Civil Service College - Linking Learning to Life

Cayman Islands Civil Service College Learner Handbook

2017 Edition
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About Us

The Cayman Islands Civil Service College (CICSC) is a school of competency based higher education in the Cayman Islands., as an element of the continuing reform program implemented over the last several years in the Cayman Islands Civil Service. It was established in 2007 to further New Public Management reforms as well as the learning and development needs of the Cayman Islands Civil Service and to carry out research. The practical model of the Cayman reform program was New Zealand.

The CICSC is currently offering degree programs through the auspices of the University College of the Cayman Islands, as well as the Institute of Leadership and Management Programme (UK). The CICSC also has e-learning capacities for continuing education, specialty learning, and support of competency-based human resource initiatives. The CICSC also has a regional focus meant to assist and collaborate with other governments in their efforts to implement pragmatic implementation of good governance reforms.

Mission

The mission of the Cayman Islands Civil Service College is to provide competency-based learning, applied research, and advisory services for the continuous improvement of public services, to enhance the job performance of civil servants and increase their career development opportunities.

Vision

The Civil Service Colleges' vision is to inspire, engage, and realize the potential of people for public service excellence in a global market place through life-long learning opportunities. The CSC approach to learning is a competency based learning model that goes beyond the traditional approach to education.

A competency based model of learning provides learners with the knowledge, skills and experience that are directly associated with the capacity to do a function or set of functions at a specific level of performance and under certain conditions. Competency based development is directed to enable all civil servants to:
- Do the work currently assigned at the standards of excellence expected.
- Continually enhance job competencies in order to constantly improve performance on the job.
- Work collaboratively with co-workers & bosses towards achieving common organizational objectives.
- Realize their full career potential.
- Enhance capacity to do work that is more complex & handle more responsible functions
- Manage own career development.

Enabling technologies like the Civil Servant Academy allow courses to be taken on-line, face to face in class and as combination of on-line and face to face classes, where learners have 24/7 access to lessons and learning resources.

Since the objective of each course is to achieve measurable competencies, the length of study depends on the individual learner's ability and dedication, not on the school calendar.

In competency based learning if a learner fails to achieve the standards it is considered an institutional error that needs to be investigated and immediately corrected.

Learning Strategy

The approach of a competency-based education differs from traditional college education. In a competency model, the content of a program of study is defined by the learner's goals, the learner's state of readiness, and the requirements of the job, society & the business or community.

In addition, the standards of achievement for the program are determined empirically through an analysis of the requirements of the job as defined by prospective employers, the profession or occupation and/or the community leaders. These standards are then described in measurable terms so that the competency of an individual can be evaluated and certified objectively. Learners are not pre-selected or excluded from the opportunity to acquire competencies simply because of pre-existing conditions or academic limitations.

Learners are pre-assessed to determine their current level of competency, their level of readiness to pursue further learning, their special needs, and their degree of interest & level of commitment prior to beginning any program of study. This careful pre-assessment is essential because competency based education is tailored to meet the needs of each individual learner. (No more one size fits all philosophy.)

All learner achievement assessments are referenced based. The criterion-referenced assessments require individuals to demonstrate their level of competency against certain externally validated standards. The results of criterion-referenced evaluations are pass or fail. Based on objective criteria learners are certified as either competent or as not competent.

Programme Offerings

The CICSC offers a variety of learning programmes. The goal of each programme is to add to or enhance the competency set of each civil servant. Each programme must pass the stringent learning standards of the CICSC and the respective qualifying body.

Certificate in Public Administration

This programme is for public sector employees in order to help facilitate a base level of understanding of the administration and processes of Cayman Islands Government. The programme credits also count towards the Associate Degree in Public Administration should the student wish to pursue further learning.

Certificate Programme Requirements		
Required Courses of All Students		
Course ID	**Course Name**	**Credits**
ECSC 203	Ethics in Government	3
PCSC 200	Elements of Public Administration	3
GCSC 200	History & Government of the Cayman Islands	3

Required Courses or Equivalents of All Students*		
WCSC 105	Basic Communication Skills for the Workplace	3
FCSC 111	Introduction to Statistics	3
ICSC 110	Computer Applications in Government	3
Total Credits		**18**

Associate of Arts in Public Administration

The CICSC currently offers an Associate of Arts degree in Public Administration through its training partner, the University College of the Cayman Islands. This programme is for the civil servant who is seeking career advancement.

