resources.
 - II. Support for student learning.
 - III. Developing and updating subject, professional and occupational knowledge.
 - IV. Administrative duties.
 - V. Other activities relevant to the job.
 - VI. Service delivery.
 - VII. Team working and internal communication.
 - VIII. Analysis and research.
 - IX. Participation in conferences and seminars.
 - X. Knowledge exchange and commercial activity.
 - XI. Support for staff and students.
 - XII. Consultancy.
 - XIII. Participation in the work of, or liaison with, organisations and agencies outside the College relevant to your professional role (e.g. Professional association, Community Groups, Industry).
 - XIV. Work/life balance.
-
6. Issues arising from Student Evaluations, Peer Evaluations, External Examiner Reports, Professional Development Groups and from other forms of feedback.
 7. Professional development matters arising from your Peer Review of Professional Practice.

Staff self-evaluation form

Name of member of staff			
Staff Number		SDR Meeting Date	
Post			
Full-time / Part-time / Hourly			
School / Department			
Name of Reviewer			
Please complete your self-evaluation under the four headings below.			
Personal Evaluation			
Targets / objectives agreed at last SDR meeting (where appropriate):			
(i) Progress against these targets and objectives and any issues relating to them:			
(ii) Areas of your work you consider have developed well over the past year:			
(iii) Aspects of your work in which problems have been encountered:			

(iv) Significant work changes during the year for discussion (detail here). For academic staff, a Workload Planning Agreement for the year under review must be available.

PROPOSED PROFESSIONAL AND PERSONAL DEVELOPMENT FOR THE YEAR AHEAD:

Proposed Professional and Personal Development you would like to achieve in the year ahead or longer-term:

Any Staff Development and Training:

SUPPORT FROM YOUR LINE/PROGRAMME MANAGER / REVIEWER

How effectively has your Programme Leader/Manager (Reviewer) supported your work in the past year and how would you want them to support you in the next year?

OTHER ISSUES TO DISCUSS

What other issues would you like to discuss at your SDR meeting?

Member of Staff
Signature:

Date:

/ /

This form should be sent to your Programme Leader / Manager, together with anything else you wish to be considered 5 working days before the review meeting.

Appendix B

STAFF DEVELOPMENT REVIEW (SDR)

Agreed Record Form

Name of member of staff			
Staff Number		SDR Meeting Date	
Post			
Full-time / Part-time / Hourly			
School / Department			
Name of Reviewer			
Please complete your self-evaluation under the four headings below.			
Personal Evaluation			
Review of achievements against objectives:			
Areas of work which developed well in the past review period:			
Areas of work where problems have been encountered in the past review period:			
PLANS AND OBJECTIVES FOR THE YEAR AHEAD / ACADEMIC YEAR			

PROPOSED PROFESSIONAL AND PERSONAL DEVELOPMENT FOR THE YEAR AHEAD			
Any Professional and Personal Development:			
Any Staff Development and Training:			
OTHER ISSUES DISCUSSED			
ARRANGEMENTS FOR A FOLLOW-UP MEETING			
Member of Staff Signature:		Date:	/ /
SDR Reviewer Signature:		Date:	/ /

Please return a copy, under confidential cover, to your Programme Leader/Manager.
The original should be kept by the member of staff with a copy kept by the reviewer.

Appendix C

STAFF DEVELOPMENT REVIEW (SDR)

Job Description Agreement Form

Name of member of staff			
Staff Number		SDR Meeting Date	
Post			
Full-time / Part-time / Hourly			
School / Department			
Name of Reviewer			
CHANGES TO JOB DESCRIPTION			
Additions / changes:			
Removed:			
Member of Staff Signature:		Date:	/ /
SDR Reviewer Signature:		Date:	/ /

Staff Development Review Form for Staff

To help you prepare for your SDR discussion, you may wish to consider the following questions.

This is not a document that you have to complete ahead of a SDR discussion, but the questions identified below may help you to consider what you want to discuss and explore in your SDR meeting.

My Contribution

How do you feel you are performing in your role?

How well have the objectives from your previous review been achieved?

What has gone well over the previous 12 months?

Have there been any major changes to your job or circumstances? How have you responded to these changes?

What aspects of your job do you do best/interest you the most?

And which do you do least well/interest you the least?

Have you experienced any difficulties in your job?

What was/could have been done to overcome the difficulties? What did/could your manager have done?

What have you learnt from these difficulties?

What feedback have you received from others over the previous 12 months?

My development

What training or development have you undertaken in your post?

What impact have these training and development activities had on both you and your job performance?

What other training needs can you identify to help you meet your action plans?

Are there any development opportunities which would assist your own future development?

Values and Professional Conduct

How have you demonstrated the University Values and Conduct?

How well do you work with your manager and those around you?

Have there been any major changes to your job or circumstances? How have you responded to these changes?

My Future

What changes do you anticipate in your job in the future?

What are your main priorities for the coming year?

Do you anticipate any problems in achieving these? What can be done to resolve them?

What are your career aspirations?

What is your current position in relation to your longer-term career plan, if you have one?

What are the next feasible steps that you can take over the next 12 months?

What do you need to do to get there?

What experience, opportunities etc. do you need in order to develop further?

Assessment policy and assessment guidance notes for the college manual

Assessment Policy Document

This document sets out the key approach and philosophy that the CAA has to the assessment, moderation and verification of its qualifications. Given the nature of education in creative arts subjects, this College believes that a particular approach is required in order to provide assessments that are fit for purpose.

The production of a portfolio of evidence, or other artefact or practical outcome in order to meet clearly defined assessment and/or grading criteria are the usual accepted methods of measuring the knowledge, skills and understanding of students in creative arts subjects.

Approach to assessment

The College believes that assessments of qualifications in creative arts subjects should always be quality assured through external verification and examination of evidence created by students, in order to meet the defined assessment and/or grading criteria of each academic Unit they undertake as part of their course. This guarantees that the assessment is accurate and is 'fit for purpose'.

