

# NARH-BITA COLLEGE



## POLICY DOCUMENT

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## 1. POLICY ON EXAMINATIONS SECURITY PROTOCOL

### 1.0 Preamble

The security of all examinations at the Narh-Bita College is a critical element of the exam life cycle that minimizes the risk of exam integrity being compromised. This protocol is a recommendation of best practices related to exam security.

### 1.1 Exam Development

Prior to the scheduled exam, only authorized college staff and faculty may have access to an exam. Previous exams and exam questions should not be recycled. Exams should be secure at Narh-Bita College and managed by the following the principles:

“ Password protected (dedicated user authentication) which only allows the author or owner of the exam file to access is required. Generic, public, unauthenticated, or shared accounts must not be used.

“ Ensure that the device is fully patched with vendor’s software updates applied at all times. This requires that the device software is currently supported by the vendor.

“ Updated anti-virus software is required for computers running Windows operating systems, and is compulsory for all computers.

### 1.2 Electronic Storage

The preferred electronic storage of exams, marking keys, or answer keys is a Narh-Bita College network drive.

Whenever possible, exam documents, marking keys, or answers keys are stored on a USB stick, there must be a password protection or encryption. This can be accomplished by using hardware encrypted USB storage. Student employees (student assistants, teaching assistants, research assistants, etc.) should never have access to the same hardware encrypted USB storage where exam materials are stored. Each user has personal hardware encrypted USB storage

### 1.3 Sharing and Transmission of Electronic Exam Files

Electronic collaboration in the development of an exam should be done on a supported and secure file sharing platform. External, consumer file services such as Dropbox, Google Drive, etc. should not be utilized for exams as these services provide no internal ability to recover files from backup or provide no internal auditability in case of an information



security incident. Exams or exam materials should never be emailed without encryption. If emailing exam materials as an attachment, ensure the documents are password protected/encrypted and the password/encryption key is communicated to the recipient via separate communications channels.

#### 1.4 Physical Storage Before the Exam

The preferred physical storage of exams and answer keys is in locked file cabinets within a locked office. Answer keys should never be kept in the same location as unwritten exams. Keys to a locked file cabinets or locked offices should not be kept in desk drawers or in areas that facilitate access to locked locations.

Student employees (student assistants, teaching assistants, research assistants, etc.) should never have access to the locked locations where exam materials are being stored. Where exams are stored on physical hardware devices such as a laptop, USB stick, etc., physical access must be restricted to these devices. Following physical security guidelines are recommended as per the Narh-Bita College exam security protocol.

- Examination is central to the success and recognition of colleges Degrees/certificates that are awarded based on the outcome of examinations.
- College Examinations are confidential and, therefore, all Examiners must exercise due diligence to ensure sustainability of its confidentiality.

Examination Questions should not be shown to students before the Examinations and also marked scripts should not be shown to students before Departmental Boards have met to consider the results

#### 1.5 Security During Printing

Printing of exams should be done in an area that is inaccessible to unauthorized staff members or students.

Exams should not be left unattended during the printing process.

Lecturers should be present during the printing of the examination questions

When the print process is completed by Printing Services, exams will be wrapped in plain paper with a security seal.

Any copies made during the printing process that will not be used in the delivery of the exam must be shredded or placed into a confidential shredding bin.

If printing to a shared printer, confidential jobs should utilize a print release function where output is held until the authorized user is present to request and collect.

If printing to a non-managed network printer, ensure the printer is securely configured as per the Network, Scanner, and Fax.

### 1.6 Security During Physical Delivery

The security seal should be checked prior to transporting exams. Evidence of tampering should be reported to the faculty, or academic unit immediately.

Exams should never be left unattended during the physical delivery process.

On the receipt of physical delivery of exams, the security seal should be checked. Evidence of tampering should be reported to the faculty, or academic unit immediately.

On the completion of the security seal check, exams should immediately be placed in physical storage in accordance with guidelines of the physical storage section of this document. Exams that are being sent to an off-site location should be sent to the site and returned to the college via a traceable delivery service.

### 1.7 Security During an Exam

Exam candidates may not leave an exam room with exam materials in their possession.

Exam candidates should never be left alone in an exam room with exam materials.

Lecturers should be present at the start of the examination to administer the questions to the students.

All departments should create photo album of eligible student for examination on the attendance sheet.

### 1.8 Physical and Electronic Storage after an Exam

The preferred physical storage of unmarked exams and marked exams is in a locked file cabinet within a locked office. Keys to a locked file cabinets or locked offices should not be kept in desk drawers or in areas that facilitate access to locked locations. When a student is permitted to review a final exam, it should be done in a supervised environment.

Only authorized student employees (student assistants, teaching assistants, research assistants, etc.) may have access to the locked locations where exam materials are being stored. Graded final examination papers must be retained for a period of six months.

## 1.9 Disposal of Examination Papers

Graded examination papers contain sensitive personal information and are to be disposed of by physical destruction in such a way that they cannot be retrieved or reconstructed. The preferred method of disposal is confidential shredding.

## 2. POLICY ON STUDENT ACCOMODATION, SUPPORT AND WELFARE

### 2.0 The Objectives of the Policy

1. The overall objective of the Policy is to make Narh-Bita College learning and social environment friendly, safe, convenient and one that nurtures responsible and disciplined students.
2. The specific objectives are to:
  - Ensure that the system for overseeing student welfare is properly defined and coordinated;
  - Ensure that students are aware of all the important aspects of their social and academic lives;
  - Ensure that students are physically and mentally healthy;
  - Ensure a peaceful and acceptable interaction between/among students and between students and other members of the College;
  - Ensure a safe and clean learning and social environment for students;
  - Ensure that students are given opportunities to participate in social activities and that such activities are undertaken in accordance with existing requirements;
  - Ensure that students' participation in academic and social activities is finely balanced;
  - Ensure that the years student spend at the College are successful, fulfilling and happy. Ensure a high level of individual attention in a safe and secure environment.
  - Foster a cohesive relationship between students

Enhance student's self-esteem and commitment to Narh-Bita College.

### 2.1 ACCOMMODATION

#### 2.1.1 POLICY ISSUE

The condition and location of a place of abode for students greatly determines students' academic responsibility and performance, ethical direction and physical and mental state.

The College has off- campus accommodation for students. Accommodation arrangements are channelled through the Director of Students' Affairs. There is in place single and double rooms and rooms which can accommodate six to eight students.

Wardens/Matrons are responsible for the day-to-day management of residences as well as implementing co-curriculum programmes. Wardens are assisted by Student Resident Assistants. Enquiries and problems are to be brought to the attention of the Warden in the first instance.

## 2.1.2 POLICY STATEMENT

The College shall develop accommodation policy that will spell out the procedures for allocation of rooms and other conditions.

The policy shall prescribe groups considered special (students with disabilities, students who are suffering from illnesses confirmed by Doctors, first year students, female students and international students) to ensure these are given priority.

The College Management shall continue to oversee private hostels and advise students on their suitability.

## 2.1.3 STRATEGIES

The College shall:

- i. Charge a fair accommodation fee for its hostels;
- ii. Expand accommodation space subject to availability of resources;
- iii. Strictly enforce accommodation agreement with students;
- iv. Improve existing hostels on a regular basis;
- v. Through the Dean of Students, advise students on the suitability of hostels off campus;
- vi. Provide advice on off campus accommodation during orientation; and
- vii. Identify all students with special needs for purposes of accommodation.

Students shall:

- viii. Keep the accommodation agreement;
- ix. Pay accommodation fee as per the College fee structure;
- x. Report problems/dangers in the hostels to relevant offices;
- xi. Observe tenancy agreements.
- xii. Keep their rooms and surrounding environment clean and safe; and
- xiii. Avoid unnecessary disturbances such as loud music and noise.

## 2.2 SUPPORT AND WELFARE

### 2.2.1 PHYSICAL SECURITY

#### 2.2.1.1 POLICY ISSUE

For students to undertake academic and social activities successfully, their security and security of their properties must be guaranteed. Fire outbreak, theft, presence of unrecognized people on campus, improper use of appliances, negligence, possession of

arms, alcohol and drug abuse are some of the things that can put security at risk. Ensuring the security of people and properties on campus is therefore a matter that calls for shared responsibility and commitment. While the College is responsible ensuring presence of security apparatuses and equipment, all students (and all who reside in the hostels) are supposed to live responsibly and to make reasonable use of the existing security architecture for ensuring not only personal but collective security.

### 2.2.1.2 POLICY STATEMENT

The College shall continue to improve the security system on campus with a view to ensuring that students pursue their social and academic activities peacefully and freely.

### 2.2.1.3 STRATEGIES

The College will:

- i) Engage a reputable security company for purposes of campus security;
- ii) Install appropriate security signs in all its premises;
- iii) Install appropriate fire equipment in all its premises;
- iv) Provide necessary security information from time to time or as need arises;
- v) Educate students on personal security measures while on campus and outside campus;
- vi) Take measures to safeguard all entry points to the College compound and close all undesignated entry points;
- vii) Take necessary action against all those who will act in ways that breach security or likely to breach security;
- viii) Deny unauthorized access to College equipment and facilities;
- ix) Where necessary, engage the Police in detecting, preventing or handling security breaches at the College; and
- xi) Provide emergency numbers to students.

Students will:

- i) Report security issues to relevant authorities/offices;
- ii) Report behaviour or conduct that jeopardizes security on campus;
- iii) Act responsibly and reasonably in handling College properties including electricity systems and appliances;

- iv) Avoid behaviour or conduct likely to cause breach of security;
- v) Familiarize themselves with the use of security measures and systems in place on campus such as fire extinguishers; and
- vi) Park their transport facilities (e.g. cars, bicycles, motorcycles) on designated places.

## 2.2.2 DISCIPLINE

### 2.2.2.1 POLICY ISSUE

Discipline is an important factor in ensuring student welfare at the College. A sound student disciplinary system and a sense of self-discipline on the part of students are important components in ensuring the existence of an environment propitious for students' academic and social pursuits. Given the diversity of students in terms of culture, belief and thought, their daily interaction in academic and social activities may turn chaotic if disciplinary measures are not properly defined and enforced.