Programme Requirements

Course Groupings

Business Communication	(listed below)	6 credits
Mathematics	(listed below)	6 credits
ICT Competencies	(listed below)	3 credits
Applied Competencies	(Project/Ind. Study)	3 credits
Elective CSC Competencies	(listed below)	12 credits
CSC Core Competencies	(listed below)	15 credits
Specialized CSC Competencies	(listed below)	24 credits
	Total Credits	**69 credits**

Business Communication   (Choose from list below)   6 credits

WCSC	105	Basic Communication Skills for the Workplace	3 credits
WCSC	101	Report writing	2 credits
WCSC	110	Advanced Communication Skills	3 credits
WCSC	200	Building Excellent Communication Skills	3 credits
ENG*	101	College Composition 1	3 credits
ENG*	102	College Composition 2	3 credits
ENG*	150	Fundamentals of Speech	3 credits
ENG*	231	Business Communication	3 credits

Mathematics   (Choose from list below)   6 credits

MAT	111	Introduction to Statistics	3 credits
FCSC	103	Financial Mathematics	3 credits
SCSC	100	Intro to Statistics for Managers Using Excel	3 credits
SCSC	200	Statistics for Managers Using Excel	3 credits
SCSC	300	Advanced Statistics for Managers Using Excel	3 credits
MAT*	105	College Algebra	3 credits

ICT Competencies   3 credits

| ICSC | 110 | Computer Applications in Government | 3 credits |

Applied Competencies   3 credits

Project or independent study approved by CSC and UCCI faculty that is relevant to the civil servants respective role.

Elective CSC Competencies   (Choose from list below)   12 credits

ACSC	200	Accounting Principles for Non-Accountants	3 credits
ACSC	210	Intermediate Accounting Principles for NA	3 credits
ACSC	230	Intro to Cost and Management Accounting	3 credits
BCSC	201	Organizational Behavior	3 credits
HCSC	204	Training & Development of a Workforce	3 credits
HCSC	216	Introduction to Leadership and Teamwork	2 credits
LCSC	100	Spanish for Beginners	3 credits
MCSC	231	Introduction to Change Management in Gov.	3 credits
MKSC	100	Public Relations in a Government Agency	2 credits
BUS*	201	Principles of Business	3 credits
BUS*	205	Business Law	3 credits
COM*	224	Fundamentals of IT Law	3 credits
MGT*	201	Introduction to Management	3 credits
MGT*	260	Human Resources Management	3 credits
MGT*	231	Supply Management	3 credits
POL*	201	Introduction to Intl. Relations and Politics	3 credits

SCI*	210	Human Nutrition	3 credits
SOC*	202	Sociology, Change and Development	3 credits

CSC Core Competencies			**15 credits**
PCSC	200	Elements in Public Administration	3 credits
GCSC	200	History and Government of the CI	3 credits
ECSC	203	Ethics in Government	3 credits
MCSC	200	Project Management and Administration	3 credits
ECSC	210	Sustainable Dev. & Env. Management	3 credits

ILM Level 3 - Leadership & Management Programme   24 credits

Those classes marked with an * are classes that can be taken in the place of Civil Service College classes but paid for by the Civil Servant, not the Civil Service College. All other classes are free for civil servants.

Bachelor Programme

The CICSC offers scholarships (as funding is available) for Caymanian students wishing to pursue their Bachelor of Arts degree in Public Administration through the University College of the Cayman Islands. The following rules apply to the scholarship:

1. The Civil Servant must be Caymanian/Cayman Status Holder

2. Priority will be given to Civil Servants who have completed or be completing their Associates in Public Administration Degree through the Civil Service College

3. If selected for the scholarship, the Civil Servant must sign agreement **after** being selected to reimburse the CSC for any expenses incurred supporting the Civil Servant should they fail to complete the entire Bachelors Programme. .