The College employs a team of subject specialist External Examiners to carry out the external verification of the assessment decisions made by its assessors and Internal Verifiers. An internal assessment process that includes robust internal verification, supports the assessment decisions made by the College.

At the beginning of each academic year, the external verification process is reviewed to make sure that external examiners are in place, and that they have sufficient expertise to carry out all external examination and verification activities. External verifier requirements for new qualifications are considered as part of the qualification development process, and appropriate examiners are identified and on stand-by prior to implementation.

The College ensures that the criteria against which students' performance will be judged are understood by External Examiners and applied consistently.

The CAA:

- Provides all its External Examiners with copies of the relevant documentation containing the learning outcomes and assessment/grading criteria (through hard copies and electronically).
- Requires External Examiners to attend standardisation events, and Exam Board Meetings.
- Requires new External Examiners to attend a briefing/ training event.

Assessment of students Best Practice:

Students must be assessed using published criteria, regulations and procedures, which are applied consistently. This College acknowledges that the assessment of students is one of the most important elements of higher education. Assessment also provides valuable information for institutions about the effectiveness of teaching and learners' support.

Student assessment procedures are expected to:

- Be designed to measure the achievement of the intended learning outcomes and other programme objectives.
- Be appropriate for their purpose, whether diagnostic, formative or summative.
- have clear and published criteria for marking.
- be undertaken by people who understand the role of assessment in the progression of students towards the achievement of the knowledge and skills associated with their intended qualification.
- not rely on the judgments of single examiners.
- take account of all the possible consequences of examination regulations.
- have clear regulations covering student absence, illness and other mitigating circumstances.
- ensure that assessments are conducted securely in accordance with the Colleges' stated procedures.
- be subject to administrative verification checks to ensure the accuracy of the procedures.

Students should always be clearly informed well in advance, about:

- Assessment strategy being used for their programme.
- What examinations or other assessment methods they will be subject to.
- What will be expected of them, the requirements for satisfying the examiners for the award of credits for a unit.
- The conditions for credit accumulation and for progression and continuation of study within the course.
- The conditions which may lead to a fail or require a student to withdraw from a course.
- The role of external examiners in assessment and how they are involved with the Exam Board.
- Who sits on the Exam Board.
- Conditions under which re sits and retakes are possible and any capping of marks.
- Explicit criteria that will be applied to the assessment of their performance.

The Colleges policy governing the assessment of students:

Key principles governing the assessment of students

- Assessment is a crucial and integral part of a dynamic teaching and learning process and is not separate from it.
- Assessment schemes must be explicit, transparent, fit for purpose and ensure fairness of treatment for all students.
- All assessment schemes must be approved by the Academic Committee as part of course approval and their operation monitored and regularly reviewed.
- In assessment, academic judgments will be made with reference to the assessment criteria specified for a Unit.

- The CAA assessment criteria have been developed to help tutors give students clear and helpful feedback on their work.
- Students must be provided with full and accurate information on all aspects of their assessment.
- Staff will be supported in the implementation of the assessment policy through the provision of information, staff development, and the sharing of good practice.
- For assessment purposes, in terms of a Unit, there should be no distinction between different modes of study.
- Progression is achieved by credit accumulation and the successful completion of pre-requisites and co-requisites.
- That all students should be given maximum opportunity to demonstrate their knowledge, skills, competencies and overall strengths through a variety of assessed activities.
- That assessment practice is scrutinised by external examiners in order to maintain and monitor standards and to ensure consistency and comparability across Units in the fields to which they are appointed.
- That the outcome of assessment at programme level is monitored by a chief external examiner in order to ensure consistency and parity of approach across all programmes offered by a faculty.
- That all students are consulted and kept fully informed about expectations, processes and the outcomes of assessment.
- That all methods used to assess student performance are fair and fit for purpose.

Developing Assessment Strategies

A course assessment strategy is the way by which each course translates College policy into specific requirements to meet course needs. It includes the range and balance of assessment methods used, the workload, timing and content of assessment and how, overall, the assessment requirements for the course enable the student to demonstrate that they have achieved the learning outcomes for the course.

The assessment strategy is considered as part of overall course development. Strategies must match the requirements of the assessment policy. The strategy should take into account the nature of the course and the normal entry requirements. The course handbook should include a description of the types of assessment that a student can expect on the course, and a guide to the difference between Formative and Summative assessment methods.

Assessment strategies

The purpose of assessment is to deliver valid, reliable, fair, and manageable assessment.

The assessment programme is designed so that skills and knowledge can be developed in line with the assessment criteria. There are a range of assessment methods that can be used, such as:

- Presentations, (Crits) written reports, surveys, essays.
- Log books, journals, sketch books, production diaries.
- Developmental work and experimentation.
- Observations of students carrying out practical tasks or performance.
- Articles for journals.
- Production of visual or audio materials, artefacts, artworks, products and samples.
- Peer and self-assessment.

Using a variety of assessment methods enhances learning and should improve the validity of assessment. They improve knowledge of the assessment criteria and clarify what is required in order to gain higher grades.

Assessment is a very important part of all courses which the Cyprus Academy of Art (CAA) delivers. Staff work together to make sure that assessment is fair, accurate and consistent for all students. Careful consideration is given to the way students are assessed from the very early stages of the development and design of a course, and throughout the duration of the course there are processes which are designed to support students in demonstrating what they have learnt.

Assessment methods are:

“The whole range of written, oral and practical tests/examinations, projects, performances, presentations and portfolios that are used to evaluate the learner’s progress and ascertain the achievement of the learning outcomes of an educational component (unit/module).”, EU Commission

Assessment criteria are:

“Descriptions of what the learner is expected to do and at what level, in order to demonstrate the achievement of a learning outcome. The assessment methods and criteria for an educational component have to be appropriate and consistent with the learning outcomes that have been defined for it and with the learning activities that have taken place.”, EU Commission.

Course Design at the College

All courses undergo a rigorous planning and approval process which is one of the key ways of assuring delivery of the highest quality courses for all students.

This includes designing the methods of assessment that will be used to measure student performance on the course in ways that allow all students equal opportunity to demonstrate what they have achieved. The course team write learning outcomes which are appropriate to the course and develop creative and inclusive ways of assessing Student performance against those learning outcomes.