### 2.2.2.2 POLICY STATEMENT

The College shall ensure that all its instruments on student discipline are strictly and objectively used. It will also encourage students to cultivate a sense of self-discipline.

### 2.2.2.3 STRATEGIES

The College shall:

- i) Ensure that the Student Disciplinary Rules and Procedures are enforced and where
- ii) necessary reviewed to meet emerging disciplinary issues; and
- iii) Offer information and guidance on disciplinary issues during orientation of students and afterwards.

Students will:

- iv) Abide by the Student Disciplinary Rules and Procedures and other relevant instruments;
- v) Develop self-discipline strategies and pursue them for their personal growth and standing;
- vi) Seek guidance on disciplinary issues from academic advisors and or the Counselling Unit of the College;
- vii) Report disciplinary issues to relevant authorities/offices; and

viii) Participate in various seminars/events on disciplinary issues organized by the College.

Narh-Bita College Staff members will:

- ii. Report student disciplinary issues to relevant authorities/offices; and
- ii) Provide guidance to students on disciplinary issues during classroom sessions, consultations and other forums.

## 2.2.3 ENVIRONMENTAL CLEANLINESS

### 2.2.3.1 POLICY ISSUE

A clean and safe studying and living environment is a crucial need for students at Narh-Bita College. A dirty environment can lead to a number of problems including outbreak of diseases.

Environmental cleanliness at the College requires every person, living or using the campus environment in one way or the other, to take responsibility

### 2.2.3.2 POLICY STATEMENT

The College shall maintain a clean and safe environment for students' academic and social activities and calls upon every student to participate in making the environment safe and clean.

### 2.2.3.3 STRATEGIES

The College shall:

- i) Take action against all those who negligently or maliciously pollute the environment;
- ii) Engage a reputable company for conducting cleaning activities in designated areas;
- iii) Continue to destroy designated categories of waste by using its incinerator; and
- iv) Install facilities to handle normal and hazardous waste in a sound manner.
- v) Continue greening the environmental.

Students will:

- vi) Observe cleanliness and keep the environment clean;
- vii) Keep their places of residence clean;
- viii) Keep classrooms clean;



- ix) Dump wastes in designated areas;
- x) Avoid dumping dangerous materials on the NBC environment

## 2.2.4 TEACHING AND LEARNING ENVIRONMENT

### 2.2.4.1 POLICY ISSUE

The nature of the learning environment can either hinder or facilitate learning and teaching. For students to achieve their academic goals, a conducive learning environment (teaching and learning facilities) must be in place. NBC's learning and teaching environment is adequate and meets required standards. Although the College has been continually improving the learning environment in terms of staff recruitment, expansion of classrooms, installation of teaching aids and others, the growing number of student enrolment, changing nature of learning and teaching, technological advancements in the learning process and the changing nature of student learning needs are factors that call for more improvements and innovations.

### 2.2.4.2 POLICY STATEMENT

The College shall maintain the required standard of the teaching and learning environment and will continue to improve it in order to meet the learning needs of students with a view to ensuring it is comfortable, convenient, friendly and accessible by all students.

### 2.2.4.3 STRATEGIES

The College shall:

- i) Recruit competent academic staff;
  - ii) Ensure presence of sufficient library space and resources;
  - iii) Ensure availability of teaching and learning aids such as projectors;
  - iv) Install and maintain fans in classrooms;
  - v) Ensure availability of wireless network at designated places;
  - vi) Ensure that offices and learning places are accessible by people with disabilities;
- and

Students will:

- vii) Use teaching and learning facilities wisely and avoid damage;
- viii) Report malicious or negligent damage of teaching or learning facilities;

- ix) Observe the provisions of the Student Disciplinary Rules and Procedures related to handling of College premises and properties; and
- iv) Avoid conducts that are likely to cause disturbances or disruptions to the learning or teaching process.

## 2.2.5 COUNSELLING AND ADVISORY SERVICE

### 2.2.5.1 POLICY ISSUE

In the course of undertaking academic and social activities, students may sometimes suffer disruptions to their mental state resulting from a range of factors e.g. family instabilities, illnesses, loss of loved ones, social relationships, alcohol and drug abuse and poor academic performance. If not properly handled, such disruptions may lead to more complicated problems such as depression making it hard for students to fulfil their academic responsibilities. In this sense, students will often need counselling and advice in order to overcome specific challenges and attain academic excellence.

- a) The individual consultation with either the College Counsellor or the Director of Students Affairs is a confidential service; line managers are also required to conduct meetings in a confidential manner. However, if the Welfare Officer or College Counsellor believes that it is the interest of all students to consult with another person, the permission from the member student shall be obtained. Full confidentiality cannot be extended to disclosure that identify:
  - A breach in College Regulations
  - A situation where an individual may possibly be at risk of harming either themselves or other people or students.

### 2.2.5.2 POLICY STATEMENT

The College shall ensure the system for providing counselling and academic advice to students is continually improved in order to meet existing and emerging demands for counselling and academic advice.

### 2.2.5.3 STRATEGIES

The College shall:

- i) Strengthen its Counselling Unit by ensuring presence of qualified counsellors and other needed resources;
- ii) Allocate academic advisor to all students;
- iii) Strengthen the office of the Dean of Students as the overall overseer of student affairs; and
- iv) Expand advisory and student support services by ensuring the presence of a learning support advisor, family welfare advisor and disability officer.
- v) Provide support, advise, guidance and counselling on individual welfare needs pertaining to psychological trauma, stress that emanate from the welfare of students for example bereavement, relationship and family matters, mental health, substance abuse, alcohol abuse, anonymous threats in general
- vi) Assist students with ongoing individual problems that are social, psychological or emotional through individual and or group counselling.
- vii) Assist students with acute emotional distress and provide appropriate referral services.
- viii) The Counselling staff shall maintain confidentiality of their clients.

Students will:

- i) Make full use of the Guidance and Counselling Department;
- ii) Make use of academic advisors and seek academic and general advice whenever they need it; and
- iii) Seek general guidance from the Office of the Deans of Students.

The Guidance and Counselling Office will:

- (i) Provide counselling with due diligence and care;
- (ii) Keep students' information confidential; and
- (iii) Develop counselling guidelines and procedures.

### 3. POLICY ON FINANCIAL SUPPORT

#### 3.0 Statement of Principle

No student offered admission to a program at Narh-Bita College should be unable to enter or complete the program due to lack of financial means. The College by way of sponsorship has generated flexible payment plan and grants that would assist needy but brilliant student.

#### 3.1 Scope of Application

This Policy applies to all student financial support at the College of, whether funded by restricted funds, or through the College's operating budget, and including awards governed by the Policy on Student Awards. Financial support includes:

- grants, bursaries, scholarships, as defined in the Policy on Student Awards, whether funded from restricted funds, or through the College's operating budget
- outside awards as defined in the Policy on Student Awards
- institutionally-negotiated loan programs; that is, programs negotiated by the College with a financial institution on behalf of students, and in some cases for the subsidization of interest payments by the College
- work-study and other forms of employment-based learning
- teaching assistantships and research assistantships

#### 3.3 Implementation

a) The College's guarantee: The financial support programs of Narh-Bita College will be designed to guarantee that each student has access to the resources necessary to meet his or her needs as assessed by a common mechanism. This mechanism will be based on the Narh-Bita College Student Assistance Plan (NBCSAP) needs assessment with appropriate modifications as determined by the Vice-President, Students, and the College Registrar in consultation with the academic divisions of the College. This guarantee will apply to students in good academic standing, and will be in effect so long as levels of OSAP support remain at least equivalent to those prevailing.

b) Needs as identified in 3 (a) will be met as follows:

**i) Full-time Students**

Students are expected to rely on NBCSAP assistance, up to the level of the maximum NBCAP loan. Assessed need which remains unmet above the NBCAP maximum will be met as follows:

- for students in first-entry undergraduate programs, need unmet by NBCAP should be met primarily through grants
- for students in second-entry professional programs need unmet by NBCSAP should be met through a mix of grants and institutionally-negotiated loans. The appropriate mix will vary across second-entry programs.
- 

**ii) Part-time Students:**

The College should develop a mechanism to assess the financial needs of part-time students, and to determine how best to support needy part-time students in meeting their educational costs. A pilot project designed to assess and to meet the needs of such students will be put in place. The results of this pilot project, to be assessed in consultation with students, will inform a subsequent amendment to this policy.

**iii) International Students:**

International students must demonstrate that they have sufficient resources to meet their financial needs in order to qualify for a student visa. They are not eligible for the College's guarantee offered to domestic students. International students will nonetheless be eligible for emergency assistance as determined by academic divisions under guidelines issued by the Vice-President, Students, and the College Registrar as described in section 3 (b) vi below.

**iv) Students with special financial needs:**

- a) The Vice-President, Students, and the College Registrar, in consultation with the faculties and other academic divisions of the College, may issue guidelines dealing with categories of cases in which it is determined that the NBCAP needs assessment mechanism does not reflect the true need of the student.
- b) Students who are ineligible for government support for reasons such as disqualifying credit histories are not eligible for Narh-Bita College guarantee, but

will be assessed on request on a case-by-case basis to determine the level of support that it is appropriate and feasible for the College to provide.

- c) Within the common principles stated in 3 (a) and (b) above, divisional diversity and flexibility is to be encouraged with regard to the appropriate mix of student aid: grants, loans, debt remission, work-study, etc. and the appropriate mode of administration and delivery. Student participation in the design and delivery of programs of student financial support is to be encouraged at the divisional level.
- d) Consistent with the guarantee in 3 (a) above, need should be a necessary condition of eligibility for the preponderance of financial assistance at the College. For some need-based awards, eligibility may require passing a certain threshold of merit.

### 3.4 Awards Based on Merit Only

Although need should be a condition of eligibility for the preponderance of financial assistance for student's merit-only awards should also exist, consistent with the Policy on Student Awards, to recognize and promote academic excellence among the student body and to provide incentives for academically excellent students to select the College; and the College should also offer other means of recognizing particularly meritorious performance.

### 3.5 Financial Counselling

The College and its divisions shall make financial counselling available to students.

### 3.6 Administrative Regulations

The Vice-President, Students, and the College Registrar may issue administrative regulations under this Policy and shall report such regulations for information to the Committee on Academic Policy and Programs.

