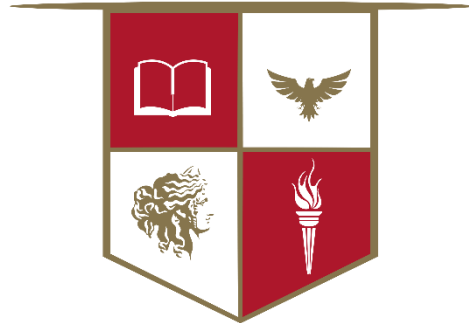


**MESOYIOS
COLLEGE**



Higher Education Institution's Response

**“Hotel Management (3 years, 180 ECTS, Higher
Diploma)”**

&

**“Hospitality Operations Management (2 years, 120
ECTS, Diploma)”**

ANNEXES



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Annex I - Student Evaluation of the Program of Study

Guidelines for Student Evaluation of the Program of Study

The Academic Affairs Department of Mesoyios College in enhancing program quality has created a diversified evaluation process for all factors included in the program of study. The Student Evaluation of the Program of Study is only one assessment method to be used in determining the quality of the program. The goal of the Student Evaluation of the Program of Study is to assist in improving its structure, organization, faculty and administrative staff, administrative processes, course content and material, as well as support services that enhance student learning experience.

Encouraging Student Participation

Student participation is crucial, as survey results are used in the formal evaluation of the program of study. Students need to understand that their responses can also help the college improve the quality of the programs and deliver student-centered learning environment and services. To incentivize student and faculty members' participation, the Academic Affairs Department when determines the evaluation's commencement date, shall give in advance a notice of two weeks for the evaluation date. This is to protect the release of grade, exams/assignments/projects etc., that may cause unfavorable conditions and bias during the evaluation day. For that purpose, faculty members should:

- Inform students of the importance of completing program evaluations. Students have indicated repeatedly that the faculty member's emphasis on the importance of completing evaluations is the most compelling reason for compliance.
- Allow class time to complete the evaluations.



1. Considering your complete experience with the program, how likely would you be to recommend it to a friend or colleague?

2. What was the program name you enrolled for?

3. What year did you attend the program?

2015

2017

2016

2018

4. Please rate your level of satisfaction for the following points? (Answer options: 1 = Very unsatisfied, 2 = Unsatisfied, 3 = Satisfied, 4 = Very Satisfied)

	1	2	3	4
Program organization/arrangement				
Instructors' knowledge about the topic				
Facility environment				
Administrative processes				
Tuition fees of the program				

5. On a scale of 1 to 4 (Answer options: 1 = Very poor performance, 2 = Poor performance, 3 = Good performance, 4 = Excellent performance), how would you rate the following staff?

	1	2	3	4
Program Supervisor				
Instructors				
Academic Advisor				
Registration staff				
Accounts department staff				
Student Affairs staff (incl. Personal and Career Support)				



6. How did you hear about our program?

Printed Brochure

Email promotion

Website

Facebook

Twitter

Flyer

Newspaper

Presentation

Student Agent

Other (please specify)

7. How satisfactory was the teaching material used during the program?

Very unsatisfied

Unsatisfied

Satisfied

Very satisfied

8. On a scale of 1 to 5, how challenging was the program?

1	2	3	4	5

9. Do you think the duration of the program was good enough as per your expectation?

Yes

No

10. In your opinion, was the program schedule flexible?

Yes

No

11. Was the objective of the program explained clearly before registration?

Yes

No



12. Was your need satisfied after the completion of the program?

Yes

No

13. Please state three things that benefitted you the most from the program.

14. Please state three things that you felt were unnecessary in the program.

15. Did the program provide you with a good proportion of theoretical and practical learning?

Yes

No

16. How easy was the instructor's language to understand?

Very easy

Moderately difficult

Moderately easy

Very difficult

17. How often were you evaluated on the understanding of the program?

Very often

Sometimes

Rarely

Never



18. On a scale of 1 to 5, how would you rate the evaluation methods?

1	2	3	4	5

19. Please state your level of agreement for the following (Answer options: 1 = Totally disagree, 2 = Disagree, 3 = Agree, 4 = Totally agree).

	1	2	3	4
The skill level of other participants was similar to yours				
The instructors were very knowledgeable about the topic they were teaching				
Including interactive session in the program was a good choice				
The course material was easy to understand				
The registration process for the program was very smooth				

20. Would you be interested in enrolling in another program with us?

- Yes
- No

21. Do you have any suggestions/comments that will help us make the program better?



Annex II - Mesoyios College Key Performance Indicators

Mesoyios College aims to offer high-level education and to become a centre of training excellence by being at the forefront of hospitality and business needs in the region of Limassol as well as offer education for international students.

The College Council has determined the broad areas of interest where KPI's were developed to measure the college's performance in achieving its strategic objectives. Furthermore, for each performance indicator a target or an acceptable range was set for the:

1. The academic year 2020-2021 (see column E)
2. The academic year 2021-2022 (see column F)
3. The academic year 2022-2023 (see column G)

A. Standard-Broad Area	B. Key Performance Indicator	C. Level at Which Data is Required (Course-Program-College)	D. Annex	Target or acceptable range for		
				E. the academic year 2020-2021	F. the academic year 2021-2022	G. the academic year 2022-2023
Management of Quality Assurance and Improvement	Graduate Satisfaction Rate Students overall evaluation on the quality of their learning experiences at the college. (Average satisfaction rate of the overall quality of their program in an annual survey final year students)	Program	Annex A (the questionnaire Annex I - Student Evaluation of the Program of Study)	80%	85%	90%
	Course Passing Rate (Average rate of students passing courses)	Program	Annex B Annex C	70%	75%	80%



Learning and Teaching	Ratio of students to faculty. (Based on full-time and part-time equivalents)	College		Acceptable ratio: 1 teaching staff to 35 students	Acceptable ratio: 1 teaching staff to 30 students	Acceptable ratio: 1 teaching staff to 25 students
	Students overall rating on the quality of their courses. (Average rating of students on a five-point scale on overall evaluation of courses)	Course	Annex D	Acceptable rating: 3.5/5	Acceptable rating: 4/5	Acceptable rating: 4.5/5
	Percentage of students entering programs who successfully complete first year (including internships)	Program		N/A No new admissions in academic year 2020-2021	Acceptable percentage: 80%	Acceptable percentage: 85%
	Average duration of studies to obtain a qualification	Program		Acceptable duration of studies for a: 2-year diploma: 3 years 3-year higher diploma: 4.5 years 4-year bachelor: 6 years	Acceptable duration of studies for a: 2-year diploma: 3 years 3-year higher diploma: 4.5 years 4-year bachelor: 6 years	Acceptable duration of studies for a: 2-year diploma: 3 years 3-year higher diploma: 4.5 years 4-year bachelor: 6 years
	Graduate Employment Rate Proportion of	College		N/A	Acceptable percentages:	Acceptable percentages:



	<p>graduates from undergraduate programs who within six months of graduation are:</p> <p>(a) employed in the field of study</p> <p>(b) employed but not in the field of study</p> <p>(c) enrolled in further study</p>			All previous graduates have enrolled in further study	<p>(a) employed in the field of study – 70%</p> <p>(b) employed but not in the field of study – 5%</p> <p>(c) enrolled in further study – 25%</p>	<p>(a) employed in the field of study – 80%</p> <p>(b) employed but not in the field of study – 5%</p> <p>(c) enrolled in further study – 15%</p>
Student Administration and Support Services	Ratio of students to administrative staff	College		Acceptable ratio: 1 administrator for 30 students	Acceptable ratio: 1 administrator for 45 students	Acceptable ratio: 1 administrator for 60 students
	<p>Student evaluation of academic and career support.</p> <p>(Average rating on the adequacy of academic, personal support and career support on a four-point scale in an annual survey of final year students)</p>	College	Annex E	Acceptable rating: 3/4	Acceptable rating: 3.5/4	Acceptable rating: 3.5/4



Learning Resources	Student evaluation of library services and resources. (Average rating on adequacy of library services and resources on a five-point scale in an annual survey of final year students)	College	Annex D	Acceptable rating: 3/5	Acceptable rating: 4/5	Acceptable rating: 4.5/5
Facilities and Equipment	Number of accessible computers per student.	College		For every 5 students to 1 computer	For every 4 students to 1 computer	For every 4 students to 1 computer
	Adequacy of facilities and equipment in a survey of faculty. (Average rating on adequacy of facilities and equipment in a survey of faculty on a five-point scale in an annual survey)	College	Annex F	Acceptable rating: 4/5	Acceptable rating: 4.5/5	Acceptable rating: 4.5/5
Faculty and Staff Development Processes	Percentage of faculty/staff participating in professional development activities during the past year.	College		Acceptable percentage: 50% Due to COVID-19	Acceptable percentage: 70%	Acceptable percentage: 80%
Research	Journal publications per year	College		1 publication	2 publication	2 publication
	Presentations to conferences with a paper	College		1 presentation	2 presentation	2 presentation



	and conference proceedings.					
	Percentage of research funding from external sources.	College		Acceptable percentage: 20%	Acceptable percentage: 25%	Acceptable percentage: 30%



Annex B - Grade Report



ACADEMIC YEAR: 2020-2021
SEMESTER: SPRING 2021

GRADE REPORT

CODE:
SUBJECT:
LECTURER:

CREDITS:
TEACHING HOURS:

A/A	STUDENT NAME	FILE NO	Midterm Exam		Coursework		Attendance		Final Exam		TOTAL OUT OF 100	LETTER GRADE
			20%		30%		10%		40%			
1			0		0		0		0	0	0	FAIL
2			0		0		0		0	0	0	FAIL
3			0		0		0		0	0	0	FAIL
4			0		0		0		0	0	0	FAIL
5			0		0		0		0	0	0	FAIL
6			0		0		0		0	0	0	FAIL
7			0		0		0		0	0	0	FAIL
8			0		0		0		0	0	0	FAIL
9			0		0		0		0	0	0	FAIL
10			0		0		0		0	0	0	FAIL
11			0		0		0		0	0	0	FAIL
12			0		0		0		0	0	0	FAIL
13			0		0		0		0	0	0	FAIL
14			0		0		0		0	0	0	FAIL
15			0		0		0		0	0	0	FAIL

LECTURER NAME / SIGNATURE:

PROGRAM SUPERVISOR NAME / SIGNATURE:

QA OFFICER NAME / SIGNATURE:



Annex C - Grade Distribution Form



FACULTY NAME _____

COURSE CODE _____ **COURSE TITLE** _____

SEMESTER **FALL 2020** **TOTAL NO OF STUDENTS** _____

COLLEGE LEVEL COURSES

Grade %	Number of Students	% (Exclude W, AW, I)	Expected % Range 100-200 level courses	Expected % Range 300-400 level courses
A 90-100			5-15	5-20
B (& B+) 80-89			10-40	15-45
C (& C+) 70-79			25-55	25-55
D (& D+) 60-69			10-40	10-40
F below 60			0-20	0-10

FOUNDATION PROGRAM

Grade	No of Students	%	Expected % Range
P 60-100			40-90
NP Below 60			0-30

NON CREDIT COURSES

Grade	No of Students	%	Expected % Range
P 60-100			40-90
NP Below 60			0-30

COMMENTS

Administrative Withdrawals / Withdrawals / Incompletes	No of Students
AW	
W	
I	

Faculty Signature _____ **Date** _____

Program Supervisor _____ **Date** _____

QA Officer _____ **Date** _____



Annex D - Student Course Evaluation Questionnaire



STUDENT COURSE EVALUATION QUESTIONNAIRE

Course Code:	
Course Title:	
Name of Lecturer:	
Semester:	

Course Learning Outcomes

Please answer ALL the following questions by chose the most appropriate answer for you.