Assessments for CAA qualifications are always in the form of assignments or projects, which are determined at Programme level. All assignments and projects, must provide appropriate opportunities for the student to generate the evidence required to meet the assessment/grading criteria for the Unit or Units that the assignment or project relates to. See section on Assignment Design.

Assessment briefs

Students will be given a written assessment brief for all summative assessments (these are assessments which count towards the Unit grade).

The assessment briefs tell students in clear terms what they are required to do for the assessment and will include clear instructions on:

- How to approach tasks set

- The deliverables and evidence that their assessors are expecting to see at the end of the project
- Submission deadlines and how they must submit their work or, in the case of performances, presentations, etc., when and where to attend.

All assignment briefs are checked and internally verified for:

- Unit relevance, context and content and that all learning criteria are covered.
- Assignments provide valid grading opportunities and allow students the opportunity to meet all the assessment criteria of the unit.
- Interest and scope, if inspiring thought provoking, challenging and generally fit for purpose.
- Assignments provide students with the opportunity to develop individual potential creatively, technically and intellectually.

Principles of Assignment design

- Assessment instruments designed by the College must ensure coverage of all assessment criteria within each Unit and should provide opportunities for the evidencing of all the grade descriptors.
- Assignment writers, who are the tutors must clearly indicate the targeted assessment criteria and grade descriptors on each assessment instrument, to provide a focus for students and to assist with internal standardisation processes.
- Tasks and activities should enable students to produce evidence that relates directly to the assessment criteria and grade descriptors.
- When designing assessment instruments, tutors need to ensure that they are valid, reliable and fit for purpose, written to the assessment criteria and building on the application of the assessment criteria.
- Tutors are encouraged to place emphasis on practical application of the assessment criteria, providing a realistic scenario for students to adopt. The creation of assessment instruments that are fit for purpose is vital to achievement.
- Programme planning at the beginning of the year must include assignment mapping. This will ensure that tutors have fully met the content of the Units in their delivery and that students are able to provide evidence for assessment that demonstrates full achievement of all the learning outcomes and grade descriptors.

- Assignment tasks will identify the criteria being assessed to meet unit coverage, as described in the mandatory guidance within the unit. Tasks should be challenging rather than easily achievable, differentiated by outcome so that they stretch the most able but are open to lower achieving students.

Assignment mapping allows tutors to monitor:

- That all assessment criteria from every Unit being delivered will be assessed
- Arrangements for staffing and resourcing of assessment activities where criteria from two or more.
- Units might be integrated over one assignment brief.
- The planning of the internal verification of assessment during the programme.

Assignment briefs

The assignment brief is the document issued to students at the start of the assessment process.

Clear assignment briefs will:

- Inform the student of the tasks set
- Inform the student of the methods of assessment
- Set clear deadlines for submission of work.

Any assignment brief must contain the following information:

Key information

- Assignment title
- Assessor
- Date issued
- Deadline (for assessment and grading)
- Title and level of qualification (as published in the specification, including ECTS)
- Unit(s) covered (as published in the specification)
- Duration (approximate time it expected that the assignment will take to complete)

Purpose

- Overview and aims
- A scenario (if appropriate, giving tutors the opportunity to place the assignment within a context)

Tasks

- A task is a detailed description of specific activities the student will undertake in order to produce assessment evidence to address the criteria targeted.
- Tasks must be referenced to the learning outcome and assessment criteria they address
- It is good practice for a task to encompass Pass, Merit and Distinction criteria within a learning outcome - however, for some units it may be appropriate for a learning outcome to be addressed by more than one task, depending on the assessment criteria it contains.
- Merit and Distinction criteria should not be written as separate tasks: they are achieved through a qualitative improvement in the evidence submitted for the tasks set across the unit.
- Good practice when setting tasks will ensure that they are clear, specific, time-bound, stepped in terms of difficulty/complexity, relevant and realistic.
- Tasks should be written in appropriate language for students at the level of the qualification.
- Details about any specific preparation students will need to make, should be included.

Assessment and grading criteria

- The brief must state exactly which criteria are being addressed

Forms of evidence

- A clear statement of what the student is expected to produce as evidence must be given
- Guidance on how the evidence will be assessed is crucial

Other information may include

- Resources and reference materials.
- Wider assessment opportunities built into the assignment or mapped within the specification.

See Assignment templates and Internal verification of assignments template in programme file.

Internal verification of assignment briefs

All assignment briefs, must be internally verified every year, prior to issue to the student.

This is to verify that the brief is fit for purpose, by ensuring:

- The tasks and evidence will allow the student to address the targeted criteria.
- The brief is written in clear and accessible language.
- Students' roles and tasks are subject and unit relevant and appropriate to the level of the qualification.
- Timescales and deadlines are appropriate.
- Equal opportunities are incorporated.

Types of Assessment

There are two types of assessment at CAA; Formative and Summative.

Formative assessment involves both the assessor and the learner in a process of continual review about progress and takes place prior to summative assessment. Learners are provided with formative feedback on their draft evidence or performance and are encouraged to improve their performance. This process can be used to enable learners to progress to higher grades through their course.

In formative assessment, an evaluation will be communicated back to students with a view to enhancing learning and progress in a Unit of study.

This may include workshop and seminar interaction, peer observation, self--evaluation, feedback on draft essays, an interim project review, critique or any scheduled tutor evaluation designed to inform and develop student performance. Students will not be given a grade but the formative assessment will help students understand how they will be marked and what they need to do to ensure a good performance in the summative assessment.

Summative assessment is carried out in order to make final judgements about the learner's performance in relation to the assessment and grading criteria of each unit. It is the definitive assessment and must be made against the required standards of the unit.

Assessors only award criteria when there is evidence, produced by the learner that supports the assessment decision.

Learners will need to be familiar with the grading criteria to be able to understand the quality of what is required. They should be informed of the differences between grading criteria so that higher skills can be achieved.