### 3.7 Annual Reporting

The Vice-President, Students, shall issue an annual report on Student Financial Support to include the following:

- levels of student financial need, by academic division, as assessed through the College's common needs assessment mechanism

- student financial assistance provided, by academic division, broken down by category and source (external/College) of assistance: grants, interest-subsidized loans and/or institutionally-negotiated loans, work-study, etc.
- the debt levels carried by students upon graduation from first-entry programs
- the results of regular student surveys directed at assessing the accessibility of the College's programs

This report shall be submitted for information to the Committee on Academic Policy and Programs.

### 3.8 Advocacy

In making the case for public policies strongly supportive of an accessible public system of college education, the College will continue to advocate well designed programs of governmental financial support for students, sustained by substantial levels of public expenditure.

## 4 POLICY ON LOW PERFORMANCE (REASSESSMENT)

### 4.0 General Principles

The following guidelines seek both to assist in preventing student poor performance and to set down the procedures that must be followed in dealing with cases of poor performance up to and including the termination of studies due to Academic Insufficiency. This policy also outlines the processes to be followed should a learner fail any element of their assessment. A resit involves the learner sitting one or more failed assessment components again, without the need to undertake further training.

The introduction of different guidelines for students is necessitated by the unique status of the degree as a self-directed programme under the supervision of an academic expert, a method of study that in all likelihood a student will not have encountered before. The student/Supervisor relationship is an intimate and unusual relationship and clarity of expectation and prompt action where expectations are not met is key to overcoming problems successfully.

These guidelines apply to all students at Narh-Bita College and establish guidance for Supervisors, Departmental Graduate Tutors and Faculty Graduate Tutors in relation to the management of poor performance. These guidelines are designed to ensure that cases of poor performance are dealt with consistently and fairly, with the prime objective of improving an individual student's performance to the required level for the successful and timely completion of their programme.

The guidelines also seek to ensure that NBC has a robust and open process for dealing with cases of Academic Insufficiency in student programmes. Narh-Bita College and the supervisory team has a responsibility for setting realistic and measurable standards of performance, for explaining these standards carefully to students, and for supporting students to achieve the required standards.

### 4.1 General Measures of Performance

The following are some of the skills and capabilities about which the Supervisor should maintain awareness and provide constructive feedback. They can also give an indication of the student's progress:

Creativity and the generation of ideas Independence of thought and action

Enthusiasm/motivation



Familiarity with literature Record keeping

Time management

Planning/strategic thinking Problem solving

Communication skills Networking

Standard of English Technical writing

Supervisors should also be aware of the following general issues that also provide early warning signs of problems:

Problems with attendance Procrastination

Poor delivery against agreed objectives Problems with completing research tasks

Overreliance on skills training

Isolation - lack of interaction with departmental/NBC peers.

#### 4.2 Milestones and Indicators

The setting and monitoring of student progression against regular concrete milestones also helps to ensure that the student remains on track, and can send early-warning signals if the student fails to achieve satisfactory outcomes. The following are useful milestones.

Seminar attendance and presentation

Conference attendance and presentation Publishing

Teaching

Public engagement activities

Generic and transferable skills training

#### 4.3 Reasons for Poor Performance and Preventative Actions

The Supervisor should be alert to reasons for short term poor performance when the student under normal circumstance would meet the standards required and these may include the following:

#### 4.4 Personal problems

Interpersonal problems – conflicts with colleagues and peers Physical/mental health issues

Lack of clarity of academic and/or cultural expectations

In these circumstances, students may need support to address these issues in the short and medium term, sometimes from outside the supervisory team, and may require a period of interruption if this is considered advisable.

Of a more serious nature is the realization that the student is unlikely to achieve the standards required of a degree/diploma. Although it is recognised that there will be mixed abilities within the student community, expectations of an individual student will be informed by the Supervisors' knowledge of the general standard expected of a research degree candidate at Narh-Bita College, within the sector and within the discipline. It is in the interests of both Supervisor and student that prompt action is taken. The procedure for dealing with poor performance from informal intervention through to formal Termination of Studies due to Academic Insufficiency is set out below:

#### 4.5 SCOPE

Learners who fail one or more assessment method will be offered the opportunity to take a resit or a retake. When the result notification recommends a re-take, the centre should consider a supportive action plan that responds to the weaknesses identified from the original result notification. The action plan should clearly state the nature and extent of the re-training and include the estimated time to prepare the learner for the retake. The timescales and fee for a retake must be agreed between the centre and Narh-Bita College. A resit involves the learner sitting one or more failed assessment components again, without the need to undertake further training. The centre will provide a result statement showing the assessment components the learner has failed and that no further training is needed. A resit cannot be taken with the intention of increasing the original grade if a learner has passed their assessment. Resits are only to be taken in the event of a failure. Only elements which are graded as "fail" will be eligible for a resit. Results of the other elements will stand and will not be affected by the resit process. The number of resits that can be taken by a learner will be at the discretion of Narh-Bita College and individual to each qualification as detailed in the centre handbook. If any part of the assessment is retaken, then final grade will be capped as a pass.

The resit exam will normally take the same form as the original exam, unless this is impossible due to the nature of the exam (in which case a suitable alternative exam will be agreed on with chair of the relevant examination committee).

Where a student is required to re-sit multiple exam components within a subject, then the overall judgement will be made about whether they have met the learning outcomes and if so, the subject pass mark weightings stipulated to all re-sat components.

#### 4.6 Prioritise reducing the number of low-performing students

Narh-Bita College aims at reducing low-performing students, and that a reduction can be accomplished in a relatively short time. The first step for the college is to prioritise tackling low performance in the education policy agendas, and translate this priority into additional resources.

#### 4.7 Responsibility

This is policy is for qualifications offered by Narh-Bita College. This policy is for centres accessing NBC qualifications and related services and all those involved with the development, delivery and quality assurance of NBC qualifications. Narh-Bita College has overall responsibility for ensuring this policy complies with our legal and ethical obligations, and that all those under our control comply with it. Narh-Bita College has the day-to-day responsibility for implementing this policy and for monitoring its use and effectiveness and dealing with any queries on its interpretation.

All retakes and resits are at the discretion of the assessor and if a learner fails a resit the assessor will decide if further attempts can be made.

#### 4.8 Policy and Implementation

Timeframes: If a learner is not successful, they can be resubmitted for all or part of the qualification after an appropriate period of additional training. We would suggest that learners wait for at least one month before resitting to allow for the preparation of additional evidence. Learners are to re-take failed examinations of previous semester before taking examinations for the new semester. Students who fail their re-sit examination are then made to repeat the academic coursework for the respective level.

Costs: Resits fees will be charged at a set rate based on the structure and the assessment type and the centre must pay the cost of the resit. The learner will not receive their certificate until all elements of the assessment have been completed successfully.

#### 4.9 NBC encourage students to make the most of available education opportunities

Students who have better attitudes and behaviours towards learning in school – i.e. who attend school regularly and on time, spend more hours on assignments, are more perseverant and interested in what they are learning– are less likely to be low performers.

#### 4.10 Review of this policy

10. The policy is reviewed and revised annually in response to feedback changes in legislation and guidance from the regulator

Students who have better attitudes and behaviours towards learning in school – i.e. who attend school regularly and on time, spend more hours on assignments, are more perseverant and interested in what they are learning– are less likely to be low performers.

## 5 POLICY ON THE DEATH OF A STUDENT

### 5.0 SUMMARY:

The death of a student is a tragedy for the family and friends of the deceased and a significant loss for the College as well. This policy provides clear and consistent protocols regarding the actions to be taken and the notifications to be issued in the event of a student death.

### 5.1 POLICY:

#### I. Initial Response to a Student Death

##### A. Occurring on Campus

1. The first responder should notify the Vice President & Administration and the Officer for Student Affairs (OSA). The OSA will notify the President of the college and the college council.
2. The vice president will convene the Death Protocol Team in conjunction with appropriate members from relevant divisions immediately.
3. The school authority should call the community 4 Ghana police immediately. The Police will respond and establish and maintain control of the scene.
4. Ghana Police Service and will be the investigating agency.
5. The OSA will determine, verify and supply information about the deceased student to the College Police if needed

It is the responsibility of the Police, in collaboration with the local law enforcement, to notify the student's family of the death.

The OSA will serve as the College's official contact with the family. Depending upon the cause of death and the police investigation, area sanitation may require departmental plans or arrangements with outside vendors to be implemented due to the inability to use/occupy the area on campus. These arrangements will be coordinated by the College's Facilities Management Department in consultation with the Chief of Police & OSA.

##### B. Occurring Off-Campus During the Academic Year

- a. Anyone becoming aware of the death of a student that occurred off-campus should immediately inform the OSA.

- b. The OSA will work with the Chief of Police to verify the information.
- c. The OSA or Chief of Police will notify the vice president of the college.
- d. The OSA will convene the Death Protocol Team to determine appropriate support for campus community.

### C. Occurring Off-Campus Not During the Academic Year

- a. Anyone becoming aware of the death of a student that occurred off-campus should immediately inform the OSA.
- b. The OSA will work with the Police to verify the information.
- c. The OSA or Police will notify the Vice president.
- d. The OSA will convene the Death Protocol Team to determine appropriate support for campus community.

### In All Cases

- e. The OSA will be the primary point of contact for the student's family. When appropriate, the OSA will assist the family in making arrangements to come to campus, take care of College business, and other related assistance as needed.
- f. The OSA will work with the Death Protocol Team and Office of Business and Executive committee to determine the communication of a public announcement and a release to the press to be disseminated by either the Office of Business and Executive committee or the Office of the Vice President.
- g. All media inquiries concerning the student's death should be referred to the OSA.

## II. Campus Communication and Actions

### A. The OSA along with the Death Protocol Team will:

- a) Send an email notification of the student's death to the following: the student's current professors, the student's Academic and advisor.
  
- b) Send an email to the campus community at large (after professors, family, friends, etc., have been notified) that includes the student's name, major, hometown, and grade level. A follow-up email may need to be sent to include funeral arrangements.