1. STRONGLY DISAGREE 2. DISAGREE 3. NEUTRAL 4. AGREE 5. STRONGLY AGREE

- | | | | | | | |
|---|---|---|---|---|---|---|
| 1. The course Learning Outcomes were clearly explained. | <table border="1" style="display: inline-table;"> <tr> <td style="width: 20px; text-align: center;">1</td> <td style="width: 20px; text-align: center;">2</td> <td style="width: 20px; text-align: center;">3</td> <td style="width: 20px; text-align: center;">4</td> <td style="width: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 | | |
| 2. Course material was presented in an organized way given the stated goals and learning outcomes. | <table border="1" style="display: inline-table;"> <tr> <td style="width: 20px; text-align: center;">1</td> <td style="width: 20px; text-align: center;">2</td> <td style="width: 20px; text-align: center;">3</td> <td style="width: 20px; text-align: center;">4</td> <td style="width: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 | | |
| 3. The aim of each task was clearly presented. | <table border="1" style="display: inline-table;"> <tr> <td style="width: 20px; text-align: center;">1</td> <td style="width: 20px; text-align: center;">2</td> <td style="width: 20px; text-align: center;">3</td> <td style="width: 20px; text-align: center;">4</td> <td style="width: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 | | |
| 4. Class time was used effectively. | <table border="1" style="display: inline-table;"> <tr> <td style="width: 20px; text-align: center;">1</td> <td style="width: 20px; text-align: center;">2</td> <td style="width: 20px; text-align: center;">3</td> <td style="width: 20px; text-align: center;">4</td> <td style="width: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 | | |
| 5. The lecturer encouraged discussions, share of ideas and responded to questions. | <table border="1" style="display: inline-table;"> <tr> <td style="width: 20px; text-align: center;">1</td> <td style="width: 20px; text-align: center;">2</td> <td style="width: 20px; text-align: center;">3</td> <td style="width: 20px; text-align: center;">4</td> <td style="width: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 | | |
| 6. This course was appropriately demanding of study time. | <table border="1" style="display: inline-table;"> <tr> <td style="width: 20px; text-align: center;">1</td> <td style="width: 20px; text-align: center;">2</td> <td style="width: 20px; text-align: center;">3</td> <td style="width: 20px; text-align: center;">4</td> <td style="width: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 | | |
| 7. The course helped me deal with real-life problems. | <table border="1" style="display: inline-table;"> <tr> <td style="width: 20px; text-align: center;">1</td> <td style="width: 20px; text-align: center;">2</td> <td style="width: 20px; text-align: center;">3</td> <td style="width: 20px; text-align: center;">4</td> <td style="width: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 | | |
| 8. The course provided the latest case studies, examples, books and academic articles. | <table border="1" style="display: inline-table;"> <tr> <td style="width: 20px; text-align: center;">1</td> <td style="width: 20px; text-align: center;">2</td> <td style="width: 20px; text-align: center;">3</td> <td style="width: 20px; text-align: center;">4</td> <td style="width: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 | | |
| 9. The lecturer used a variety of instructional methods to reach the course learning outcomes (e.g. technology, group discussions, student presentations, etc.) | <table border="1" style="display: inline-table;"> <tr> <td style="width: 20px; text-align: center;">1</td> <td style="width: 20px; text-align: center;">2</td> <td style="width: 20px; text-align: center;">3</td> <td style="width: 20px; text-align: center;">4</td> <td style="width: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 | | |
| 10. The course was supported by adequate library Resources. | <table border="1" style="display: inline-table;"> <tr> <td style="width: 20px; text-align: center;">1</td> <td style="width: 20px; text-align: center;">2</td> <td style="width: 20px; text-align: center;">3</td> <td style="width: 20px; text-align: center;">4</td> <td style="width: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 | | |
| 11. Lecturer gave guidance on where to find resources. | <table border="1" style="display: inline-table;"> <tr> <td style="width: 20px; text-align: center;">1</td> <td style="width: 20px; text-align: center;">2</td> <td style="width: 20px; text-align: center;">3</td> <td style="width: 20px; text-align: center;">4</td> <td style="width: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 | | |
| 12. The lecturer stimulated my interest in the subject. | <table border="1" style="display: inline-table;"> <tr> <td style="width: 20px; text-align: center;">1</td> <td style="width: 20px; text-align: center;">2</td> <td style="width: 20px; text-align: center;">3</td> <td style="width: 20px; text-align: center;">4</td> <td style="width: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 | | |
| 13. Effective used of Edy4school and email for further interaction with the lecturer and students. | <table border="1" style="display: inline-table;"> <tr> <td style="width: 20px; text-align: center;">1</td> <td style="width: 20px; text-align: center;">2</td> <td style="width: 20px; text-align: center;">3</td> <td style="width: 20px; text-align: center;">4</td> <td style="width: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 | | |
| 14. The way EBSCOhost was used in this course provided a better opportunity to learn. | <table border="1" style="display: inline-table;"> <tr> <td style="width: 20px; text-align: center;">1</td> <td style="width: 20px; text-align: center;">2</td> <td style="width: 20px; text-align: center;">3</td> <td style="width: 20px; text-align: center;">4</td> <td style="width: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 | | |
| 15. This was a worthwhile class. | | | | | | |
| <input type="checkbox"/> Yes
<input type="checkbox"/> No | | | | | | |



16. Which aspect of the course were most valuable?

17. Which aspect of the course were least valuable?

18. Any further, constructive comments:



Annex E - Student Evaluation of Support Services

As part of our efforts to continuously monitor and evaluate our students' learning experience, you are kindly requested to complete this short questionnaire. Your valuable input will allow us to keep improving our services. Thank you for your help.

This questionnaire is completely anonymous.

Please state your level of agreement for the following (Answer options: 1 = Totally disagree, 2 = Disagree, 3 = Agree, 4 = Totally agree).

A) Service		1	2	3	4
1.	Student Support Services provided desired services.				
2.	Student Support Services is what I expected.				
3.	I used one or more of the services.				
4.	The requesting and receiving of services were convenient.				
5.	Overall, Student Support Services is efficient and met my needs.				

B) Staff		1	2	3	4
6.	The staff was competent and knowledgeable.				
7.	The staff ensured that my questions were answered.				
8.	The staff was able to communicate effectively.				
9.	I was informed about the Student Support Services.				
10.	I had sufficient information about the Student Support Services.				

Do you have any suggestions/comments that will help us make our services better?



Annex F - Faculty Evaluation of Facilities and Equipment

As part of our efforts to continuously monitor and evaluate our facilities and equipment, you are kindly requested to complete this short questionnaire. Your valuable input will allow us to keep improving and upgrading our facilities and equipment. Thank you for your help.

Please state your level of agreement for the following (Answer options: 1 = Totally disagree, 2 = Disagree, 3 = Agree, 4 = Totally agree).

A) Facilities		1	2	3	4
11.	The number of sits in each classroom is suitable for interactive teaching.				
12.	The ICT offered by the college is suitable for the faculty.				
13.	The faculty room is convenient.				
14.	The college provides a room for individual meetings.				
15.	The canteen and coffee shop services are convenient.				
16.	The library services are suitable for the faculty.				
17.	The kitchen available to faculty and staff is convenient.				
18.	The health and safety provisions provide a safe environment for students, faculty and staff.				

B) Equipment		1	2	3	4
19.	Each classroom is fully equipped.				
20.	The available equipment in each classroom meets the requirements of your course.				
21.	The laboratories include all necessary equipment to assist the faculty demonstrate the lesson efficiently and students to comprehend and practice it.				
22.	The college is willing to provide additional tools and/or equipment for efficient lecture.				

Do you have any suggestions/comments that will help us improve/upgrade our facilities and equipment?



Annex III - Plagiarism Policy and Procedure

Scope

Plagiarism is defined as the use of the work (phrases, ideas, findings, etc.) by other persons, without reference to the creator and the source, regardless of whether there is an intention or not. Examples of plagiarism are:

- i) The inclusion in a student's work of more than a single phrase from another person's work without the use of quotation marks and Acknowledgement of the sources.
- ii) The summarizing of another person's work by simply changing a few words or altering the order of presentation, without acknowledgement.
- iii) The substantial and unauthorized use of the ideas of another person without acknowledgement of the source.
- iv) Copying the work of another candidate, with or without that candidate's knowledge or agreement.
- v) Students should also be aware of AUTO PLAGIARISM which is deemed as a very serious academic offence. "Auto plagiarism occurs where a student's own work is re-presented without being properly referenced.

Plagiarism is considered copyright theft and is a legal offense.

In academic discourse, the reference to the source, which corresponds to a formulated thought, judgment, idea or argument, is made by quoting bibliographic references.

This policy and procedure applies to all forms of assessment, internal and external.