4. Undergraduate must have a **GPA of 3.5** or higher in their Associates Degree.

5. The Civil Servant MUST be accepted into UCCI and provide Acceptance Letter below.
Please apply for Admission at UCCI first by visiting the following: http://www.ucci.edu.ky/admissions/apply.shtml

6. Civil Servant must have their direct Supervisor or the Head of Department/Chief Officer submit a **Letter of Recommendation** via email to CSC@gov.ky before any consideration is given for this application.

*** Letter of Recommendation from Supervisor/HOD needs to state how the Bachelor's Degree will benefit the Student, Department and overall Civil Service***

The scholarship application can be found here: http://www.csc.gov.ky/scholarship

Institute of Leadership & Management Programmes (ILM)

The Institute of Leadership & Management (ILM) is dedicated to advancing the capability of managers and leaders worldwide through the provision of expert qualifications and tailored learning resources, and by developing and supporting a global leadership and management community.

As the UK's largest awarding body for leadership and management qualifications, ILM recognises and celebrates individual learning and organisational commitment to learning. Passionate about meeting customer needs, we work in partnership with employers to develop high quality and well trained managers and leaders who create effective, productive, and innovative organisations.

The ILM is a professional body with a rapidly growing membership of 20,000 successful and ambitious management professionals. With ILM membership, leaders and managers receive specialist support, learning, news, and advice tailored to meet their individual needs. Through corporate membership, organisations achieve a cost-effective boost to their management development investment.

ILM Qualification Programmes are:
- Practically based to complement the individual's role at work and minimize time away from the workplace
- Accredited in England by the Qualifications and Curriculum Authority (QCA) thereby guaranteeing quality and attracting funding
- Expertly designed to meet the needs of leaders and managers across all sectors
- Supported by comprehensive learning resources
- Tailored with flexible and practical on-the-job assessment

Benefits for Departments:
- Provides external recognition of quality and commitment to developing employees
- Brings independent and internationally recognised forms of best practice to learning and development teams
- Maximizes the transfer of learning into the workplace through the emphasis on work-based assessment
- Meets business needs through maximum flexibility

Benefits for Learners:
- Provides international recognition for learning
- Can be a source of increased motivation
- Offers a trusted route to gaining further qualifications
- Gives all learners access to free studying membership of ILM
- Provides transferable recognition for learning undertaken

The CICSC currently offers the following ILM Programmes:
- ILM Level 3 Award in Leadership & Management

- ILM Level 3 Certificate in Leadership & Management
- ILM Level 3 Diploma in Leadership & Management
- ILM Level 5 Certificate in Leadership & Management
- ILM Level 5 Diploma in Leadership & Management

The details of each programme can found on the CSC website at http://www.csc.gov.ky/ILM

Other Learning Opportunities

The CICSC is constantly seeking out new opportunities for competency-based learning for civil servants. Other avenues for study currently include the following:

Independent Research

The CICSC encourages students to conduce independent research that is relevant to their current career choice. The Director of the CICSC and the civil servants supervisor must approve this research. The research, once approved, can be used either for credit or for specified learning outcomes.

Supplemental Learning

The CICSC puts on a variety of supplemental learning in partnership with different ministries/departments/authorities/entities. This supplemental learning is often requested from different entities to help fill a certain competency gap, which may exist. This supplementary learning may fill gaps in your personal development plan. Supplemental learning is very specific and provides detailed competencies.

Seminars

The CICSC offers both short and long seminars for civil servants. These seminars, such as Project Management from PMP, may help fill competency gaps for the civil servants. Many of these seminars are put on after a request is made to the CICSC to help fill a learning need. Seminars can fulfill both specific and general competency gaps.

Secondments

A new and exciting programme in the CICSC is secondments (as funding and opportunities become available). You may wonder what a Secondment is and what it entails. We have the answers below!

Definition

A Secondment is a transfer from your current role to a new position for a set period to complete a project or task. One rule of secondments is that the Director of the CICSC, your immediate supervisor, the CI Government and the receiving entity, must approve it.

Overview

How long does a Secondment last?

The duration depends on the circumstances. Short-term secondments may last approximately 3 months; long-term secondments can last a year. All secondments have requirements of each entity and specified objectives for the Civil Servant.