- c) Notify and coordinate with other college offices and departments as necessary in order to attend to the student's family, college students, student records, personal items, and return of college property. Include the student's ID number and the date of death.
- i) Office of the President – including information so that flowers/memorials may be sent
  - ii) Office of the Vice President
  - iii) Business and executive committee
  - iv) Computing Services
  - v) Residence Life and Housing
  - vi) Director of Student Development & Engagement
  - vii) Counselling Centre
  - viii) Office of the Registrar
  - ix) Admissions
  - x) Student Financial Services
  - xi) Public Safety
  - xii) Dean of College in which the student was enrolled 1) Advisor 2) Professors/ Lecturers
- d) If the deceased student is eligible to receive a posthumous degree (refer to separate policy) the College Vice President is responsible for ensuring the degree is presented to the parent(s) of the deceased student. Upon receipt of the posthumous degree from the Registrar's Office, the Office of the Vice President will coordinate with the family of the deceased to determine how they would like to receive the degree – either by the College President awarding it at the Commencement Ceremony respective to the deceased student's last semester of enrolment, or by other means. It is the choice of the parents of the deceased student by what manner the degree is awarded.
- e) Appropriate College representatives will attend the funeral if possible.
- f) The Counselling centre will be available to work with students who may be affected by the death by making referrals to appropriate services and coordinating with the Registrar to contact pro

#### B. Death Protocol Team will:

1. After family notification by the OSA, and in collaboration with college Housing, inform the deceased's roommates, friends, and any others identified as having close ties with the deceased, along with their professors, of the student's death via email or phone.
2. Provide assistance to students who attend the funeral, e.g., note to professor(s) or email to professor(s) regarding student absence as requested.
3. Follow up with friends of the deceased student as needed.

#### a. Office of College Business and Executive Committee will:

Handle all media inquiries.

Will determine, in collaboration with the Fatality Response Team and Chief of Police, and in consultation with College Counsel if applicable, the appropriate timing for, and the content of information to be shared in, a public announcement and a release to the press. Said announcement and press release will be disseminated by the College business and executive committee.

#### b. Computing Services will:

- v) Inactivate the student's computer accounts. Accounts will be purged in one year.

#### c. College Housing will:

- vi) Support law enforcement with controlling and securing the deceased student's room, if necessary, and with any investigative needs.
- vii) Assist with notification of deceased student's roommates if student death occurred on campus. Coordinate the relocation of roommates/suitemates to another location if requested. If death occurs during vacation months when the student is away from campus, assist with notifying roommates from the previous year and the upcoming year.
- viii) Work in partnership with Counselling Centre staff to provide appropriate support for residents.
- ix) In coordination with the VPSA and the deceased student's family, facilitate the return of his/her property from the hostel.
- x) Refund a prorated amount of room fee charges based on by-the day costs for the term in which the death occurred.



- xi) Review and cancel any building card access or key the deceased student may have had.
- xii) Upon clearance by the Police, the Director of Residence Life Services will coordinate arrangements with regard to packing the deceased student's possessions (at a time determined appropriate by the Director of Residence Life Services and the VPSA). The packing of possessions may be completed by the deceased student's family or contracted out to an approved vendor. If a vendor is used, the vendor must create an itemized list of the student's belongings. The Director of Residence Life Services will be responsible for arranging pick up or delivery of the items with the student's family.
  - i Coordinate the collection and return of retrieved mail to the deceased student's family and ensure mail forwarding as necessary.

**Counselling Centre will:**

- a. Coordinate counselling and support services for students as requested.
- b. Contact students who might have been affected by the student's death – including but not limited to significant others, friends, roommates, classmates, teammates, others living in the same building as the deceased student – and offer additional services as appropriate.
- c. Assist with contacting appropriate support (County Crisis) for deceased student's family if needed.

**e. Centre for Wellness will:**

- d. Close the deceased student's private health records and mark as "DECEASED."
- e. Maintain confidentiality of deceased student's health records unless request for same is approved by College legal counsel.
- f. Provide assistance as directed by the VPSA.

**f. Registrar's Office will:**

- g. When notified of a student death by the President, or Vice President of Student Affairs, place a deceased code on the student's academic record. This code alerts College departments that no additional communication should be sent to the deceased student, the student's parents, legal guardian or spouse.

- h. Obtain external verification of the student's death for inclusion with the academic record. The College needs to be provided with a copy of the "Probate Court Short Certificate" naming the executor of the estate. That person named as the executor would be provided with the transcript/records upon request. External verification is generally obtained through online news articles (in the case of accidental death) or by obituary
  - i. Process an official College Withdrawal. Close the student's official record, and mark it with a deceased code.
  - j. Mark all mailing addresses as inactive and update the address to 'Deceased – Do Not Use' in order to block the mailing to, or generation of mailing labels for, a deceased student.
  - k. Audit the deceased student's academic record to ensure the conservation of complete and accurate records and electronic data base elements (e.g., admission data, grades, registration activity, etc.) such that the information is intact and viewable in the student information
- Finalize any Federal Work-study remaining payroll payments and close any related employment records.
  - If a balance due is remaining on the student's account a write-off request will be sent to the PA Attorney General's office for approval to remove the debt from the college account.
  - Issue a refund check made payable to the deceased student's estate and send it via postal service along with a letter of condolence from the Director of Student Financial Services, once a Withdrawal Form is received from the Registrar and approval is received from the VP for Finance and Administration.

#### College Police/Public Safety:

Secure site if the death occurred on campus. Contact Coroner's office.

Serve as the point of contact with other law enforcement officials.

Notify the Ghana Police Service and determine the primary investigating agency. The Ghana Police Service will be requested to handle all death investigations, but may request for the College Police to conduct investigations that are apparent suicides absent suspicious circumstance.

### III. Records Disclosure Procedure

The Family Educational Rights and Privacy Act (FERPA), which protects the privacy of student educational records, does not extend past death. Non-educational records are governed by various other laws based on the record type. In order to ensure that the requirements of these laws are being adhered to, any request for information concerning a deceased student's record must be reviewed by the OSA.

## 6. POLICY ON PROCEDURES FOR HEALTH SCREENING AND IMMUNIZATION

### 6.0 Policy Statement

The Health Centre requires all students to comply with immunization and health screening requirements in order to protect the campus community, including patients with whom students have direct contact, from illness and disease.

### 6.1 Application of Policy

This policy applies to all Narh-Bita College students.

### 6.2 Definitions.

Entering student. Entering students include all new students to Narh-Bita College and students who attended a public, private or independent institution of higher education who are enrolling in NBC for the next academic year. Entering student does not include a student who is below the age of 18 years.

### Procedures and Responsibilities.

Narh-Bita College will establish immunization requirements for each academic program based on requirements of the Ghana Health Services and recommendations of the Centre for Disease Control. A student's failure to comply will result in an academic hold on the student's account (i.e. Official Transcript Hold, Registration Hold).

### Responsible Party: Office of Student Affairs

The Office of Student Affairs will give students written notice of all vaccination and health screening requirements prior to initial enrolment. The notice will reference the opportunity for students to claim an exemption from vaccination requirements and the importance of consulting a physician about the need for immunization to prevent disease.

### Responsible Party: Office of Student Affairs

### 6.3 Vaccinations required by the Ghana Health Services

A student enrolled in courses which will involve direct patient contact with potential exposure to blood or bodily fluids must provide evidence of compliance with all

immunizations required by the Ghana Health Service to the Office of Student Affairs prior to engaging in any activities involving direct patient contact as described above.

A student may be provisionally enrolled in a course if the student has received at least one dose of each vaccine specified by the Ghana Health Service prior to enrolment and goes on to complete each vaccination series on schedule.

Provisionally enrolled students may not participate in coursework or activities involving direct patient contact as described until the full vaccination series is completed.

Responsible Party: Narh-Bita College Student

#### 6.4 Exclusions

Students may request an exclusion from immunization in the manner described below. Students who are excluded from immunization requirements upon request based on medical contraindications or reasons of conscience will be prohibited from engaging in direct patient contact with potential exposure to blood or bodily fluids in order to protect the patients from illness or disease. An excluded student will also not be eligible to participate in any volunteer, or paid experience as a representative of NBC if the experience involves contact with human patients, human research subjects, human fluids, or human tissues.

a. Serological confirmation of immunity – The immunization requirements of the Ghana Health Service are not applicable to students who can properly demonstrate proof of serological confirmation of immunity.

b. Medical contraindications – Students may present a statement from a physician licensed and registered in Ghana, who has examined the student, to the Chief Medical Officer in which the physician expresses the opinion that the required vaccinations are medically contraindicated or pose a significant risk to the health and well-being of the student. Unless the statement confirms the existence of a lifelong condition, the exemption statement is valid for only one year from the date of the physician's signature.

c. Reasons of conscience including religious belief – A student must submit a signed affidavit to the Office of Student Affairs stating that the student declines vaccination for reason of conscience, including because of the student’s religious belief. Exemptions may only be considered for a religion for which the place of worship is exempt from property tax.

Responsible Party: NBC Student

## 7. POLICY ON SEXUAL HARASSEMENT AND CONFLICT RESOLUTION

### 7.0 Introduction

The Narh-Bita College is committed to an equal opportunities policy as outlined in its Mission Statement. This means that all individuals working and studying at the College are treated fairly and impartially, regardless of sex, age, ethnicity, physical/mental abilities, sexual orientation, religion or creed.

It is within this context that the Narh-Bita College considers the occurrence of sexual harassment to be an issue for particular attention. Narh-Bita College recognizes that sexual harassment undermines the integrity of the society and the workplace because it focuses on the recipient's sexuality instead of on his or her talents, intellect and abilities.

The Narh-Bita will not tolerate sexual harassment and will take steps to ensure that it does not occur. If it does occur, the sufferers should be free to seek redress without fear of reprisal.

This document governs the College's response in the event of a complaint of sexual harassment. The Sexual Harassment Policy presented here applies to all members of the College; staff, students and College guests.

## CHAPTER ONE

### 7.1 Definitions

The definition of sexual harassment provided in the main policy hereby has been extended to include *sharing private sexual materials of another person without consent*. Private sexual material may include nude pictures, sex tapes and other pornographic materials of victims.