Aim

The aim of this policy is to ensure and encourage students to adopt good academic conduct in respect of assessment and ensure students are informed of the consequences of academic misconduct.

Policy

In all assessed work students should take care to ensure the work presented is their own and fully acknowledge the work and opinions of others through proper referencing and citation. It is also the responsibility of the students to ensure that they do not undertake any form of cheating or other form of unfair advantage.

Mesoyios College is using the Harvard Referencing.

Penalties for plagiarism

Accidental plagiarism

If the lecturer confirms that the student unintentionally plagiarizes, and have no previous infractions, then the lecturer can consider the following options:

- In case the whole paper is plagiarized, the lecturer can give a chance to the student to re-write the assignment and give an "I" grade until the assessment is completed.
- In any other case, the lecturer can either give lower grade (based on the volume of plagiarized text) or fail the course.



Deliberate plagiarism

If the lecturer ascertains that the student intentionally committed plagiarism (for example, by copying and pasting text or paraphrasing another student's or author's ideas without citing the source), he/she will fail the assignment or the course, and this will be considered as a disciplinary action, and will be referred to the Disciplinary Committee.

If the Disciplinary Committee finds that the student has directly plagiarized (i.e. by submitting a paper that is wholly or mostly someone else's work and passing it off as his/her own), the student could be dismissed from the program and college.

How to avoid plagiarism

When writing an assignment or research it is necessary to state the sources from which we derive information. It is important to provide complete and organized academic references for anything we use in our work.

More specifically we avoid plagiarism, whenever:

1. When using quotations from another person's published or unpublished works, you should refer to the relevant sources in full.
2. When paraphrasing another person's text, you must cite the source.
3. In case of copying and pasting the original text from a printed or electronic source, you should place it in quotation marks "..." and make a complete reference to the source.
4. When translating a foreign language text, you must indicate the source.
5. When you use your own thoughts that have been published in your previous work, you should refer to them.

Please refer to the link <https://www.citethisforme.com/harvard-referencing> for more information and guidance about Harvard Referencing.

PLAGIARISM CHECKER TOOLS (OPEN ACCESS)

<http://plagiarisma.net/>

<https://plagiarismdetector.net/>

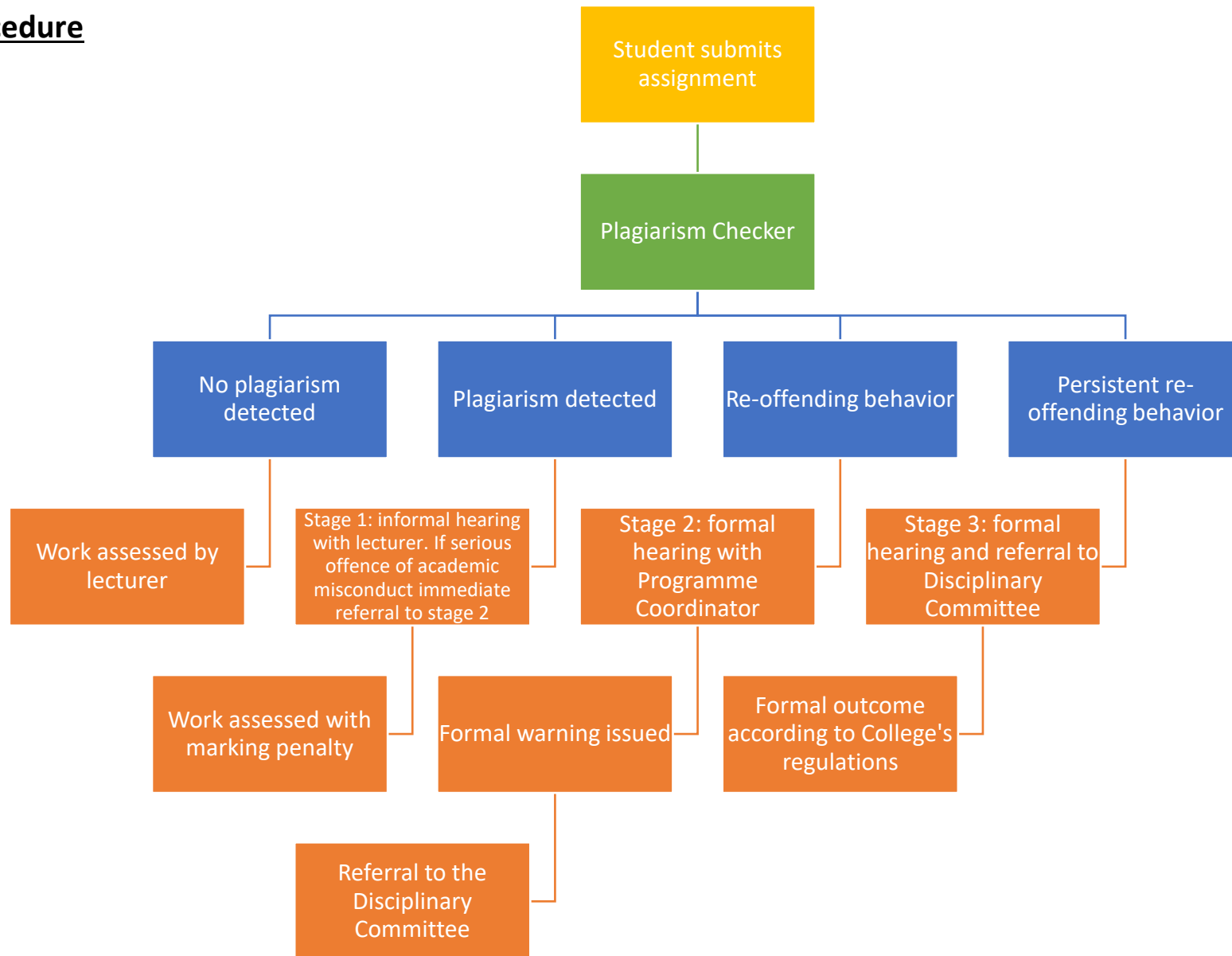
<https://www.grammarly.com/plagiarism-checker?q=plagiarism>

<https://www.plagtracker.com/upload.html>

<http://www.neilstoolbox.com/plagiarism-tester/index.htm>

<https://plagiarismcheckerx.com/plagiarism-checker-for-students>

Procedure





Attachment I - Plagiarism Checker X

www.2co.com



Tax Invoice

Invoice No:
Date: April 20, 2021
Order No:

Provided by:

Avangate BV dba 2Checkout
[Mail address: P.O. Box 11334, 1001 GH Amsterdam] Singel
250, 4th floor, 1016AB
Amsterdam
Country VAT ID: Netherlands
VAT ID:
E-mail: info@2checkout.com

Provided to:

MC Mesoyios College Ltd
3-7 Demostheni Mitsi
Cyprus
E-mail: president@mesoyios.ac.cy

Delivered to:

MC Mesoyios College Ltd
3-7 Demostheni Mitsi
Cyprus
E-mail: president@mesoyios.ac.cy

Invoice Details

No Products	Units	Unit Price (USD)	VAT (USD)	Value (USD)
1 Plagiarism Checker X 2021 Professional Edition				

Delivery date: 2021-04-20
Total VAT (USD):
Total (USD):
Invoice Status: PAID

Payment Details

Payment method used: Visa/MasterCard
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Annex IV - Revised Course Syllabi (Samples)

Course Title	Food and Beverage Management				
Course Code	HOS101				
Course Type	Required				
Level	5				
Year / Semester	Year 1/ Semester 2				
Teacher's Name					
ECTS	6	Lectures / week	3 hours 15 weeks	Laboratories / week	N/A
Course Purpose and Objectives	<p>The aim of this course is to make the students aware of the major aspects of strategical planning for the food and beverage industry. Moreover, the course aims to equip the students with the necessary skills and knowledge for the Food and Beverage industry and support them to facilitate career progression in food and beverage operations management. Food and Beverage Management can be called the backbone of the hospitality industry. It also is at the core of several other sectors such as catering and food production.</p>				
Learning Outcomes	<p>By the end of this course the students would be able to:</p> <p>LO1 Understand the importance of Food and Beverage industry.</p> <p>LO2 Identify and describe the principle factors that influence the Food and Beverage industry.</p> <p>LO3 Identify and apply the operations of different type of services in a restaurant.</p> <p>LO4 Identify and understand the management responsibilities related to the Food and Beverage production and service.</p> <p>LO5 Critically describe the different food and beverage outlets and recognize the trends of the market.</p> <p>LO6 List main special events or functions and describe the procedures to achieve customer's satisfaction.</p> <p>LO7 Design the financial management plan of the Food and Beverage department and be ready to critically evaluate the economy impacts.</p> <p>LO8 Critically analyze and use own reasoning in dealing with new trends and needs of the Food and Beverage industry.</p>				



Prerequisites	NONE	Required	NONE
Course Content	<ul style="list-style-type: none"> • Introducing food and beverage management • Classifying food and drink service operations. • Restaurant and events the direct market 		
	<ul style="list-style-type: none"> • Contract food service, travel and public sector catering- the indirect • Developing the concept • The menu • Purchasing and storage • Production and service • Controlling the operation • Staffing issues • Food and Beverage marketing • Managing quality in food and drink service operation • Trend and development 		
Teaching Methodology	<p>The course will be delivered through lectures, discussion, assignments, presentations, real life examples, case studies and multimedia implementation.</p> <p>Delivery Session: a series of 15 weekly 3 hours sessions (including revision week and exams) will take place. A specific theme will be analyzed and discussed every week.</p>		
Bibliography	<p>Required Textbook (s): Bernard, D. Lockwood, A. Alcoot, P. and Pantelidis, I. (2018) <i>Food and beverage management</i> (6th edition) Routledge, New York.</p> <p>Recommended Reading: Ninemeier, J. D. (2016). <i>Management of food and beverage operations</i> (6th Ed.). Educational Institute</p>		
Assessment		40%	Final Exam
		25%	Mid-term / Tests
		25%	Projects & Assignments
		10%	Attendance & Participation
Language	English		



Course Title	Front Office Operations				
Course Code	HOS102				
Course Type	Required				
Level	5				
Year / Semester	Year 1/ Semester 2				
Teacher's Name					
ECTS	6	Lectures / week	15 Weeks 3 hours	Laboratories / week	N/A
Course Purpose and Objectives	<p>The aim of this course is to make students aware of the main theoretical and practical aspects of the operations of front office department, and to develop the necessary skills for working in a front office department. Moreover the course aims to develop skills in the implementation of guest service. The course also aims to provide information regarding the management system and control of front office management. Front office operations will result in a career prospect of front offices executives which is one of the important parts of the hotel.</p>				



<p>Learning Outcomes</p>	<p>By the end of this course the students would be able to:</p> <p>LO1 Understand and describe the Front Office operations.</p> <p>LO2 Identify and describe the principle factors that influence the Front Office Operations.</p> <p>LO3 Identify and become capable to apply some of the main tools in order to meet customer needs and expectations.</p> <p>LO4 Understand the challenges and complexities of the Front Office Management.</p> <p>LO5 Appraise all the issues concerned with the implementation of Front Office Operation.</p> <p>LO6 Become a team player and understand the duties with other departments of the Hotel.</p> <p>LO7 Assess the front office operations and critically describe the role of it for the hotel operations.</p> <p>LO8 Identify the traits of the front office operations and develop the skills needed for a front office carrier.</p> <p>LO9 Fully understand and critically evaluate procedures related to the check- in, check-out and settlement process.</p>		
<p>Prerequisites</p>	<p>NONE</p>	<p>Required</p>	<p>NONE</p>
<p>Course Content</p>	<ul style="list-style-type: none"> • The Lodging Industry • Hotel Organization • Front Office Operations • Reservations • Registration • Communications and Guest Services • Security and the Lodging Industry • Front Office Accounting • Check-Out and Account Settlement • The Front Office Audit • Planning and Evaluating Operations 		



Teaching Methodology	<p>The course will be delivered through lectures, discussion, assignments, presentations, real life examples, case studies and multimedia implementation.</p> <p>Delivery Session: a series of 15 weekly 3 hours sessions (including revision week and exams) will take place. A specific theme will be analyzed and discussed every week.</p>			
Bibliography	<p>Required Textbook(s):</p> <p>Kasavana, M. (2017) <i>Managing Front Office Operations</i>. (10th Edition) Michigan. American Hotel & Lodging Association.</p> <p>Recommended Reading:</p> <p>Tewari, J. (2016) <i>Hotel Front Office Operations and Management</i>. (2nd edition) Oxford University Press, England.</p>			
Assessment		40%	Final Exam	
		25%	Mid-term / Tests	
		25%	Projects & Assignments	
		10%	Attendance & Participation	
Language	English			



Annex V - Generic Grade Descriptors

Course Grade	A	B+	B	C+	C	D+	D	F
Attainment of Course Intended Learning Outcomes (CILOs) / assessment criteria	All / most of the stated CILOs /assessment criteria have been met <u>at an exceptionally high level</u>	All / most of the stated CILOs / assessment criteria have been fully met <u>at a high standard</u>		All / most of the stated CILOs / assessment criteria have been fully met <u>at a good standard</u>		Most of the stated CILOs / assessment criteria have been met		None of the stated CILOs / assessment criteria have been met
Interpretation	DISTINCTION			GOOD		SATISFACTORY		FAIL
	Excellent	Very Good	Good	Above Average	Average	Below Average	Poor	Failure
Grade Point Equivalent	4.00	3.50	3.00	2.50	2.00	1.50	1.00	0.00
Mark Range	90-100	85-89	80-84	75-79	70-74	65-69	60-64	0-59
Understanding of subject matter/ topic	Demonstrates a deep understanding and full interpretation of the subject matter/topic and the underlying theories.	Demonstrates a thorough understanding and a highly convincing interpretation of the subject matter/topic and the underlying theories.	Demonstrates a full understanding and interpretation of the subject matter/topics and the underlying theories.	Demonstrates a high level of understanding and interpretation of the subject matter/topics with a strong grasp of the underlying theories.	Demonstrates a good level of understanding and interpretation of the subject matter/topics and underlying theories.	Demonstrates a fairly adequate grasp of the subject matter/topics in terms of factual understanding but theoretical understanding is at a superficial level.	Demonstrates a basic understanding of the subject matter/ topic but with a superficial grasp of theoretical perspectives.	Demonstrates poor understanding of the subject matter/topics and the underlying theories.