Summative assessments are designed to formally assess student work for each course Unit. Students will be given a grade and this will be included in the calculation of the students end of year results and, in the final stage of the course, in the calculation of their diploma final grade. Students are expected to pass all summative assessments to progress through the course and receive an award.

Learning Outcomes and the Marking Criteria

Each Unit has a set of learning outcomes which tell students the purpose of the Unit and what they will be expected to know when they have completed it.

The course team carefully consider the learning outcomes for each Unit to ensure that they are achievable for students, appropriate to the level of the course and the content of the Unit. In order for students to demonstrate that they have learnt what they were supposed to on each Unit they will be assessed, their work will be assessed through the College marking and assessment criteria. These criteria have been developed to help tutors give students clear and helpful feedback on their work.

The student course handbook and all student project briefs, show the relationship between the course and Unit learning outcomes and the marking criteria.

There are standard CAA marking criteria covering: Research, Analysis, Subject knowledge, Experimentation, Technical competence, Communication and presentation, Personal and Professional development and Collaborative and/or independent professional working plus reflective practice via written evaluations of work.

The criteria will be applied to student work to help students understand what they have accomplished, how any grade given was arrived at, and how they can improve their work in the future. Using the assessment criteria and a standard feedback sheet will help students understand what tutors are looking for, the strengths of the work, what aspects of the work students can improve and develop in the future and why they received the mark they did.

Information on the Marking Scale and the details on the assessment criteria are given at the end of every project brief set.

Grading and classification of The Cyprus Academy of Art, BA Degree in Art, Media and Design.

In order to pass your Degree course, you will need to successfully pass all units, in all years of the course.

Each successfully completed Unit will be graded according to the grading system below.

A pass is awarded for the achievement of all outcomes against the specified assessment criteria.

In year one of the four-year degree programme students are graded only as Pass or Fail, marks gained in year one do not count towards the final grade of the degree.

A pass is awarded for the achievement of all outcomes against the specified assessment criteria.

Summary of Grades

Grading the Degree Units and Calculation of the Qualification Grade GRADE STRUCTURE TABLE:

Grading Structure and Code		Numerical Score	Performance Description:	Classification:	GPA
<u>Mark Range</u> 40-100 = Pass 0-39 = Fail		80 – 100	Outstanding	Upper First	4
		70 – 79	Excellent	First	4
		60 – 69	Very Good	Upper Second	3
		50 – 59	Good	Lower Second	2
		40 – 49	Pass	Third	1
		0 – 39	Fail	Fail	0
				Withdrawal	Withdrawal

The grading of the Degree qualification is at the unit level and then at the total qualification level. (the total qualification consists of various Units, some of which are Mandatory/Compulsory and some of which are Core/Electives).

Each successfully completed unit will be graded numerically as shown above.

Grades will be aggregated that is your grade average will determine your final award classification and percentage mark, together with a corresponding alphabetical grade.

For all Undergraduate programmes the pass mark is 40%

Assessment

Assessment: A range of assessment methods will be used at the end of each of your projects and at the end of each semester in order to assess Student work.

Assessment is via ongoing coursework and end of year examination of work produced. At the end of each semester students will be formally assessed. This will take place using a variety of instruments: written work; Portfolio of practical work; application and practice in class; studio practice, exercise's and tests; professional presentation of work with verbal explanations, where evidence of critical awareness is required.

Disability Support and Assessment

The College can offer students with disabilities or special needs a range of study support options to enable them to complete their assessments and achieve the learning outcomes of the course without any disadvantage.

This could include (for example) extra time to complete assessments, specialist equipment or software, access to a separate room, a person to take notes, submitting work in a different format (e.g. verbally rather than in writing) or using a communicator. Adjustments are tailored to each individual student according to their own specific needs and must be agreed in advance of assessment.

See document on Accommodated Assessment and Alternative Deadlines for Disability and Special Needs Students.

Extenuating Circumstances

There are times when difficult circumstances in students' lives can affect their ability to meet an assessment deadline or affect their performance in assessments, the College has processes in place to allow for these to be taken into account.

Extenuating Circumstances (ECs) are defined as unexpected, significantly disruptive and beyond a student's control. It is the student's responsibility to make known any special circumstances which have affected his/her performance in assessment. Where appropriate, these circumstances can be taken into account by the Exam Board when making its decision.

The claim form to be used by students and further guidance on extenuating circumstances procedures is available in the Policy on Extenuating Circumstances and in the Student Handbook.

Marking and Internal Verification

See Internal Verification Policy

Internal Verification and Standardisation is the process by which internal staff work together to ensure that the mark awarded to students is a fair and accurate reflection of their achievement. There are two main marking methods: individual marking, and group marking.

Individual marking

Student work will be marked by an appropriately qualified academic member of staff from the course team who will act as the first marker. The 1st marker will carry out their assessment, complete an assessment feedback form, and award an appropriate mark based on their judgment of performance against the marking criteria for the Unit.

A second marker will then moderate students' work through a process of double marking, this ensures accuracy and standardisation of marking across students and programmes:

- Double marking or team marking, is carried out on all final major project Units, but it may also be used on other units. It involves a 1st and 2nd and or third marker assessing students work independently, completing individual assessment feedback forms, and then comparing their decisions, resolving any discrepancies and agreeing a final mark.
- Group marking is commonly used for practical work, performances, exhibitions and shows. It involves two or more markers, all of whom assess students' performance against the marking criteria for the unit, they make their own notes, and then come together to discuss their individual judgments and agree a final mark and feedback.

Anonymous marking

Anonymous Marking happens when the marker does not know the name of the student whose work they are marking. The College has a policy which encourages the use of anonymous marking in assessments where it is appropriate. This is used in combination with all other assessment processes as a valuable extra tool in ensuring that work is marked fairly.

On an on-going basis, the senior verifier and course leader of the Diploma courses, will 'dip into' the assessment process and sample student's work to evaluate the formative guidance and effectiveness of assessment planning and identity and address any problems at an early stage. The college will

ensure that full and complete assessment records and tutor notes and reports are kept and that such records are systematically checked as 'fit for purpose'. An audit trail of assessment will be established and monitored.