#### 7.1.1 Sexual Harassment

- Sexual harassment typically occurs within a situation of unequal power between parties and therefore any policy must consider the power inequities within which any form of harassment is alleged to have occurred.
- Sexual Harassment can be considered as a continuum from unwanted sexual advances to rape. Any non-consensual sexual conduct is an offence under the Narh-Bita College sexual harassment policy. Sexual harassment includes, but is not limited to, the following:

- Verbal, physical, written, digital or pictorial communication relating to gender or sex which has the purpose or effect of unreasonable interference with an individual's academic or work performance which creates a hostile, offensive, or intimidating atmosphere for the recipients.
- Unwelcome and irrelevant comments, references, gestures or other forms of personal attention which are inappropriate to the academic, employment or residential setting, for example, the classroom, hostel or office, and which may reasonably be perceived as sexual overtures or denigration.
- A request for sexual favours when submission to, or rejection of, such a request might reasonably be viewed as a basis for evaluative decisions affecting an individual's future.
- Sexual imposition, that is, non-consensual touching or any other behaviour that may be considered as sexual which is not consensual.
- Abuses of power relations such that individuals receive unfair treatment based on gender or sexuality.
- Threat or coercion of sexual relations; sexual contact which is not freely agreed to by both parties.

### 7.1.2 Rape

It should be understood that many of the above terms are subject to interpretation. While overt forms of sexual harassment shall usually be obvious, subtler forms may be difficult to recognize. Perpetrators may not realize that their behaviour is "unwelcome" or inappropriate. Conduct which leads to the harassment of another person is not acceptable and shall render the individual responsible liable to disciplinary action.

### 7.2 Consent

Consent is the act of agreeing to engage in specific sexual conduct. In order for consent to be valid, both parties must have unimpaired judgment and a shared understanding of the nature of the act to which they are consenting. *Silence does not necessarily mean consent.* If at any time consent is withdrawn, the conduct must stop immediately. Sexual relations between individuals in a context involving a power differential, and which provide avenues for the receipt of benefits, cannot be considered to be consensual.



### 7.3 Consensual Intimate Relationships not condoned by the College

The College does not condone intimate sexual relations between senior members and students or senior members and staff or any other category of persons, where one party is in a supervisory position over the other.

### 7.4 Retaliation

- Narh-Bita College prohibits retaliation against individuals who may have filed a complaint to the Sexual Harassment Committee, have provided statements, assisted, or participated in an investigation under the Policy.
- Retaliation refers to any act of retribution taken against a person who has lodged a complaint with the Sexual Harassment Committee in connection with conduct prohibited under the Sexual Harassment Policy, to which he or she has been subjected.
- Retaliation could be in the form of academic or employment decisions that are made as a result of an individual's complaint about conduct prohibited under the Policy or participation in enforcement of the Policy. It can also be in the form of verbal, physical or written acts, which are intimidating, threatening, coercive or discriminatory.

### 7.5 Hostile Environment

A hostile environment may be created when workers, students or lecturers, are regularly subjected to aspects of the above-mentioned attitudes or behaviours, which combine to create an overall unfriendly, negative working situation. Such an environment is not conducive to a productive, healthy, supportive work setting. A hostile environment is determined by looking at all of the circumstances, including, but not limited to, whether:

- The alleged harassing conduct is frequent
- The alleged harassing conduct is more or less severe
- Such conduct interferes with an employee's work performance, a students' or lecturers' academic performance or the full enjoyment of College programmes or services.
- Such conduct has the effect of emphasizing one's gender or sexuality in a manner offensive to a reasonable person

- Such conduct has the effect of creating an intimidating or offensive environment
- in the workplace or inside or outside the classroom.
- Such conduct, after having been brought to the attention of the alleged perpetrator by the alleged victim as being unwelcome and offensive, has yielded no change.

## 7.6 Offense

Narh-Bita College takes, with the utmost seriousness, all of the above named offenses, or any discussed in this document. Due to the uniqueness and complexity of each sexual offense case, the Sanctions for all but the last two offenses shall be determined by the committee, in consultation with all of the interested parties. The results of these deliberations and recommendations shall be made known to all interested parties and shall be finally referred, in a written report, to the President of the College. The President shall be the court of last resort for these cases and her/his judgment shall be final. The last two categories, in most cases, shall be referred to the appropriate adjudicating body.

Any non-consensual sexual conduct is an offence. Examples of offences include, but are not limited to:

A Sexual Harassment: Any unwanted sexual attention including, but not limited to, sexually threatening or offensive behaviour.

B Sexual Imposition: Non-consensual sexual touching

C Sexual Assault: A non-consensual sexual act including, but not limited to unwelcome kissing of lips, mouth, breast or other body parts, touching of breasts or chest, buttocks, thighs, vagina, penis or other body parts other than under a medically necessary procedure, and vaginal penetration, anal penetration and oral sex. This category may be of a serious enough nature to be referred to the legal institutions of Ghana.

D Rape: Forced, uninvited vaginal, oral or anal penetration by a male penis or any other object. This category is defined by Ghana law and, in most cases, will be referred to legal institutions for definition, clarification, verification and adjudication.

7.6.1 It is important to note that sexual harassment offences may be:

- Verbal: including unwelcome remarks, suggestions and propositions, malicious gossip, jokes and banter or songs based on sex, race, age, able-bodied status, sexual orientation or gender.

- Non-Verbal: offensive literature or pictures (hard-copy or digital), graffiti, text-messages or images on cell phones, offensive email, stalking, whistles or cat-calls.
- Physical: including unnecessary touching, gestures or assault.

#### 7.6.2 A Note on Mode of dress

Mode of dress has been cited as sexually harassing behaviour. However, although certain dress styles may be considered inappropriate or unacceptable or even irresponsible, dress style alone cannot be construed as an "unwelcome sexual advance". "Unwelcome sexual advance", as sexual harassment has been here defined, implies that the perpetrator deliberately and with aforethought, subjects another to demeaning, uncomfortable and/or uninvited sexually charged overtures, sometimes for transactional purposes. Though certain dress styles may appear provocative to some, and, although certain people feel that wearing such attire is done for purposes of harassment, we cannot assume that the wearer has harassment in mind. As, especially young people, are influenced by the styles of the day, it cannot be assumed, without verification, that the intention of the wearer is harassment, or is simply style, conformity, taste or culture.

Narh-Bita College holds to the belief that it would undermine the integrity and educational agenda of an academic and democratic institution to curtail freedom of expression and of choice. The College believes that we are better served by educating males and females in making appropriate choices in both presentation and responses to matters of dress. Therefore, we do not believe that the matter of dress, as such, should be a part of the Sexual Harassment Policy, but rather should be a part of a broader educational agenda

## CHAPTER TWO

### 7.7 COMPOSITION AND FUNCTIONS OF THE SEXUAL HARASSMENT COMMITTEE

#### 7.7.1 Introduction

The sexual harassment committee is a neutral body whose main concern is the equitable resolution of cases of real or perceived sexual harassment. It serves the interests of all parties equally and functions to increase harmony and stability in the entire Narh-Bita College community.

This is not an adversarial committee. It does not serve as a court of law. Its goal is to contribute towards a work environment free from prejudice or discrimination where all members are allowed to pursue their employment and studies in a safe and supportive environment without fear of interference, by word or deed, based on their gender, sexuality, physical attributes, ethnicity, religion or political affiliation.

In light of the above, the committee shall strive to create an atmosphere of comfort and safety in the consideration of all cases. The seating arrangements and the demeanour of the committee members shall, at all times, serve to contribute to this quality of supportive disclosure in order to insure the outcome of truth, justice and fairness to all parties.

### 7.8 COMPOSITION OF THE COMMITTEE

A six-member Sexual Harassment Committee shall be constituted as follows:

- Two teaching Senior Members
- One representative of students
- One representative of FUSSAG
- One representative of TEWU
- One representative of GAUA
- One non-voting secretary

The committee shall be gender balanced

The President shall appoint the committee

The committee shall serve a term of three years

### 7.9 FUNCTIONS OF THE COMMITTEE

The Sexual Harassment Committee shall:

- Receive complaints
- Investigate complaints
- Hold regular hearings on the merits of sexual harassment cases make recommendations to the President
- Take responsibility for monitoring compliance
- Work with CEGRAD in helping to promote awareness of the policy and the relevant issues within the college community
- Serve as sensitive and aware models for the understanding of sexual harassment issues and their ramifications

A sub-committee of three or four members taken from the seven, shall sit on any one case and the composition will reflect the status of the complainant (thus: one teaching Senior Member, one undergraduate rep, and one member of the appropriate constituency listed above, with the non-voting secretary). The chair of the committee shall sit on all cases. As this is a mediation process and not a judicial matter, legal counsel shall not be allowed. Although a support person may accompany both the complainant and the accused, as the committee feels is appropriate, the support person may not be a professional. The committee is not a court of law and members are not trained legal practitioners. Therefore, to admit legal counsel, at this juncture, would prejudice the process and subvert the meaning of the entire mediation procedure, which is educational and supportive and not adversarial. If either party prefers legal action, they must take the case to the appropriate legal authority. However, the College, through this Sexual Harassment Committee, is authorized to make its own independent judgments and make its own recommendations, without recourse to the courts and without the appearance of legal counsel in any of its proceedings.

## 8.0 OVERSIGHT OF COMMITTEE

Oversight responsibilities shall reside with the Centre for Gender Research, Advocacy and Documentation (CEGRAD)

CEGRAD shall:

- Monitor the activities of the committee

- Be responsible for the ongoing training of the committee members
- Receive a report each semester from the chair of the committee on their proceedings
- House the reports of the committee, particularly the original complaint report and the report on the final decisions of the committee and the President
- Be available for consultation and support on matters pertaining to committee issues when solicited by the chair of the committee
- Six months prior to the termination of the committee, the President's office shall be notified by CEGRAD. A new committee shall then be constituted by the President of the College and shall begin its training. As a part of its training, members of the newly constituted committee may attend meeting hearings with the old committee upon that committee's consent.

### 8.1 TRAINING OF COMMITTEE MEMBERS AND CONTACT PERSONS

All committee members shall receive training on the specifics of the sexual harassment policy, how to conduct interviews, sensitivity to gender issues, the nature and scope of what constitutes a sexually motivated offence, and other issues pertaining to gender, sexuality, relationships of asymmetrical power, and other relevant topics.