Who is eligible for Secondment?
This is a policy decision made by each department. It may be open to all, or have restrictions such as only offered to managers, technical and professional staff, highfliers, those on talent management programmes or employees with a specified length of service.

Who pays?
Generally, the organisations that supply the secondees continue to pay their salary during the secondment period. For a commercial secondment, however, this cost might be reimbursed by the host organisation.

Types of Secondment
Secondments can take place:
- within an organisation
- externally to another organisation (i.e. public sector to private or vice versa, to a voluntary organisation).
- Secondment within an organisation

This is a valuable way of providing staff development opportunities, particularly within flat organisational structures with limited opportunities for promotion. It is also useful for resourcing short-term assignments or projects. The employee benefits by gaining wider experience and acquiring new skills without the disruption of relocation and with the benefit of continuity of employment. The main disadvantage for all parties is that there is not the completely fresh outlook that an external secondment may bring.

External secondment
By exposing firstly the host organisation and the employee, then subsequently the seconding employer, to different work practices, external secondments can benefit all three parties. However it is essential that all three are clear about their responsibilities in this situation. Specific questions that need to be answered prior to a secondment, include:
- Is the secondment for a fixed term or for an indefinite period that is subject to notice?
- Although the seconding employer will generally be responsible for basic salary, what are the arrangements for overtime, bonuses, expenses, learning etc.?
- What will happen if long-term absence or persistent short-term absence occurs?
- How will supervisory and disciplinary matters be dealt with?
- If it is long-term, how will performance management and development are managed?
- Does indemnity insurance need to be provided?

- Who will fill the role in the home organisation? How will the secondee retain contact?
- How will the end of the secondment be managed (for example, return to original role)?

It is essential that all parties are clear about their obligations, expectations, accountabilities and performance objectives. The host employer should be careful that it does not treat the secondee as an 'employee'. For instance, it will need to know when an employee intends to take holiday it should not assume direct responsibility for either authorising or paying for holidays. Similarly expenses should form part of the 'charge' between the host and seconding employers.

The host employers should not be responsible for disciplining the employee, but will want access to a mechanism, by which it can require the seconding employee to institute such a procedure. Alternatively, the host employer may wish to define an employee's misconduct, as a 'trigger' event, allowing it to terminate the agreement with the seconding employer. 'Trigger events' could also include, for example, long term sickness of the employee.

Failure by the parties to resolve these matters prior to entering into a secondment arrangement could cause the employers, and particularly the host employer to lose the advantage (particularly associated with avoiding personnel problems) gained by entering into such an arrangement.

The voluntary sector
Employers release employees to work in voluntary organisations for periods of as little as 3 months. As organisations are becoming increasingly aware of their corporate social responsibilities, this is gaining in popularity. The voluntary sector is also targeted for development of mid/senior level leaders from the commercial sector to give these individuals experience of leading in a completely new context.

Benefits of secondments

The secondee:
- has the opportunity of wider career and personal development than at work acquires valuable experience in project management
- is able to test and apply specific skills in a different organisational environment
- gains new skills and experiences in challenging areas.

The secondee's employer:
- gains enhanced employee skills, team working and cross functional communications
- improves workforce morale and motivation
- develops wider networks and contacts
- builds a reputation as a good employer and contributor to the community.

The host organisation:
- gains assistance with projects
- acquires an external perspective.

Possible challenges of secondments
- The secondee may have difficulty settling back in own role when the secondment ends.
- The secondee's employer may have to deal with dissatisfied staff that was not selected for secondment.
- The host organisation secondee fails to fit into the culture.

Examples of different types of secondments
- Senior civil servants seconded into industry to gain experience of the private sector.
- Junior/middle managers seconded into a voluntary sector scheme to gain project management and leadership experience.
- Technical specialists gaining experience of the supply chain through secondment to their suppliers or customers.
- Teachers exposed to industry to observe different cultures and working practices.
- Mid/senior level leaders being seconded to different organisations to provide them with experience of leading in different organisational contexts.

Jobs that might be easier to fill by secondment could include:
- a review project
- the introduction of a new initiative policy development
- a specific task of limited duration or with an uncertain future
- a short-term appointment to start a new work area prior to making a permanent position.

A common feature of these is that they are discrete and often of limited duration and so are easier to manage as a project.