Cognitive/ Intellectual skills	Shows a very sophisticated level of critical reflection, analysis, evaluation and/or synthesis.	Shows a very high level of critical reflection, analysis, evaluation and/or synthesis.	Shows a high level of critical reflection, analysis, evaluation and/or synthesis.	Shows a good level of critical reflection, analysis, evaluation and/or synthesis.	Shows a sound level of critical reflection, analysis, evaluation and/or synthesis.	Shows limited level of critical reflection, with little or no attempt at analysis, evaluation and/or synthesis, though the material is organized logically.	Shows limited level of critical reflection, with little or no attempt at analysis, evaluation and/or synthesis, though the material is organized logically.	Shows no evidence of critical reflection and no attempt at analysis, evaluation, and/or synthesis.
Presentation of ideas	Presents highly original ideas with great lucidity and succinctness.	Presents original ideas with great lucidity and succinctness.	Presents fairly original ideas with great lucidity and succinctness.	Presents very sound ideas with lucidity and succinctness.	Presents sound ideas with reasonable clarity.	Presents some ideas with limited soundness and clarity.	Presents some ideas with limited soundness and clarity.	Presents ideas poorly and ambiguously.
Organization and referencing	Extremely well organized and structured, fluently and accurately written and correctly referenced.	Very well organized and structured, fluently and accurately written and correctly referenced.	Very well organized and structured, fluently written and correctly referenced.	Well organized, fluently written and, in the main, correctly referenced.	Fairly well organized, fluently written and, in the main, correctly referenced.	Recognizable organization, and referenced with errors.	Loosely organized, weak grammatically and referenced with errors.	Poorly organized, full of grammatical errors, communication is seriously impeded, and reference with numerous errors.
Use of readings/ literature	Evidence of extensive and judicious use of relevant readings/	Evidence of extensive and thoughtful reading/ literature in	Evidence of a substantial knowledge of relevant	Evidence of extensive readings/ literature in	Evidence of adequate readings/ literature in	Evidence of some readings/ literature.	Evidence of a somewhat cursory acquaintance	No evidence of independent reading.



	literature to support the arguments.	the subject/topic area.	readings/ literature.	the topic area.	the topic area.		with readings/ literature.	
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Annex VI - Generic Feedback Sheet



**MESOYIOS COLLEGE
EXAMINATION/ASSESSMENT FEEDBACK SHEET**

Student Name: _____

Student ID: _____

Course Code: _____ **Lecturer:** _____

Course Name: _____ **Assignment No.:** _____

Faculty Use Only (use the space below for your feedback)

Name:

Date:

Grade:



No.	Guidelines	Yes	No
1.	Do the questions unambiguously communicate the examiner's intentions? (i.e., could a student sitting the examination / assessment reasonably be expected to know what is required of him/her?)		
2.	Does the examination/assessment reflect the standard of the course/module level as defined by the EQF/CyQF		
3.	Is the material in line with the Course Outline?		
4.	Is there a Clear Marking scheme / rubric?		
5.	Is the marking scheme / rubric sufficiently detailed to allow efficient and consistent marking?		
6.	Are the marks for each question/section in line with the total?		
7.	Is the assessment completable in the time allotted?		
8.	Are the intended learning outcomes (ILOs) for each question/section properly specified and aligned with course outline and the questions?		
9.	Does the examination/assessment fairly cover the material examined?		
10.	Are there any technical (e.g. mathematical) errors?		
11.	Are there any further comments or concerns to be resolved with any question? If so, please specify details below:		



Annex VII - Assessment and Assignment Policy and Procedure

Policy

LATE SUBMISSION OF WORK

Assignments must be submitted no later than the date assigned by the instructor. If students are experiencing difficulties in meeting a submission date, they should discuss any issues promptly with the appropriate instructor. The instructor will advise if an extension request is appropriate in the circumstances or if the matter should progress to the Extenuating Circumstances procedure.

EXTENUATING CIRCUMSTANCES

Extenuating Circumstances must be submitted within 3 days after the assignment deadline or exam date.

Extenuating Circumstances refer to exceptional factors outside of students' control which have adversely affected their performance within their course. These factors may prevent them from attending examinations or other timed assessments or caused them to miss assignment submission dates. Examples include illness, accidents or serious family problems.

Normally extenuating circumstances will relate to a change in your circumstances since students commenced their course, which have had a significant, adverse effect on their studies. Everyday occurrences such as colds or known conditions such as hay-fever will not qualify unless the effects are unusually severe and this is confirmed by a medical note. The College does not look sympathetically on absences or delays caused by holiday commitments or by work commitments in the case of full-time students. The normal work commitments of part-time students would not constitute an extenuating circumstance.

Procedure

LATE SUBMISSION

Late submission of work requires written permission and students must send an Extension Request Form by email to their instructor BEFORE the submission deadline date. Requests submitted on the deadline date will only be considered if there is evidence of unforeseen circumstances preventing students to request an extension earlier. **No extensions can be given after the original deadline date.** Once the extension request is submitted by email, students will receive an answer within 24hrs.

Requests for extensions may be granted where circumstances or events are of a temporary nature and are sufficiently disruptive to prevent submission by the due date. Such circumstances should not be foreseeable or preventable. These may include for example:

- a. Short-term illness
- b. Caring for a sick relative
- c. Unexpected personal difficulties

If an extension is approved students will receive a signed copy of their extension request form, by email to their college email account, stating the new submission date which they will need to keep to. **Students must attach the approved extension request form to their assignment for handing in.**

Requests for extensions **will not normally be granted** for the following reasons:

- a. Planned events such as holidays, religious festivals or moving house
- b. Appointments arranged on the submission date
- c. Attending courses



- d. Paid employment
- e. IT issues (printer problems/ pc crashes/ USB issues), including denied access to the College systems due to debt
- f. Inadequate time planning

If the extension request is declined students will receive a signed copy of their extension request form, by email to their college email account, noting the reason of declining the extension request. **The original submission date remains, with the rules regarding late submission to apply.**

If students are unable to submit work within 10 working days after the submission date due to verifiable extenuating circumstances, they may submit a case for consideration in accordance with this Policy and Procedure.