This training shall be done in conjunction with CEGRAD and shall also include contact persons who are likely to receive complaints, such as: HODs, Deans, Registrars, hall counsellors and religious personnel

## CHAPTER THREE

### 8.2 PROCEDURES FOR REPORTING

Any student or employee who perceives herself/himself to have been subjected to a sexually harassing experience or has been subjected to some retaliation following a sexual harassment incident, has the right to register a complaint. The College strongly encourages the prompt reporting of sexual misconduct. A delayed report may result in a dismissal of the complaint. To promote timely and effective review of cases, the College strongly encourages complainants to make reports within thirty (30) calendar days

following the last occurrence of the behaviour giving rise to the report. The report may be made by:

- A person who believes they experienced sexual harassment or misconduct
- A person who has information that sexual misconduct may have been committed by a University student or worker.
- The complaint may be either formal or informal. Complainants are encouraged to use the informal procedures in the first instance. In certain cases, however, the formal procedure is strongly recommended.

Upon the implementation of a Sexual Harassment Hotline, all members of the community who have been, or know others who have been, subjected to sexual misconduct in any form, shall be mandated to report to the Hotline immediately.

### 8.3 The Informal Approach

A student or employee who feels that they have been a victim is encouraged not to ignore the situation or the offending person/persons. In the first instance, the recipient of harassment should register their protest to the person causing the harassment. If this is not possible for any reason or harassment continues despite the registration of protest, then the following steps are recommended:

FIRST: Seek advice. For students, it is recommended that you consult a Counsellor, your Hall Tutor, or the Dean of Students. College workers are advised to make reports of sexual harassment to their Union Representatives or the Counselling Centre.

Though you may find it helpful to seek support from a trusted colleague, you need to be aware of your interest in keeping the matter as confidential as possible. Keep notes of what happened, when, where, and who was present. Retain copies of any correspondence, relevant pictures mobile phone messages etc.

SECOND: Contact one of the following persons or offices who shall file an official report form:

- Professional Counsellors in the Counselling Services Centre
- A Hall Tutor
- The President, Registrar or Dean of Students

- Your immediate supervisor or HOD or Dean
- Designated Contact Person(s) of Centre for Gender, Research, Advocacy and Documentation, (CEGRAD)
- Designated Contact Person(s) of The Sexual Harassment Committee Office
- Union Representative.

THIRD: These individuals named above, shall provide confidential assistance / resources and guide the Complainant through the best process for resolving the problem. They shall be trained and shall listen and offer support, counsel and/or advice.

#### 8.4 Possible Actions

Depending on the nature of the complaint, the Contact Person may suggest options of settlement without initiating further action from the College. These will include:

- The recipient of the harassment confronting the alleged perpetrator (offender)
- The Contact Person confronting the alleged perpetrator (offender)
- Bringing the two parties together and assisting in an appropriate intervention
- The Contact Person presenting a report to the Chairperson of the Sexual Harassment Committee.

#### 8.5 Safety of Parties

If the complainant involved is in immediate danger, the Contact Person shall take the appropriate means to address the safety of the complainant. This may include visiting a clinic/hospital or the police station.

If a complaint cannot be resolved through the above options, or if, in the course of the Informal Procedure, the alleged offender is not cooperative, then the formal procedure is available.

#### 8.6 Formal Procedure

The formal Procedure shall usually be embarked upon in the following instances:

- Where the alleged offender fails to cooperate in the informal procedure.



- Where informal mediation does not appear to stop the harassment.
- Where the alleged offender has several complaints against him/her.
- Where the immediate safety of the parties involved is at stake.
- Where the following types of harassment have occurred:

Sexual Assault

Threat or coercion of sexual relations

Sexual contact which is not freely agreed to by both parties

Sex that may appear consensual but reflects unequal power relations and which provides avenues for the receipt of benefit, (such as sex or sexual contact between a Head of Department and a subordinate)

### 8.7 Contacting the Police

a. In such circumstances as listed above, the Complainant will have the liberty to decide to make a formal police report. In the event that the Complainant chooses this option, the Contact Person and the Sexual Harassment Committee shall liaise with and fully cooperate with the Police.

### 8.8 Confidentiality

All information disclosed to the Sexual Harassment Committee shall remain confidential to the extent permitted by law and College policy. Discussions with any representative of any office such as The Dean of Students or a Union leader will not be considered a report to the College regarding the reported misconduct.

It must be emphasized that CONFIDENTIALITY is crucial to the entire sexual harassment mediation procedure. There must be no excuse for any member of the committee, contact persons, College administration, support persons, or any other interested party, to violate the confidentiality of any of the participants in the process.

### 8.9 The Sexual Harassment Committee's Response

Once the Sexual Harassment Committee receives notice of possible sexual misconduct:

1. The complainant will be offered appropriate confidential support and other resources and notified of applicable institutional policies. These will include Medical and Counselling services.
2. The College will take appropriate steps to prevent and/or address retaliatory conduct following a report.
3. If requested, other participants in the process (such as witnesses) may also be offered appropriate support services and information.
4. The Committee may implement some immediate interim intervention as may be appropriate. This may include separation of the complainants and respondents living situations. Such intervention(s) may be kept in place until the end of the review or appeal process.

#### 8.10 Guidelines

The Sexual Harassment Committee will respond to all reports in a prompt, thorough, procedurally fair and effective manner. Upon receipt of a report, the committee will strive to complete its review as soon as possible, but not later than 21 working days from receiving a relevant request.

The following guidelines shall apply:

1. The complainant shall formally request to the Sexual Harassment Committee to take further action.
2. The Sexual Harassment Committee shall notify the alleged offender that the matter is being taken further, and that it may result in disciplinary action.
3. The Sexual Harassment Committee shall initiate separate investigatory meetings with the complainant and the alleged offender to attempt to resolve the matter, unless both the complainant and the alleged offender agree to a joint meeting being convened.
4. Any person (complainant or respondent) participating in the process may have a counsellor/support person (other than a lawyer) present at any meeting related to the review of the reported sexual misconduct, provided the person meets with the approval of the Committee.

### 8.11 Investigation Findings and Outcome Notification

The Committee shall prepare a written report at the conclusion of an investigation. The following shall be adhered to:

1. The Sexual Harassment Committee shall within seven days of the close of hearing write a draft report of the outcome of the investigations, including any recommendations made or sanctions imposed.
2. The Committee's draft report shall contain:
  - i. a summary of the Complainant's allegations;
  - ii. a summary of the Respondent's statements in response to the allegations;
  - iii. a description of the relevant information provided by witnesses or obtained from documents including comments submitted in response to the draft report, and
  - iv. the Committee's analysis and findings.
3. A Complainant or Respondent will be given the chance to comment about their own statement or the investigation summary provided. They will have to respond not later than five (5) calendar days after being given the invitation by the Sexual Harassment Committee to do so.
4. Following the receipt of any comment made, the Committee will address any identified factual inaccuracies or misunderstandings as appropriate and make a final determination.
5. The Committee's final written report shall be sent to the President and shall contain, but may not be restricted to the following:
  - i. A summary of the investigation
  - ii. The Committee's findings
  - iii. A summary of the Committee's rationale in support of the findings and
  - iv. Recommendations and Interventions
6. The President shall study the report and the recommendations of the Sexual Harassment Committee and make final decisions on the recommendations.

## 8.12 Appeals Procedure

In the event that the complainant or the alleged offender is aggrieved with the outcome of the investigations and/or the action to be taken, she/he has a right to appeal within seven days. In reviewing the case, the President, as the final arbiter, shall call for such information as she/he shall deem necessary. The President shall as soon as possible but not later than twenty-one (21) working days, review the case and render a decision.

## 8.13 Sanctions

If the Respondent is found responsible for the reported misconduct, the University shall initiate a sanctioning process designed to eliminate the misconduct, prevent its recurrence and remedy its effect while supporting the College's mission and vision obligations. These sanctions should also serve to promote safety and deter students, workers and faculty from similar future behaviour.

Sanctions, specifically designed for each unique case, that may be imposed by the Sexual Harassment Committee and/or, the President shall include, but are not limited to, the following:

8.13.1 Apology: A written statement of one's regrets, remorse, or sorrow for having sexually harassed or another to the Complainant and copied to the President and the Sexual Harassment |Committee.

8.13.2 Formal Reprimand: A formal notice that the Respondent has violated College policy on sexual harassment and that future violation may be dealt with more severely.

8.13.3 Educational Project: Completion of a project specifically designed to help the Respondent understand why certain behaviour was inappropriate and to prevent its occurrence.

8.13.4 Relocation of the Offender: The Respondent will be relocated to another Department/Section. Transfer or Removal from College Housing: Placement in another room or housing unit or removal from College housing either temporarily or permanently.

8.13.5 No Contact: Restriction from entering specific College areas such as Hostels and/or from all forms of contact with certain persons.

8.13.6 Suspension: Separation from the College for a specified period of time or until certain conditions are met

8.13.7 Expulsion: Permanent separation from the College.

8.13.8 Referral to appropriate law enforcement body: These would include the DOVVSU, CHRAJ.

8.13.9 Withholding of Promotion or Termination of Employment: This would apply to College workers.

8.13.10 Rustication or Expulsion or Dismissal and/or Withholding of Results: This would apply to students

#### 8.14 Support and follow-up of survivors of sexual harassment

Once a sexual harassment complaint has been made by any member of the College community, the individual shall be assigned a counsellor who will support the complainant throughout the entire procedure. This shall be done in collaboration with the sexual harassment committee and shall be supervised by CEGRAD. The Sexual Harassment Committee, in collaboration with CEGRAD and the Counselling Centre, shall be responsible for support of the survivor for as long as all parties deem necessary. This follow-up support may take the form of counselling, a health care referral or referral to an appropriate spiritual or religious leader. In no instance shall the survivor be left to cope with the ramifications of the harassment incident without appropriate support.

#### 8.15 Responsibility of the College for Swift Execution of the Recommendations of the Sexual Harassment Committee and the President

Narh-Bita College shall be responsible for assuring immediate adherence to any disciplinary actions recommended by the Committee and the President. CEGRAD, in its capacity as advisory to the process, shall have a watchdog function to ensure that there is follow-up and swift compliance with the agreed upon recommendations.