Assessments
The CICSC offers competency based assessments. Competency based assessments measure an individual's performance against a predetermined standard of acceptable performance. Progress is based on actual performance rather than on how well learners perform in comparison to others in classroom-based conditions

Introduction
Assessments are an integral part of the qualification experience of all students. When properly administered and interpreted, assessment results provide an independent, uniform source of reliable and valid information, which enables:
- *students* to know the extent to which they have mastered expected knowledge and skills

- *facilitators* to know if their students have mastered knowledge and skills in the qualification programme and, if not, what weaknesses need to be addressed;
- *government leaders* to know if civil servants are improving their performance over time

Type of Assessments

The CICSC uses the latest types of competency-based assessments. These assessments are required of all students receiving credit for any class/programme. The following are methods of assessment:

Method/tool	Type of evidence	Advantages	Disadvantages	Practical Considerations
Multiple choice	Underpinning knowledge, understanding of principles	Consistency and reliability	Assesses ability to recognise and eliminate	Once prepared, cheap and efficient to use; can be used for large groups
Short answers/essays and reports	Understanding and application of knowledge	Tests more complex skills, higher order thinking and problem solving	May assess language/literacy skills as well as knowledge, difficult to reliably assess	Can assess groups, time consuming to process
Oral questioning/descriptive – inquisitive dialogue	Underpinning knowledge, interpersonal skills, and thinking processes	Flexible, allows for immediate feedback,	Difficult to standardise, need to plan expected responses	Can be used with observations to simulate realistic workplace dialogue
Observation/performance/product	Task skills, productivity, quality of product	Direct assessment, can be done on-job or under simulated environment	Can be expensive, does not test underpinning knowledge	Needs well-constructed guide, possible logistical difficulties
Portfolios/samples of work	Prior learning, task skills	Cost effective, can provide evidence gathered over a period of time	Authenticity and currency, may assess organisational or presentation skills	Candidates may need advice and support to collect sufficient evidence
Projects/assignments problem solving	Workplace competence (actual or simulated)	Directly relevant to enterprise needs, integrated assessment	Authenticity, may assess other skills	Time consuming to plan and assess, resources need to be available
Self/collaborative assessment	Prior learning, learning gaps	Encourages self-direction of learners, helps 'critical reflection'	Learners may need practice	Helpful self-evaluation of learner to determine readiness for formal assessment

This information is drawn from *'VET Initial Teaching and Learning – plan, conduct and review assessment. A learner guide'* (Department of Education and Learning, 1999).

Assessment Criteria

The chosen method and format of competency assessment will be appropriate for the qualification specified by the awarding body. Assessment material will be presented clearly in an unambiguous language and will only be differentiated based on a student's knowledge, skills, and understanding.

The CICSC will appoint assessment staff whose knowledge, skills and understanding are appropriate for the respective programme(s). Staff will maintain their competence in the subject matter by ongoing staff development through both internally and externally organized learning activities. In addition, staff will be a "qualified facilitator" by the awarding body when such is available to the CISC.

Special Considerations

Assessments must be available to all those who have the potential to achieve the standards required for a particular qualification. However, some candidates may need access to alternative means of providing evidence and/or additional support.

Candidates identified as having particular assessment requirements in relation to learning difficulties, a visual or hearing impairment, or any other disability will have special learning and assessment considerations. This means that they will need appropriate learning and assessment support in their learning activities to help them meet the required standards. This support may include:

• help with communication and number skills;
• adapted equipment and physical environment;
• special information technology;

CICSC Learner Appeals

All learners will be informed of the CICSC Assessment Appeals Procedure at the start of their programme. If a student feels they have not been assessed fairly then they should use the Appeals & Complaints Procedure to appeal the assessment decision of their facilitator.

The complaint procedure where a student disagrees with a facilitator's assessment or awarding body is as follows:

Stage 1: Student will notify the course facilitator of appeal within 5 days of receipt of assessment feedback and grade

Stage 2: Course facilitator will review student's assessment with the student if requested (or individually if not requested by student) and provide detailed notes on said assessment back to the learner within 5 business days

Stage 3: If learner is still dissatisfied with course facilitator's final assessment, a written appeal must be submitted to the CICSC Director or designate for review within 5 business days. This appeal should include the learner's original appeal and the course facilitator's response to appeal.