External Verification and Examination

External Examination is a final, external check that the marking is at the right level for the type and level of the course. It is carried out by External Examiners who are subject experts in their relevant field from other Higher Education (HE) institutions.

The main purpose of external moderation is to ensure that marking is in line with the rest of the HE sector and that it is fair to all students in a group, and over time.

External Examiners will consider all student work.

See External Verification Policy

Appeals

Students may be able to appeal against an Exam Board decision if they have significant concerns about the way their assessment was conducted, or if they have extenuating circumstances which they were not able to tell the College about at the time.

See Appeals Policy

Authentication of Student Work

The College authenticates the evidence generated by each student by ensuring that each student has completed the 'Candidate Authentication Form'.

Students must authenticate the evidence that they provide for assessment. They do this by signing a declaration stating that it is their own work when they submit it. By signing this declaration, they acknowledge that the work produced is their own and that they understand the penalties and consequences that will be imposed on students who submit plagiarised work.

For practical or performance tasks, which have been observed by an Assessor, both the Assessor and Student sign a declaration of Authentication.

The CAA Feedback Policy

"Feedback refers to the oral or written information, advice and grades which describe performance and inform future learning and achievement."

Feedback shall:

- Inform students explicitly whether or not they have met specific threshold assessment criteria.
- Inform students how well they have met specific assessment criteria.
- Describe how students could have improved the current piece of work and/or how they could improve future work.
- Be legible.
- Be provided within the timescale stated above and not later than the date published in advance to the students.

Additionally, where possible, feedback shall:

- Provide comments on content and technique.
 - Act as a form of dialogue between student and tutor.
 - Encourage students to reflect critically on their work.
 - Improve students' understanding of the topic of the assignment, particularly highlighting areas where misunderstanding is evident.
 - Motivate students.
1. Students have an entitlement to timely and constructive feedback on work they submit for assessment and an obligation to engage with the feedback, to use it effectively to improve performance, working alongside their tutors and peers.

Feedback should encourage learners by giving them detailed information and guidance on how to improve work.

2. The CAA expects that all taught programmes will adopt a benchmark time of three working weeks, within which students should receive feedback on summative (formal end of project) assessment items they have submitted. If feedback is not available within the three weeks, then students must be informed of the reasons for the delay and steps taken to address the causes. Where there are sound academic reasons, exceptions to the benchmark time may be negotiated.

Assessment Feedback Turnaround Policy

Assessment is a very important part of student learning. Feedback on learning helps students understand what is expected of their work at this level, what they have achieved so far, and how they can improve their work in the future. The CAA therefore recognises how important it is that students receive this feedback as soon as possible, so that they can apply that learning to new projects and assignments.

To this end, the College aims to give all taught Higher Education students written feedback on summative assessments within three weeks of the submission date. The maximum turnaround time for feedback is three weeks, except in the case of dissertations, where feedback will be returned within a maximum of six weeks to allow for the thorough application of the Colleges' moderation processes.

Students will be given a written assessment brief for all summative assessments (assessments which count towards the unit grade). This will include clear details of when and how students should submit work (or, in the case of performances, presentations etc., when and where to attend). The assessment brief will also include the date when students can expect to receive written feedback.

Feedback will be provided on the standard CAA Assessment Feedback Form, either through the College's Online Assessment Tool or as a paper or electronic document. It will include an indicative grade, but this grade will not be finalised until the Exam Board meets.

NOTE NB: Students should receive more immediate and regular Informal formative Feedback, on a regular and on-going basis, in both verbal and written form Formative assessment (assessment which does not count towards the Unit grade) is also a very important part of student learning. Students can expect to receive formative feedback on their progress throughout their course.

3. Written feedback should be accessible, constructive, legible (if a tutors writing is not legible/readable then he/she needs to write in digital form).

Feedback must relate directly to the assessment criteria against which the assessment is conducted. This is very important, and tutors use the learning criteria wording when writing their feedback comments.

4. Students should be provided with regular opportunities to engage in a dialogue about their work using feedback provided, e.g. during Personal individual tutorials, by email, via work return clinics used after a major Crit or assessment, group discussions with tutors.

The aim is to track student progress and give students every opportunity to improve their skills and learning.

Assessment Feedback

Feedback can help students to understand what is expected of them in terms of work, what they have achieved so far, and how they can improve their work in the future. The College therefore recognises how important it is that students receive this feedback as soon as possible, so that they can apply the learning to new projects and assignments.

The College aims to give all taught Higher Education students' written feedback on summative assessments within three weeks of the submission date. The maximum turnaround time for feedback is four weeks, except in the case of dissertations, where feedback will be returned within a maximum of six weeks to allow for the thorough application of the College's moderation processes.

Feedback will be provided on the standard College Assessment Feedback Form, either as a paper or electronic document. It will include an indicative grade, but this grade will not be finalised until the Exam Board meets.

Formative Assessment feedback is available to students on an ongoing basis throughout their coursework on every course. It is given verbally and via formative assessment, feedback sheets, all of which are documented by tutors within a student's course file, thus aiding tracking of outcomes and allowing all tutors delivering the programme to view the progress of a student across all Units.

Assessment Guidance and Failure, Submissions and Deadlines Policy for Students

Planning, time management and the meeting of deadlines are part of the personal and professional skills expected of all students. For this reason and to avoid students building up a backlog of work, and last but not least, to be fair to all students, no extensions beyond the notified submission deadline are allowed. Students who submit work late will be deemed to have failed that particular assessment unless they complete an extenuating circumstances form (handed in at the assessment deadline or as soon as possible thereafter) and follow the procedures outlined in the Extenuating Circumstances Regulations.

All coursework must be handed in by the dates and times specified on the front sheet of the assignment. Each assignment that is set will have two hand in dates these are the first interim submission and final submission dates. Working to deadlines is an important life---skill and we would encourage students to develop appropriate practices.

A Tutor is not obliged to provide feedback if work is submitted late for the first hand-in. If the deadline for the final submission of course work is not met work will only be marked after the Academic and Exam Boards have considered the circumstances.