EXTENUATING CIRCUMSTANCES

Students can apply for extenuating circumstances at the Administration Office by completing an Extenuating Circumstances Form, in which they will state the reason for applying together with relevant independent evidence (see table below), which will support their application. This must normally be submitted within 3 days after the assignment deadline date or the exam date. The Program Coordinator will examine the request to decide whether to accept or decline the application, and the students will be informed of the decision by email to their college email account.

Students will be expected to re-submit claims for extenuating circumstances for each assessment period.

In determining assessment recommendations, the Academic Committee will consider properly submitted claims from students who believe their performance has been adversely affected by extenuating circumstances.

Privacy and personal information

The College recognizes that the circumstances surrounding Extenuating Circumstances can sometimes be very sensitive. Any information that students disclose will be treated as confidential and where necessary, they can request strict confidentiality so that their submission is considered only by the Program Coordinator.

If students believe that their Extenuating Circumstances may have a significant impact on their studies, it's really important that they submit a claim as early as possible so that where appropriate the College can take appropriate action to minimize the impact on their performance.

Type of Evidence includes:

Extenuating Circumstances Reason	Example Evidence
Significant illness or injury to self	Medical certificate or prescription Hospital letter or note Appointment card
Death or critical/significant illness of a close family member/dependent	Obituary notice Newspaper article Medical certificate/hospital letter or note



Extenuating Circumstances Reason	Example Evidence
Family crisis or major financial problems leading to acute stress	Documents relating to the issue Statement from independent professional, including counsellor, victim support or legal advisor
Absence for jury service or maternity, paternity or adoption leave	Official letters/documentation
Victim of crime	Police report Statement from independent professional, including counsellor, victim support or legal advisor
Work commitments (in rare cases)	Letter from employer

Counselling:

Psychiatrists and Counsellors with a recognized professional qualification may provide a confidential statement.

Illness and Injury

Circumstances relating to illness or injury must be independently verified by the person, practice or institution that diagnosed or assessed the illness/injury at the time it occurred.

Evidence must take the form of a medical certificate or doctor’s letter that is either obtained at the time of the illness or evidence that makes it clear that the student was unwell at the time. It should state the time and duration of the illness and include a clear medical opinion, (a note from the doctor indicating that the student told them that they were unwell will not be accepted).

Written evidence from Complementary Therapists will only be considered where the College is satisfied that the therapist is a member of a recognized professional body.

Bereavement:

Where the death is of someone related to or known to the student, the College requires a death certificate or an officially certified copy of a Death Certificate or written confirmation from a GP to be provided.

Where a student has been affected by a death of someone other than a partner, parent, child or close family member, the College requires the student to explain the relationship to the deceased and the impact upon their performance in assessment.

Financial and Accommodation Problems

Claims and evidence for financial and accommodation problems are considered on a case-by-case basis and must comply with the conditions for independent documentary evidence and must fulfil the principles of the Extenuating Circumstances process.

Chronic or Long-term Conditions and Special Examination Arrangements

Such cases will only be considered if evidence from a Medical Practitioner indicates that the chronic condition became acute during the relevant period.



Special arrangements for examinations and other assessments may be made for students with particular disabilities or difficulties affecting their ability to undertake the proposed examination or other form of assessment.

Students who have been granted special examination arrangements for assessments would not have a claim of Extenuating Circumstances accepted for the same piece of assessment unless the Extenuating Circumstances affected the student over and above the special examination arrangements that had been made for them.

Employment

Students in employment who are prevented by their employer's action(s) from attending assessments or completing work by the published deadline must provide documentary evidence from their employer.

Documentary Evidence for claims

In addition to the requirement for independent documentary evidence to be provided, the following also applies:

1. Documentary evidence must be presented in English or Greek (clearly written) and, where required, translations must be provided by the student. It is not the responsibility of the College to translate any evidence provided by the student and any un-translated evidence will not be considered.
2. The College reserves the right to check the authenticity of all documentation submitted as part of an Extenuating circumstances claim.

Any student who submits documentation that is not authentic may be subject to the College disciplinary procedures.



Annex VIII - Student Progression, Recognition and Certification Policy

Progression

Every semester the college utilizes certain processes and tools to collect, monitor and act on information of student progression. More specifically, at least twice every semester the Academic Advisor (AA) meets each student to review and discuss the student's academic performance. Utilizing the GRADE REPORT prepared by the instructor, the AA and student discuss the student's grades, assessments, attendance and GPA (CGPA). In the case of failed subjects, the AA guides the student to improve his/her progress (i.e. the student could re-take a course or proceed with final re-examination to pass the subject).

During those meetings, the AA provides mentoring and arranges additional tutorials to the student if necessary.

Academic probation:

At the end of each academic semester, students with a Cumulative Grade Point Average (CPA) below what is required for good academic standing will be placed on academic probation. The CPA criteria are as follow:

- Diploma – completion of two consecutive semester – CPA < 1.7
- Higher Diploma – completion of two consecutive semester – CPA < 1.8
- Bachelor – completion of two consecutive semester – CPA < 2.0

Students may also be placed on academic probation because of excessive course withdrawals (W) or Administrative Withdrawal (AW). All students placed on academic probation will receive a letter informing them of their status and will be encouraged to increase their CPA. There will also be a warning that should the student's CPA drop below the low end of each scale, he/she may be ineligible to reregister.

Recognition

Use of ECTS Credits

Credits awarded in one program may be transferred into another program. Such a program can be offered by the same or another institution. This transfer can only take place the credits acquired elsewhere are recognized. Partner institutions should agree in advance on the recognition of periods of study abroad. Credit transfer and accumulation are facilitated by the use of the ECTS Key Documents (Course Catalogue, Student Application Form, Learning Agreement and Transcript of Records).

Transfer Credit

Transfer credit is credit earned at other accredited programs/colleges/universities, which are transferable to the College. All courses are evaluated individually, based on the College standards and the student's grades. The general philosophy governing transfer credits is that a student's knowledge, no matter how it was gained, can be considered as long as it is relevant and can be documented. Thus, credits may be transferred to the student's record from a variety of sources.

Transfer credits appear on the student's transcript with the suffix "TR" but no grades are counted in the student's CPA.

Credit Earned at other Colleges and Universities



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

Students will be able to receive course exemptions provided that:

- The material covered in previous course(s) is similar to a course offered at Mesoyios College (minimum requirement is 70% of the course syllabus).
- A passing grade has been earned (minimum qualifying grade is D (50%).
- English Language courses are not transferred

The Credit Transfer Evaluation Process is as follow:

1. A Credit Transfer Evaluation Form should be completed along with a non-refundable fee (applies only in cases of transferring credit from external institutions).
2. Information and documentation about the accreditation status of the foreign institution together with official diplomas/certificates in the original language.
3. All official transcripts and documents should be in the Greek or English Language (should include name of course, grades, and hours of instruction). Documents not in the English/Greek language must be accompanied by certified English translations.
4. Official course descriptions (subject matter, method of assessment and prerequisite courses).
5. Academic catalogues of institutions illustrating main policies with course codes, regulations, course descriptions and program curriculum.
6. No credit is awarded for courses assessed only by oral examination.
7. No refund will be made if a request is denied.