The CICSC Director or designate will render final appeal based on the information provided from above and has the final say in all appeals, but may consult with the respective qualification body when appropriate and seek input from the qualification body.

ILM External Appeals Procedure

If the Internal Procedure has not settled the matter it will immediately be referred to the ILM and its procedure for dealing with appeals, which is as follows:

- The candidate and/or his/her sponsor should submit the appeal in writing (addressed to the Accreditation, Quality and Compliance Manager, ILM, 1 Giltspur Street, London, EC1A 9DD) (within 30 working days of the completion of the Internal Procedure, Stage 4)

- On receipt of the appeal the ILM will check that the candidate was registered with the ILM at the time of the action or failure to act, check that the centre's internal appeals procedure has been exhausted, upon receipt of the appeal, acknowledge it within 5 working days, in writing to the centre and obtain a copy of the complete appeals file which will have been built up by the centre in their original consideration of the candidate's appeal. This file must be sent to the ILM within 10 working days of the date on which the request is sent to the centre.

- The Accreditation, Quality and Compliance Manager will nominate an appropriate member of the ILM staff to adjudicate the appeal. Where necessary, technical advice will be available to the adjudicator from a Regional/National Manager and/or External Verifier who is attached to an ILM centre other than the one from which the appeal has been made. The adjudicator may also decide to call for additional evidence from any party associated with the appeal.

- The outcome of the appeal will be notified in writing to the candidate and to the centre. This notification will normally be within 30 working days of receipt of the appeals file from the centre. If the appeal is considered justified the Accreditation, Quality and Compliance Manager will also set out the remedial action that is being undertaken.

Assessment Fairness and Ethics

Assessments will be conducted in a fair and ethical manner, which includes:

Security
- assuring adequate security of the testing materials before, during, and after testing and during scoring
- assuring student confidentiality

Preparation
- learning staff in appropriate testing practices and procedures

- providing an appropriate assessment atmosphere

Administration
- developing a policy for the implementation of fair and ethical assessment practices and for resolving questions concerning those practices assuring that all civil servants are provided equal assessments utilizing assessments which are qualification appropriate utilizing assessments only for the purposes for which they were designed

Scoring, Analysis and Reporting
- interpreting assessments results to the appropriate audience
- providing adequate data analyses to guide qualification implementation and improvement
- Assessments provide only one snapshot of information; such information should be used in conjunction with all other available information known about a student to assist in improving student learning.

CICSC Assessment Code of Ethics
1. This shall apply to all CICSC employees or designates who are involved in qualification assessment programme.
2. The CICSC shall develop local policies and procedures to ensure maximum assessment security in coordination with the policies and procedures developed by the qualification body.
3. The assessment administrator shall ensure assessments security within the CICSC building to include the following:
   a. The assessor shall store assessment materials in a secure, locked area. The assessor shall allow assessment materials to be distributed immediately prior to the assessment administration. Before each assessment the coordinator shall accurately count and distribute assessment materials. Immediately after each assessment the assessment coordinator shall collect, count, and return all assessment materials to the secure, locked storage area.
   b. "Access" to assessment materials by other civil service personnel means handling the materials but does not include reviewing assessments or analyzing assessment items. The Director of the Civil Service College or designee shall designate the personnel who are authorized to have access to assessment materials.
   c. Persons who have access to secure assessment materials shall not use those materials for personal gain.
   d. No person may copy, reproduce, or paraphrase in any manner or for any reason the assessment materials without the express written consent of the assessment publisher.
   e. Any person who learns of any breach of security, loss of materials, failure to account for materials, or any other deviation from required security

procedures shall immediately report that information to the Director of the Civil Service College or designate or the assessment coordinator

Preparation of Assessments
1. The Director of the CSC shall ensure that assessment coordinators:
    a. secure necessary materials;
    b. plan and implement learning for assessment administrators, and proctors;
    c. ensure that each assessment administrator is trained in the implementation of procedural modifications used during assessments; and
    d. ensure that the need for assessment modifications is documented and that modifications are limited to the specific need.
2. The Director of the CSC or designate shall ensure that the assessment coordinators:
    a. maintain assessment security and accountability of assessment materials;
    b. identify and train personnel, proctors, and backup personnel for assessment administrations; and
    c. encourage a positive atmosphere for assessment
3. Assessment administrators shall be CICSC personnel
4. Proctors shall serve as additional monitors to help the assessment administrator assure that testing occurs fairly.