The grade achieved after the final submission will be deemed as the final grade. If you have not achieved a pass grade then you will be given one opportunity to re-submit work, the maximum grade that you would be able to achieve for this work would be a pass grade.

If you believe that you are likely to miss a deadline because of extenuating circumstances, you should apply for extenuating circumstances. Your application should be accompanied by documentary evidence of your extenuating circumstances. Please note that lecturers are not able to extend published deadlines.

All course work should be submitted as outlined on your project brief and as required by your Unit tutors.

Late Submissions

Failure to submit work for assessment by the due date will normally be deemed to constitute a failure in that assessment. Extenuating circumstances relating to late submissions will not be accepted without a copy of the confirmation that the work has been handed in from the respective School/Course team. Students should be advised to submit work at the earliest opportunity on their return to College, even if as a result of the Extenuating Circumstances, it is incomplete.

A student should always take a holistic view of their course/award requirements. Students will need the minimum number of credits to proceed / for the award. Passing all core modules is required in addition to the requirement to pass a given number of credits.

Having marks checked / Impact of extenuating circumstances on marks

Students will not get extra marks if they hand in an extenuating circumstances form. Boards of Examiners are not permitted to "assign", make up or guess marks that a student might have achieved, even if a student thinks they might have done better.

Exam Boards use other methods to take into account extenuating circumstances, such as permitting further reassessment opportunities for uncapped marks. Furthermore, a Board may accept an extenuating circumstances application as valid and serious, but decide not to take any action because it might not be appropriate to do so in the particular circumstances.

Boards are looking for clear evidence that student performance has dropped from the normal standard due to the extenuating circumstances. This might not be evident when they look at a student's marks.

Failing a course

If the Exam Board decide a student has to withdraw with immediate effect, this means that unfortunately, you have not passed enough credits during the year in order to progress to the next stage of study or graduate, and that you are not being offered any further reassessment opportunities and have failed the course.

Challenging the decision of the Exam Board/Appeals.

If a Student believes they have grounds to challenge the decision of the Exam Board, then they are permitted to make an appeal.

Students should use the appeal process when they would like to challenge final results, such as a diploma classification. Undergraduate students may 'Consult with the Director of Studies' in cases where they wish to challenge a progress decision (such as being required to withdraw or repeat the year or undertake reassessment).

There are very limited grounds for making an appeal and a strict process, including deadlines.

Failure of Assessment

Where the Exam Board determines that a candidate has not satisfied the conditions for assessment and there are no extenuating circumstances relevant to that failure the Board will adopt one of the following options:

Resubmission

Normally the Exam Board will specify the Unit assessment that will be resubmitted and the period within which the resubmission is to be made. The grades for units passed at th second attempt will be capped at D. The capping of marks (i.e. limiting the maximum possible mark to a pass mark) is what happens if you are given a re-assessment opportunity.

Retake

In exceptional circumstances, usually after sizeable failure, the Exam Board may decide that the candidate should move directly to retake either the entire course stage or specified units depending on the extent of the failure. The Exam Board will specify the units which must be retaken. The grades for all retaken units, whether specified individually or retaken as a complete stage, will be capped at D. The Exam Board will only offer a student the opportunity to retake a unit or stage once.

Failure

In very exceptional circumstances, the Exam Board may, at its discretion and for reasonable cause which could include extreme failure, decide that a candidate who has failed to satisfy the Board may not be reassessed.

Non-Submissions

If a student fails to hand in work for assessment at the agreed deadline, and no extenuating circumstances have been accepted, the Exam Board will fail the student for the unit. The student will be offered the opportunity to resubmit or retake as appropriate. Units successfully completed on reassessment will be capped at D.

Failure to Meet an Assessment Deadline

If a student hands in work for assessment after the agreed deadline the Exam Board may consider the late work as equivalent to re-assessment. Units successfully completed on reassessment will be capped at Pass.

Failure of Reassessment

Failure of Resubmission

In the event that a candidate does not satisfy the conditions of assessment after being given an opportunity to resubmit, the Exam Board will adopt one of the following two options:

- a) The Exam Board may allow a student who has failed a unit assessment at the second attempt an opportunity to retake either the entire course stage or specified units. The grades for all retaken units, whether specified individually or retaken as a complete stage, will be capped at D. The Exam Board will only offer a student the opportunity to retake a unit or stage once.
- b) The Exam Board may decide that the student should not be reassessed.

Failure of Retake

If the student fails to retrieve (overturn) failure on retake, the Exam Board will decide that the student should not be reassessed.

If the Exam Board is satisfied after consideration of the Extenuating Circumstances Form that a student's failure to submit work or poor performance in a unit assessment was due to illness or other valid cause, the Exam Board may choose from the following options:

- a) To offer the student another opportunity to submit the work as if for the first time and without penalty.
- b) To condone the late submission of work and award the student an uncapped unit Letter Grade.

Where the Exam Board considers the student's performance to have been affected by more than one increment as above, the Board may decide to raise the affected unit grade(s) by one increment and offer the student another opportunity to submit the work as if for the first time and without penalty.

The student may decline the deferral opportunity and accept the adjustment of one increment.

Where the student accepts the deferral opportunity, the student must notify the College of their decision within 2 weeks of the publication of results. The student will be set a deferral brief and a new

submission deadline. Where the student requests a deferral, the submission will be marked without penalty.

Where a student fails or fails to resubmit after requesting a deferral opportunity, he will receive a fail.

Accommodated Assessment and Alternative Deadlines for Disability and Special Needs Students.

This policy is different from the usual College Assessment Policy; Disabled students may be offered alternative deadlines if this is the most appropriate way to accommodate their needs. Alternative Deadlines should be arranged in advance, and not viewed as 'extensions' (see Accommodated Assessment Regulations).

Accommodated Assessment

1. The Assessment of Students with Disabilities

- Under the College Policy for Accommodated Assessment, students with a Disability, Specified Learning Difficulty or Long-Term Medical Condition will have an agreed form of study support to enable them to achieve the learning outcomes of their course.
- Students have a responsibility to discuss their needs with their Course Director and with Student Services prior to enrolment or at the time the disability develops so that appropriate support can be provided throughout the duration of their studies.