## 8. POLICY ON STUDENT HEALTH CONFIDENTIALITY

### 8.0 College policies

For legal and more general reasons it is important that the College set out statements about privacy and confidentiality. Whilst it is entirely appropriate that there is variation in the details of application, there are strong legal and practical reasons for the documents to be based on the same explicit principles. College statements should be made available to both students and staff. It may also be helpful for colleges to inform parents or guardians of the principles that will be followed with regard to confidentiality.

### 8.1 Specific problems

#### 8.1.1 Major behavioural and emotional problems

- In the event that a student's behaviour is such that they are considered to pose a risk to staff or students within the College, the senior member responsible for college welfare should consider whether the vital interests of others are affected. Where there is time to consider action, it is important to seek the confidential advice and help of the college doctor (when matters of safety are of concern).
- In the event that a student's behaviour is such that they are considered to pose a risk to themselves they should be encouraged to engage with their General Practitioner (GP) in the first instance. Where the student is a significant risk of harm to themselves and failing to take steps to maintain their welfare (including not engaging with health professionals) it may be necessary to contact the emergency services. Where time permits it is important to seek the confidential advice and help of the college doctor.
- If a student is causing considerable concern or disruption but is not considered to pose a risk to other members of the college or department or themselves, and they are unwilling to consult medical professionals, a senior member with pastoral experience may well be able to achieve a satisfactory solution, and case conferences can be useful tool. A senior member may wish to contact the Office of Student Affairs or Head of Counselling to discuss possible sources of help.

### 8.1.2 Discipline and ill health

The college has formal procedures for dealing with serious problems arising from ill health which come to light in the course of a disciplinary investigation or otherwise. The College must ensure that any decision to share sensitive personal data is in accordance with the provisions under Data Protection Regulation (DPR).

### 8.1.3 Discharge from hospital

- Hospital staff can be expected to contact GPs about students discharged from the emergency department or inpatient wards with significant medical problems. It is the responsibility of hospital staff to ensure a 'safe' discharge and this may include communication with the college or family to which the patient will be discharged, subject to the patient giving permission to share information. Usually students will appreciate that it is in their interests to give permission to share information.
- If the GP is a college doctor, he or she should be fully aware of the consequences for the college, and they or a nurse are likely to ask the patient to provide permission to inform relevant officers within college. Students who are not registered with a college doctor may be at risk of sub-optimal communication between their GP and the college welfare team, and/or at risk of incorrect assumptions of what support may be available; college nurses are an important way to ameliorate such problems. It is helpful if those responsible for student welfare have discussed issues and procedures with their college doctor and nurse.

### 8.1.4 Risk of self-harm

If it appears that a student is at risk of self-harm concerns should be reported to a senior member of the college with pastoral responsibilities. It is often sensible to discuss these concerns directly with the student. The college doctor or Student Counselling Service can be consulted. Even when the doctor or counsellor is unable to comment about a particular case for reasons of confidentiality, it can be useful to discuss general issues. Since self-harming activity can vary in its level of immediate danger, discussion with a professional is important to assess what action is needed. Where there are clear indications that the student is in imminent and serious danger a doctor should be consulted as quickly as possible and if necessary the emergency services contacted.

### 8.1.5 Serious crime

Victims of serious crime can seek advice from the College Safety Office, in person or remotely if out of residence, or approach the Police directly. Survivors of rape or sexual violence can speak to trained first responders or find further information along with advice on how to support students in such circumstances and on the details of confidential referral routes.

All information concerning sexual assault and sexual violence should be treated in confidence, and information should only be shared with consent of the individual and on a need-to-know basis. Sharing of information with consent will be limited to staff in order for support to be put in place, and the purpose of sharing should be explained to the individual. This support may include making arrangements to limit contact between the parties concerned. In such cases advice can be sought from the Office of Student Affairs. Staff may be obliged to provide evidence to the court in proceedings arising from an allegation of sexual assault or sexual violence.

There may be circumstances in which confidentiality cannot be maintained, e.g. where there is a concern of serious harm to the individual (e.g. failure to seek suitable medical support) or others. In such cases college's duty of care must be considered. Decisions on sharing information without consent must be made at a senior level (e.g. Senior Tutor/ the Principal), seeking specialist legal advice as appropriate.

### 8.1.6 Dealing with the media

It is important that all members of staff of the College should be careful about speaking to the media and this is particularly so when there is a risk that confidential or sensitive personal data might be inadvertently disclosed. The College have policies about who should respond to enquiries and the College's Press Office is always able to give advice. In cases of student death the Student Tragedy guidance should be followed.

### 8.1.7 Dealing with requests from family members

- It is inappropriate to speak to a student's family against the student's wishes. In such circumstances, contact can only be justified where the student is physically incapacitated (e.g. unconscious due to serious accident) or the student has been



medically assessed as lacking capacity to make the decision. Mental capacity is to be assumed intact, unless determined otherwise by clinical staff within the NHS. As a general rule, where a student presents a risk to self but has capacity ((e.g. unconscious due to serious accident) or the student has been medically assessed as lacking capacity to make the decision. Mental capacity is to be assumed intact, unless determined otherwise by clinical staff within the NHS. As a general rule, where a student presents a risk to self but has capacity (e.g. self-harm), any decision that family members should not be contacted should be respected. Some students may give non-family members as their next of kin depending on their circumstances.

- There may be times when family members contact the college or departments on behalf of the student. These requests may come from parents, partners or other family members. This arises most often with parents of full-time students. Whilst providing advice and response might seem the most helpful response, students are adults and the confidentiality of their data must be maintained.
- Some students do give written consent for information to be shared with others but this is very rare. Some parents or partners of students with disabilities are actively involved in their support, where consent has already been obtained.
- When family members make requests on behalf of students it is important that staff are polite and clear about not being able to share information.
- Where family members raise concerns for a student's welfare it is appropriate to inform them of channels of support that are available to all students (e.g. college doctor, welfare contact in college, counselling service). Staff should advise family members that information provided in relation to the student will not normally be acted upon, and that they should encourage the student to disclose this information themselves and seek help. In cases where a family member discloses information which indicates that an individual is at risk of serious harm, the college must act upon this information and communicate that it will not be possible to guarantee anonymity to the disclosing part.

## 9. POLICY ON FITNESS TO PRACTICE

*(adapted from MDC fitness to practice)*

### 9.1 GUIDELINES ON IMPAIRMENT IN STUDENTS

(Medical, Dental, Physician Assistants and Certified Registered Anaesthetist)

### 9.2 BACKGROUND

Impairment in undergraduate students may\_ present as a student functioning below expectation and manifest with personal, interpersonal or work/study related difficulties. This is usually the result of stress factors which some students cannot handle adequately. Some of these may be cumulative and may lead to impairment at a later stage; even after leaving the training institution.

Impairment in undergraduate students should be identified at an early stage so that the affected student can be appropriately managed.

The Medical and Dental Council seeks to develop guidelines for dealing with cases of undergraduate student impairment. The guidelines relate to:

1. the key elements and procedures in dealing with Fitness to Practice in students,
2. the professional behaviour expected of students,
3. the scope of student Fitness to Practice
4. the threshold of student Fitness to Practice and
5. decision making on how to handle students who may have health issues that may impair their ability to function.

The MDC hopes and expects that the training institutions and students will find these guidelines useful.

Medical/ Dental/ Physician Assistants/ Certified Registered Anaesthetists in training herein after referred to as Students, have certain privileges and responsibilities different from those of other students. Different standards of professional behavior are, therefore, expected of them. Training institutions are responsible for ensuring that Students have opportunities to learn and practice up to the standards expected of them.

These guidelines consider Students' Fitness to Practice in relation to their behaviour and health when appropriate. Poor health can affect a Student's Fitness to Practice either directly or by being a cause of misconduct.

These guidelines are aimed at students and anyone involved in Medical/ Dental/ Physician Assistants/ Certified Registered Anaesthetists education, including those concerned with Fitness to Practice assessments, investigations and decisions.

The MDC has to be satisfied that graduates applying for registration are fit to practice and, therefore encourages training institutions to consider the implementation of these guidelines.

### 9.2.1 The Key Elements in Student Fitness to Practice Arrangements

This part of the guidelines suggests core elements within Student Fitness to Practice arrangements. These core elements are:

1. awareness and education
2. communication
3. confidentiality and disclosure
4. the roles of personal tutors, investigators and panel members
5. Fitness to Practice
6. timescales
7. panel composition and training
8. hearings
9. support for students
10. appeals

## 9.3 PROFESSIONAL BEHAVIOUR EXPECTED OF

### 9.3.1 STUDENTS

1. This part of the guidelines aims to advise Students and schools on the kind of professional behavior expected of Students in order for them to be fit to practice. It does not provide an exhaustive list but should encourage students to strive for high standards in their professional and personal lives.

2. It sets out certain types of behaviour that could demonstrate that Students are fit to practice as Practitioners and are not likely to put patients and the public unnecessarily at risk.

3. It seeks to demonstrate that Students, as well as Practitioners, have responsibilities in maintaining the standards of competence, care and behaviour.

### 9.3.2 PRINCIPLES OF PROFESSIONAL BEHAVIOUR FOR STUDENTS

1. Although Students have restrictions on the clinical work they can do, they must be aware that they are often acting in the position of a qualified Practitioner and that their activities will affect patients. Patients may see Students as knowledgeable, and may consider them to have the same responsibilities and duties as a qualified Practitioner.

2. Basic training gives Students the opportunity to learn professional behaviour in a supervised environment that is safe for patients. It is also an opportunity for training institutions to identify types of behaviour that are not safe, and to take appropriate action to help Students improve their behaviour. In extreme cases where this is not possible or is unsuccessful, there may be the need to discourage the Student from entering into the profession.

3. Students must be aware that their behaviour outside the clinical environment, including in their personal lives, may have an impact on their Fitness to Practice. Their behaviour at all times must justify the trust the public places in their respective professions.