Scoring
The CICSC Assessment Administrator shall:
1. ensure that each assessment is scored according to the procedures and guidelines defined by the publisher of the qualification material;
2. maintain quality control during the entire scoring process, which consists of handling and editing documents, scanning documents, and producing electronic files and reports for CICSC personnel
3. Quality control shall address at a minimum
    a. accuracy and scoring consistency.
    b. maintain security of assessment sand data files at all times, including:
        i. protecting the confidentiality of civil servants at all times when publicizing assessment results; and
        ii. maintaining assessment security of answer keys and item-specific scoring rubrics.

Analysis and Reporting
The CICSC shall use assessment scores appropriately. This means that the facilitator recognizes that an assessment score is only one piece of information and must be interpreted together with other scores and indicators. Assessment data is utilized to help facilitators understand learning patterns and practices. The Director of the CSC or

designate shall ensure that CSC personnel analyze and report assessment data ethically and within the limitations described by the following items.

1. Facilitators shall only release assessment scores to students
2. Staff development relating to assessment will enable personnel to respond knowledgeably to questions related to assessment, including the assessment, scores, scoring procedures, and other materials.
3. Items and associated materials on a secure assessment shall not be in the public domain.
4. Facilitators and any assessment personnel shall maintain the confidentiality of individual civil servants. Publicizing or disseminating assessment scores that contain the names of individual students is unethical.
5. Data analysis of assessment scores for decision-making purposes shall be based upon:
   a. disaggregation of data based upon civil servant demographics and other collected variables;
   b. examination of assessment practices in relation to assessment scores

Unethical Assessment Practices

Unethical assessment practices include, but are not limited to, the following practices:

1. using secure assessment items or modified secure assessment items for instruction;
2. changing student responses at any time;
3. interpreting, explaining, or paraphrasing the assessment directions or the assessment items;
4. not assessment all eligible students;
5. failing to provide needed modifications during assessment, if available;
6. modifying scoring programs including answer keys, equating files, and lookup tables;
7. modifying student records solely for the purpose of raising assessment scores;
8. using a single assessment score to make individual decisions; and misleading the any public servant concerning the results and interpretations of assessment data.

Support Services

Personal Development

The CICSC offers a variety services to enhance and support the academic, intellectual, social and emotional achievement of all civil servants. The following support services are offered to civil servants achieve their full potential. The following services are currently available:

- Academic Coaching
- Individual and Group Tutoring
- Personal Coaching
- Resume Writing

- Employment Opportunities
- Successful Skills Workshops
- Secondment Placements
- Marketplace Learning
- Personal Development Planning
- Career Development Planning
- Learning & Personality Profiling

Special Accommodations

Additionally we provide assistance and referral sources for managing the following:
- Learning Disabilities
- Anxiety
- Hearing and Sight Impairments
- Depression
- Physical Challenges
- Drug/Alcohol Abuse

All information discussed and provided is confidential to the civil servant. Your success and well-being is important to us! Contact us for more information or details on the services listed above.

Career Development

In addition to the support services listed above, we also offer personal development services. These services currently include:
- Resume/CV Review
- Interview Coaching
- Career Counseling
- Competency Assessments and Identification
- Career Planning

All information discussed and provided is confidential to the civil servant. We offer these services to help enhance your career opportunities!

Course Information

Registration

All students are required to obtain a username and password for our learning management system, which as of February 1, 2016 utilizes the Degreed platform. To obtain your username/password, please visit http://www.degreed.com and enter your government issued email address. If you were an employee before January 1, 2016 you can click on "forgot" and have your password emailed. If you are a new employee after January 1, 2016 please register using your Government issued email address and then request to be a part of the relevant groups/depts./units/ministries. This username/password will be used for any and all learning offered through the Cayman

Islands Civil Service College, as well as obtaining your attendance/grades after completion of the learning.