2. Adjusted Assessments

Adjustments may be made to the form and/ or content of assessment. The adjustments should allow the student to demonstrate achievement of the learning outcomes. Examples include:

- Adjusted deadlines
- Using a specific format like Braille, tape or large print
- Using specialist equipment or software
- Access to a separate room
- A person to take notes
- Submitting work in audio/video/digital format
- Using a communicator

All adjusted assessments must be negotiated and agreed with the student's Course Director of Studies, ideally at the time the assessment is set, or project brief issued, but not later than 14 days before the standard assessment deadline.

3. Adjusted Deadlines

Accommodated Assessment may include a later deadline for completion than that set for other students. In these circumstances, students do not have to complete an Extenuating Circumstances form. Adjusted deadlines are negotiated according to the individual student's needs and, as with any adjusted assessment, should be agreed at the time the assessment is set or project brief issued, but not later than 14 days before the assessment deadline.

4. Encouraging Disclosure

- Students should be encouraged to seek help early on, rather than wait until the deadline is imminent.
- Students with disabilities should be given opportunities for discussion, at every stage, on admission or during tutorials, about the nature of their disability support requirements.

This needs to be done with sensitivity and consideration of appropriate due respect for confidentiality.

- Students should make their needs clear by discussing this with their Course Director of Studies who can agree to an accommodated assessment.
- Staff should make sure all students are aware of the need to have prior agreement for accommodated assessment where they have a disability. Students should be given the opportunity to discuss arrangements in a confidential setting.

Reasonable adjustments

Reasonable adjustments shall be provided where necessary, for students with a documented disability, temporary disability or severe short-term illness, specific learning difficulty (including dyslexia), mental health condition or chronic medical conditions, pregnancy, maternity or paternity. The circumstance must be having a substantial impact on a student's capacity to study and/or take assessments in the usual way.

Application of the regulation

1. Students should contact the Disability Service via the Director of Studies, to discuss whether reasonable adjustments can be made which will help them manage their programme.
2. Any request for adjustments to assessments must be supported by appropriate medical evidence which may include a doctor's letter or educational psychologist's report.
3. Reasonable adjustments may include providing alternative or adjusted assessment arrangements.
4. Details of the reasonable adjustments for any individual will be agreed for each module between the faculty and the Disability Service after discussions with the student. Existing College practice and experiences will be taken into account, as will the individual's specific needs and adjustments in prior educational settings.

Academic misconduct and plagiarism at the Cyprus Academy of Art (CAA)

Policy and Procedures

Academic Misconduct refers to any form of academic cheating.

Plagiarism is the form of cheating you may hear referred to most often. It is defined as stealing another person's ideas and presenting them as though they were your own. Examples include:

- Submitting assignments downloaded from the internet.
- Commissioning another person to produce a piece of work without acknowledgement.
- Cheating in examinations.
- Copying from a textbook, journal article, thesis, essay or website without providing adequate reference to the author.
- Reproducing original artwork, designs, film, sound or performance and presenting them as though they were your own.
- Copying someone else's essay, programme, database, web---page or multimedia presentation without acknowledging their work.

Throughout your studies, you will be encouraged to reference and cite the work of other artists, writers, designers or performers in your work. Tutors will expect to find references and citations to the sources of your ideas in supporting documentation such as sketchbooks or initial drafts. This is an essential and valuable part of your learning. As long as the source of the ideas is acknowledged, referenced and cited correctly (according to international conventions), this is not plagiarism.

How to avoid academic misconduct and plagiarism prevention and detection

Make sure that for any assignment, you refer to the College's guidance on accepted and acceptable forms of referencing: This College uses the Harvard system of Referencing. This publication lists the correct way to reference any source, from books, journals and essays to works of art, computer programmes and web pages.

Coursework submission

Written coursework must be submitted through plagiarism detection software via the College VLE, Moodle, and also submitted to the Tutors Office in hard copy, no later than the published date and time deadline for hand in. If both paper-based and electronic submission is required, you should note that your submission will not be considered complete until both formats have been submitted. If other arrangements are in force for submission of a particular piece of coursework, this will be advised to you by your Project coordinator.

Remember to familiarise yourself with the College's Academic misconduct policy when preparing any coursework for submission.

Authentication of Student Work

The College must authenticate the evidence generated by each student by ensuring that each student has completed a 'Candidate Authentication Form'.

Students must authenticate the evidence that they provide for assessment. They do this by signing a declaration stating that it is their own work they do this when they submit their work for assessment. By signing this declaration, you acknowledge that the work produced is your own and that you understand the penalties and consequences that will be imposed on students who submit plagiarised work

For practical or performance tasks, which have been observed by an Assessor, both the Assessor and Student sign a declaration of Authentication.

What will happen if I am suspected of Academic Misconduct?

If your tutor suspects cheating in an assignment, she/he will make a report to your Programme Leader, who will determine how serious the offence is. If the misconduct is moderate or serious, you will be asked to meet with your Course Leader to discuss the allegation.

You will then be invited to attend a misconduct hearing with the Internal Quality Assurance Committee. You may take a friend along with you for support. The panel is made up of 3/4 members of staff who have experience of dealing with Academic Misconduct cases. A representative from the Student Body will also be there, and a tutor will record the meeting. The panel will ask you questions

about your work and its authenticity, and you will also be able to bring evidence for the panel to consider.

The Panel must come to one of two conclusions:

- The Panel is satisfied that misconduct has taken place.

or

- The Panel is not satisfied that misconduct has taken place. If the Panel is not satisfied, you will be sent a letter confirming that your case is closed.

If the Panel is satisfied that misconduct has taken place, the Exam Board will agree the level of the offence and an appropriate penalty. Depending on the severity of the offence, you may be asked to resubmit the work, repeat the unit or even the whole year. All resubmissions and repeats will be capped at D, which is a mark of 40% and a Pass classification.

A repeat unit or year requires payment of full fees.