### 9.3.3 GOOD CLINICAL CARE

Being able to provide good clinical care is fundamental to becoming a Practitioner. This objective should guide a Student's behaviour in both their clinical and academic work. Students should reflect on how they can support and promote good clinical care as part of their education. In order to demonstrate that they are fit to practice, Students should:

1. recognise and work within the limits of their competence and ask for help when necessary,

2. accurately represent their position or abilities.
3. make sure they are supervised appropriately for any clinical task they perform.
4. respect the decisions and rights of patients
5. not discriminate against patients by allowing their personal views to affect adversely their professional relationship with patients (this includes their views about a patient's age, colour, culture, disability, ethnic or national origin, lifestyle, marital or parental status, race, religion or beliefs, sex, sexual orientation, and social or economic status).
6. behave with courtesy, and
7. report any concerns they have about patient safety to the appropriate person.

#### 9.3.4 MAINTAINING GOOD MEDICAL PRACTICE

1. Students must be aware of their responsibility to maintain their knowledge and skills throughout their careers.
2. Students are expected to keep up to date and to apply the knowledge necessary for good clinical care.
3. Students should understand that as Practitioners they will have to participate in continuing professional development, performance reviews and other forms of assessment throughout their careers as part of recertification.
4. In order to demonstrate that they are fit to practice, Students should:
5. reflect regularly on standards of good medical practice,
6. be responsible for their own learning, and
7. respect the knowledge and skills of those involved in their education.

#### 9.3.5 RELATIONSHIPS WITH PATIENTS

Students will have extensive contact with patients during their course. Although there are limits to these clinical contacts and Students are supervised, patients may consider the Student to be in a position of responsibility, and so may attach added importance to their opinions or comments.

In order to demonstrate that they are fit to practice, Students should:

1. respect patients and treat them with dignity at all times and be aware of ethical issues in their professional behaviour with patients,

2. build relationship with patients and their relations based on openness, trust and good communication,
3. maintain a professional boundary between themselves and their patients or anyone close to the patient. They must not use their professional position to cause distress or to exploit patients,
4. ensure that they (Students) obtain informed consent through their supervisors for any activity,
5. understand that patients have a right to expect information about them to be held in confidence,
6. make sure they are clearly identified as students
7. dress in an appropriate and professional way and be aware that patients will respond to their appearance, presentation and hygiene, and
8. not under any circumstance take images of the patients without consent of the patient and supervisor.

### 9.3.6 WORKING WITH COLLEAGUES

Students need to be able to work effectively with colleagues inside and outside of healthcare in order to deliver a high standard of care and ensure patient safety.

In order to demonstrate that they are fit to practice, student should:

1. be able to work effectively in a team and to take on different roles as appropriate, including taking responsibility for task
2. be aware of roles and responsibilities of other people involved in delivering healthcare and respect the skills and contributions of colleagues and other professionals and not unfairly discriminate against them,
3. demonstrate skill that allow them to deal with risk, uncertainty and change in the workplace and
4. raise concerns about overall practice in a health care setting or about colleagues including other students, practitioners and other healthcare worker with the appropriate persons if patients are at risk

### 9.3.7 PROBITY

Students are expected to be honest and trustworthy and to act with integrity. Good practice requires practitioners to make sure that their behavior at all times justifies the trust that patients and public place in their respective professions.

In order to demonstrate that they are fit to practice, student should:

1. be honest, genuine and original in their academic work, including when conducting a research, writing reports, filling logbooks and when completing or signing forms,
2. be honest and not sign forms and misrepresent their qualification,
3. be honest and trustworthy in any financial dealings, especially if they are managing finances, and make sure that all funds are used for the purpose they were intended for,
4. not engage in clinical practice for financial gain until they are registered with the Medical and Dental Council, and
5. co-operate with any formal inquiry by their training institutions or other organization into their health, behaviour or performance, or that of anybody else.

### 9.3.8 HEALTH

It is important that Students are aware that their own poor health may put patients, colleagues and themselves at risk and, therefore, are to seek and follow advice from a suitably qualified Practitioner about their health. This is particularly important if they have, or suspect they have, a serious condition that could be passed on to patients, or if they are receiving treatment that could affect their judgment or performance.

In order to demonstrate that they are fit to practice, Students should:

1. seek medical or occupational health advice, or both<sup>1</sup> ., there is a concern about their health, including mental health,
2. accept that they may not be able to accurately assess their own health, and be willing to be referred for treatment and to engage in any recommended treatment programmes,
3. protect patients, colleagues and themselves by being immunized against communicable diseases if vaccines are available and are recommended by the Ministry of Health or the training institution,

4. not rely on their own or another Student's assessment of the risk posed to patients by their health, and seek advice, when necessary, from a qualified senior clinician or other qualified healthcare professional, and
5. be aware that when they graduate they are responsible for informing the Medical and Dental Council or other appropriate body if their health poses a risk to patients or the public.

### 9.3.9 HEALTH AND FITNESS TO PRACTICE

1. Practitioner education and training should be able to accommodate people with a range of ambitions, different faiths and backgrounds, as well as those with health conditions and disabilities. Varied perspectives make valuable contributions to the profession and the population it serves.

2. Students must be fit to practise. In exercising the responsibility to register only practitioners who are fit to practise, the Medical and Dental Council will always put the safety of patients above all other considerations. Heads of training institutions in providing the list of Students, who have successfully gone through the training programme, shall in addition certify that they are fit to practise.

3. An impairment or health condition may make it impossible for a Student to meet the outcomes required by the Medical and Dental Council at the point of graduation. However, the Student should be offered the appropriate level of adjustment and planning as well as discussions with him/her regarding possible post-graduation options. In the rare circumstance that a Student cannot demonstrate the necessary competence, and if all avenues reasonable to the Student and school have been explored and a way forward cannot be mutually agreed, it would then be appropriate to put the Student through formal Fitness to Practice procedures.

4. Training institutions must make reasonable adjustments for Students with disabilities. Although adjustments cannot be made to the outcomes themselves, reasonable



adjustments can be made to the method of learning and the assessment by which the Student demonstrates these skills.

5. Training institutions should make sure there are transparent and appropriate processes to help Practitioners or other healthcare providers to raise concerns about Students. For example, where locally applicable, it may be appropriate to use student support services, or a named faculty or administrator as the first point of contact. Any exchange of confidential medical information should be in the best interest of protecting patients and the public and should preferably be with the knowledge and informed consent of the Student in question.

#### 9.4 ILLUSTRATING THE THRESHOLD OF STUDENT FITNESS TO PRACTICE

Investigators and panelists at training institutions must consider whether a Student has engaged the Fitness to Practice threshold on a case-by-case basis. When considering this threshold, they may want to consider the following questions:

1. Has a Student's behaviour harmed patients or put patients at risk of harm?
2. Has a Student shown a deliberate or reckless disregard for professional and clinical responsibilities towards patients or colleagues?
3. Is a Student's health or impairment compromising patient safety?
4. Has a Student abused a patient's trust or violated a patient's autonomy or other fundamental rights?
5. Has a Student behaved dishonestly, fraudulently, or in a way designed to mislead or harm others?

## 9.5 POSSIBLE AREAS OF CONCERN RELATING TO STUDENT FITNESS TO PRACTICE

No.	AREAS OF CONCERN	EXAMPLE OF CONCERN
1.	Criminal conviction or caution	Child pornography Theft Financial fraud Possession of illegal substances Child abuse or any other abuse Physical violence
2.	Drug or alcohol misuse	Drunk driving Alcohol consumption that affects clinical work or the work environment Dealing, possessing or misusing drugs even if there are no legal proceedings
3.	Aggressive, violent or threatening behaviour	Assault Physical violence Bullying Abuse
4.	Persistent inappropriate attitude or behaviour	Uncommitted to work Neglect of administrative tasks Poor time management Non-attendance to teaching, ward sessions and other related programmes Poor communication skills Failure to accept and follow educational advice
5.	Cheating or plagiarising	Cheating in examinations, logbooks or portfolios Passing off others' work as one's own Forging a supervisor's name on assessments

6.	Dishonesty or fraud, including dishonesty outside the professional role	Falsifying research Financial fraud Fraudulent CVs or other documents Misrepresentation of qualifications
7.	Unprofessional behaviour of confidentiality or attitudes	Breach of confidentiality Misleading patients about their care or treatment or attitudes Culpable involvement in a failure to obtain proper consent from a patient Sexual, racial or other forms of harassment Inappropriate examinations or failure to keep appropriate boundaries in behaviour Persistent rudeness to patients, colleagues or others Unlawful discrimination
8.	Health concerns and insight or management of these concerns reviews	Failure to seek medical treatment or other support Refusal to follow medical advice or care plans, including monitoring and reviews, in relation to maintaining fitness to practise Failure to recognise limits and abilities or lack of insight into health concerns . Treatment-resistant condition.

9.6 FITNESS TO PRACTICE PANELS IN TRAINING INSTITUTIONS

It is recommended that institutions establish and maintain Fitness to Practice Panels.

9.6.1 THE ROLE OF THE FITNESS TO PRACTICE PANEL

1. Like investigators, panels should keep in mind the balance between patient and public safety, the interests of the Student, and the need to maintain trust in the profession.

2. All decisions should be taken in the light of any guidelines set by the MDC and should be consistent with the regulations and procedures of the training institution. Decisions should be based on the balance of probabilities that the Student's Fitness to Practice is impaired.

3. Any mitigating factors should be considered by the panel when deciding on the appropriate outcome. In any case before them, the panel will need to give due regard to any evidence presented by way of mitigation.

4. The panel has the right to recommend sanction(s); they should give their reasons and specify any timeframe or conditions that may apply. They should issue a written determination and indicate whether the outcome of the hearing must be declared to the Medical and Dental Council when applying for registration. They should also make sure the warning or sanction is proportionate to the behaviour, and that it will deal effectively with the Fitness to Practice concern.

5. There should be a clear formal appeal process. Training institutions should make sure Students are aware of their right to appeal against decisions of the Fitness to Practice Panel, and of the appropriate procedures.

6. Formal assessment of Fitness to Practice should be conducted three times during the period of student training; at the time of enrolment, during basic sciences training (pre-clinical) and end of training (Pre-Council Registration).

#### 9.6.2 OUTCOMES OF STUDENT FITNESS TO PRACTICE HEARINGS

Possible remedies include:

1. Referral for treatment
2. Sanction
3. Conditions
4. Undertakings
5. Suspension from the course
6. Expulsion from the course