Maximum credits to be transferred to the new program at Mesoyios College are as follow:

- To a Diploma – up to 60 ECTS
- To a Higher Diploma – up to 90 ECTS
- To a Bachelor – up to 120 ECTS

Credit by Examination (CE)

Mesoyios College (MC) may award credit on the basis of written examinations. MC's Academic Affairs Department develops and administers in a number of courses examinations in order to provide an opportunity for students who earned credits on a similar course to be assessed on that course. If the student passes the exam he/she may transfer the appropriate credits instead of taking the particular course. Students willing to earn credits by examination must request in writing and must provide evidence that they have covered the relevant material. Only two attempts are allowed per examination or course.

Credit by examination appears on the student's transcript and the hours are included in the earned hours. But a grade of P is recorded which is also included in the computation of the GPA or CGPA.

MC recognizes and accepts the transfer of credits from International Testing Organizations and examination bodies such as General Certificate of Education (GCE) – Advanced (“A”) Level, College Level Examination Program (CLEP), Proficiency Examination Program (PEP), LCCI, ACCA, CAT, CIB, CIM, CAM.



Credit for Prior Learning

It is possible to earn credit from life or work experience, business or industrial training programs and other achievements. A portfolio must be submitted documenting the learning done outside of formal college courses. Credit is given for the learning or achievements that have come from experience, not the experience itself. Students must demonstrate a balance between theory and practice.

Placement/Proficiency Examinations

Examinations are administered to determine proficiency or establish placement in English Language.

English Placement Examination

All students registered under programs that are taught in English are required to take the English Placement Examination (based on IELTS - level B1-B2). The result of the test will determine the number and type of courses a student can take.

Certification

Criteria for Graduation

In order for a student to graduate, he/she must meet the following criteria:

- Completion of the program requirements as indicated in the study guide.
- Completion of all credits in each program of study as specified in the study guide of Mesoyios College, unless the law determines otherwise.
- Maintain the following minimum CPA:
 - Diploma – completion of two consecutive semester – CPA > 1.7
 - Higher Diploma – completion of two consecutive semester – CPA > 1.8
 - Bachelor – completion of two consecutive semester – CPA > 2.0
- Settlement of all financial obligations to the college before the issuance of the diploma. Students who meet the above must apply for a diploma at the Office of the Registrar from where they should complete the relevant Graduation Form. The student must pay the amount of €60 for the issuance of the Degree.

Procedure for Issuing the Degree

Degrees are issued about two months after the end of the last semester of study. The Office of the Registrar will proceed to the issuance of Degree only when the student meets all the requirements for graduation as listed above.

Dean's List

The Dean's List includes the students who have achieved a grade point average (GPA) 3.50 or higher.

Honors are awarded as follows:

- 1st Distinction 95% – 100%
- 2nd Distinction 90% – 94%
- 3rd Distinction 85% – 89%

Academic Honor

MC rewards academic excellence and prepares a Graduation Honor List.



Annex IX - Change of Grade / Grade Petition Policy and Procedure

Policy

Once the grades are submitted to the Office of the Registrar no changes are allowed, unless one professor fills out the necessary form for “Change of Grade” which would explain the reason of changing the grade.

Procedure

Grades Revision Procedure (Grade Petition)

If the student believes that he/she received a grade that is different from what he/she expected, then he/she should first contact the instructor of the specific course.

If this does not lead to a result, then the student might report to the Office of the Registrar.

The Registrar will forward a copy of the report to the Program Coordinator and Quality Assurance Officer (QA), who will have to confirm that there was not any mistake by the instructor previously. The Program Coordinator should be able to explain how the Academic Committee made their judgement, and what evidence they relied on. Even where there is no evidence of an error being made, understanding how the Academic Committee made a judgement and what evidence they took into account, might help the student to understand the grade he/she have been given.

If indeed there was not any mistake by the instructor, the Program Coordinator and QA will commit a reevaluation of the final examination from another instructor. In case of a large difference between the two evaluations where a change of the grade is appropriate, the average of the two evaluations will be assigned as the final grade of the course. Changes of the grades resulting from the above procedure require the approval of the Program Coordinator and Quality Assurance Officer. The appeal for review of a result must be done by the student within 4 weeks from the date of announcement of the final results.

Making a complaint about bias, discrimination, malpractice or maladministration

Students cannot appeal because they disagree with the assessment grades given by college. However, they might be concerned that their assessment grades were wrong because they believe the judgement was influenced by things other than evidence about their academic performance. We know that some students are concerned that some assessment grades could be influenced by bias or discrimination. Individual cases of bias or discrimination would be taken very seriously, and we expect them to be rare.

If bias or discrimination affected students’ assessment grades, this could be a form of malpractice or maladministration. If students think that malpractice or maladministration might have affected them, then they should first discuss this directly with the Program Coordinator and raise a complaint through the complaints policy. If they feel that their concerns have not been addressed, they could then consider raising their concerns about malpractice or maladministration with the Academic Committee.

Students would be expected to raise any concerns with the college initially, and if they have evidence of malpractice or maladministration on the part of the college and have concerns about raising it with them directly in the first instance, it may be appropriate for students to discuss this directly with the Academic Committee instead. In order to examine these cases, the Academic Committee will need to see something specific or something surprising, which calls for an explanation that the college has been unable to give.



If the Academic Committee decides that it has a reasonable basis to suspect malpractice or maladministration might have occurred in relation to the student's assessment grades, it will carry out an investigation to gather evidence so it can decide whether or not malpractice or maladministration actually happened. The Academic Committee is likely to review the student's academic records, and any other specific evidence the student might provide, and also to talk to the Program Coordinator or the Principal and to the lecturer for whom the student complains of being responsible for the malpractice or maladministration. They may also choose to look at any other relevant data, which may include historical data. When the Academic Committee decides that there has been malpractice or maladministration, for example, because discriminatory views influenced an assessment grade, this can have serious consequences for any lecturer involved, so the Academic Committee will allow the lecturer an opportunity to explain when they do not agree with the complaint.

If the Academic Committee thinks there has been malpractice or maladministration, it will then consider to proceed with the Change of Grade procedure.

Change of Grade

A change in grade is authorized only under unusual circumstances. Faculty submits the change of grade via the Change of Grade Form. The change of grade process requires the instructor's signature and the approval of the Program Coordinator and Quality Assurance Officer for all grade changes—including removal of "I" grades.

Grade change requests should carry a statement regarding the circumstances necessitating the change, which includes a description of the circumstances for an original award of an "I" grade. It is improper to permit a student to improve a grade by doing extra work unless all students in the class are given the same opportunity.