Policy on Student Induction

1. Aims and Scope of the Policy

At the Cyprus Academy of Art, we regard student induction as one of the key elements supporting our key College objective of welcoming, introducing and settling in our students, so that they are able as quickly as is possible, to benefit from College life.

We recognise that induction plays a critical role in shaping student perceptions of what we offer and our commitment to deliver high quality education. We also recognise that induction often forms our students' first experience of our College.

This Policy identifies the components of induction for all incoming students. It is consistent with the commitments made in our Student Mission. The policy is also in line with our commitments to enhance the quality of the total student experience and to initiate all students into Schools, connecting them with their named Personal Academic Tutors.

This Policy is committed to ensuring continuous quality improvement and seeks to evaluate, receive feedback and monitor effectiveness of its implementation. On the basis of this feedback, we will fine-tune the policy and its implementation where ever it is appropriate.

2. The Purpose and main aims of Induction

The main purpose of Induction is to welcome and introduce students joining our College to their new learning environment. We wish to ensure that our students settle down as quickly as possible, are aware of the support and services available to them and enter into a partnership with us to shape their learning programmes and to gain the most out of life at the College.

The main elements of induction should include:

- **Welcoming** - by providing opportunities for social interaction amongst staff and students and highlighting the value we place upon and our appreciation for their decision to study with us.
- **Orienting** - by providing a comprehensive introduction to our: services and facilities, necessary regulatory information, the student hardship fund, accommodation services, student charter and complaints procedure etc.

- **Building a learning partnership** - by providing an introduction to and/or reinforcement of the programme of study, the methods of assessment, appeals mechanisms, availability of additional learning support, opportunity to undergo assessment of learning needs and related information and guidance on postgraduate and employment opportunities. These objectives will be achieved through a programme of regular tutorial reviews.
- **Establishing effective administration** - by providing an opportunity for each student to engage with the necessary administrative procedures so that s/he is accurately and efficiently enrolled on his/her course of study, registered for appropriate modules.

3. Responsibility

- We will ensure that all new students are personally welcomed by the Director of Studies, Heads of School, Programme Leaders and tutors and other members of the Management Team.
- Heads of School have overall responsibility for ensuring adequate planning, allocation of resources and implementation of induction programmes within their Schools.
- Each School will be responsible for assessing the quality and effectiveness of delivering induction and its personal support/tutorial arrangements.
- Personal Tutors will play a lead role in providing regular academic reviews which identify and monitor student progress, barriers to effective learning and provide academic and personal support, which may include referring students to appropriate internal services, such as Student Support Services, Learning Resources, Facilities, and Student Representation Procedures.
- The Director of Studies (also responsible for Student Support Services) has responsibility for ensuring that an appropriate and effective induction programme is in place for all students, for publicizing good practice and making arrangements for appropriate Student Support Service personal to be available to contribute to induction programmes.
- All College staff will be expected to treat new students as well as continuing students with courtesy and professionalism.
- The Student Bodies will play a key role in welcoming and introducing students to the range of extra-curricular, representational and support services available.

- Schools (and the Programmes within them) are responsible for:
 - Planning and organising programmes of induction
 - The timely circulation of First Week programmes to new students
 - Verifying that the student has met the conditions of the offer --- including checking achievement of qualifications
 - Registering students on Units of study
 - Where appropriate, checking students' ability to meet the demands of the course, particularly in respect of English Language proficiency and numeracy.

- The enrolment operation is responsible for:
 - enrolling students.
 - confirming student identities.
 - issuing ID cards.
 - collecting the first instalment of fees.
 - collecting information (on nationality, ethnic origin, disability and special needs, term-time accommodation, educational background, next of kin).

- The Student Support Service is responsible for giving advice on matters concerned with student financial support and disability support.

- Information Technology Services are responsible for the allocation of network log-in codes.

4. Monitoring of the Policy

- Implementation of the policy will be monitored by each Head of School, supported by the Director of Studies.

- A cross-institutional 'induction task force' will review the success of induction for each major intake and make recommendations mid---way through each semester.

- The Student Body will be invited to assess the effectiveness of induction and feedback from students through evaluation forms, focus groups and individual responses will be sought.

The following components will be found in all induction programmes:

Welcome

- Welcome and congratulations on choosing CAA.
- Ice-breaker and bonding activities.
- Social event with teaching staff.
- Meeting other students.
- Student Union activities.
- Advice on accommodation, money-management, time-management.
- Introduction to social events, the Students' Union, subject-based and other clubs and societies.
- Information about sports and recreational opportunities and spiritual services.

Orientation to the College

- Essential information about the College.
- Tour of the campus.
- Library tour and introduction to information searching.
- Introduction to using IT facilities.
- Introduction to counselling and health services and Careers advice.
- Location of programme of study, campus map(s).
- CAA Regulations.
- Student Charter.
- Student Complaints and Appeals Procedure.
- Introduction to and information about service areas.
- Transport links to and between College (where appropriate).

Academic

- Aims and objectives of programme of study.
- Opportunity to discuss aims of the course.
- Assignment of named member of staff to each student.
- Meeting with named member of staff to discuss programme construction.
- Academic Calendar / Academic Framework / programme timetable.
- Course structure, core, options, electives.
- Discussion about expectations of higher education.
- Diagnostic testing for English.
- Self-assessment of key skills.
- Discussion about referencing and plagiarism.
- Introduction to Study Skills Handbook.

- Assessment methods and assessment criteria.
- Credit accumulation, AP(E)L
- English language threshold requirements, referral opportunities.
- Advice on study skills, identify support available.
- Use and availability of ICT
- Reading lists and guidance on private study.
- Identification of special needs, referral (where appropriate) to Disability and Dyslexia services.
- Health and Safety regulations, particularly for laboratory and studio-based courses.

Registration and Enrolment

- Unit registration for students.
- Advice on completing enrolment and other forms.
- Attendance at enrolment events.
- Payment of fees.
- Availability of loans and other forms of financial support / assistance.
- Issue of ID card.
- Notification of network log-in code and Wi-Fi passwords.