Adding/Dropping Classes

It is the responsibility of each civil servant to register or drop classes/programmes in a timely manner via the proper channel. To drop a course offered with the University College of the Cayman Islands, **you must drop course no later than two weeks** after the first class session. Failure to drop the course within this time frame, regardless of circumstance, will result in your being required to **retake the dropped class** and **pay for the dropped** class before continuing on with any other Civil Service College class. Any course that is not dropped during the drop period and any course where a "F" is received will place a hold on your CSC account until the course is paid for by the Civil Servant and retaken successfully. To drop a class within the prescribed time frame, please go to http://www.csc.gov.ky/drop and submit your drop.

To drop a class for any other programme, you must notify the CSC by email us at csc@gov.ky BEFORE the start of the learning.

Cancellation of Classes/Programmes

Every effort will be made to ensure that all programmes offered run as planned. In the event that a course/programme is cancelled due to lack of registered participants, the CICSC will provide a cancellation email at least two business days before the start date.

Course Schedules

Course/Programme schedules will be made no later than 30 days from the course/programme start date. Course schedules are placed on the CICSC website at http://www.csc.ky/pathways

Credit Hours

For courses which have credit hours associated with them, they follow standardized Carnegie Mellon hour as 1 credit hour = 15 learning hours.

Seminars

The CICSC holds many different seminars civil servants. These seminars vary in length and depth, but accomplish specific learning objectives. These learning objectives are linked to full programmes/qualifications or be a stand-alone. The goal of every seminar is to provide an effective method of facilitation for the material.

Other Courses

The CICSC offers bespoke courses for both internal and external entities. These bespoke courses are qualified CPD courses.

Course Materials

The CICSC provides all course materials to learners on the first day of class. These free materials may include both hard copies and electronic copies.

Advising

The CICSC offers programme, course, and personal development advising. Al of these services are offered free of charge for all civil servants. Please contact the CICSC for more details!

Policies and Procedures

Pre-Requisite(s)

A number of the courses/programmes offered by the CICSC have Pre-Requisite(s). Pre-Requisites for courses must complete before a learner may enroll in the course. The Pre-Requisite(s) are to help the learner achieve a basic competency set of the subject matter.

Re-sit/Alternate Examinations

A learner who misses all or part of a competency assessment because of illness or death in the family must provide, in writing within 5 business days, a written appeal for special consideration to sit an alternative examination. If a learner misses due to a work related incident, the learner's supervisor must provide, in writing, an explanation for the missed assessment. There will be no penalties for approved re-sits.

Incomplete Work

Learners who are prevented from completing the requirements of a course/programme, for reasons deemed sufficient by the facilitator will have a maximum of two weeks after the final assessment for the completion of any outstanding requirements. If not all requirements for the course are satisfied within the stipulated time the learner will receive a zero.

Course Repeats

A learner who registers and attends a course twice without passing will not be allowed to repeat the course except with the special written permission of the Director of the Civil Service College.

Academic Records

The learner's assessment record is confidential to the learner and the CICSC. Official assessment records will only be released to outside entities upon receipt of a signed an Assessments Request Form. The assessment records are not subject to FOI requests.

Attendance Rules

Learners are required to attend all classes in order to achieve maximum competency attainment. The expectation is that learners will be professional and notify facilitators if they are unable to make a particular class as early as possible. Attendance that falls below 80% will result in an automatic one grade reduction for the learner. Students who sign up but fail to attend or notify the CSC of their absence will receive a 0% for final grade.

Grading Policy

The CICSC seeks to provide continuous assessment of the learner's performance rather than to rely solely on final examinations. Each course/programme is assessed differently; therefore please see the course syllabi for specific assessment policy.

Health and Safety Procedures

General Health and Safety

The Cayman Islands Civil Service College delivers its courses/workshops/other learning either onsite within the Government Administration building or on our learning partner's external site(s). Facilitators and students are required to carry out all activities with due regard to their own health and safety and that of those around them. This includes knowing where the appropriate fire exits and first aid stations are located.

The health and safety policies and procedures of the host organisation must be adhered to at all times whilst learning is provided either internally within the Government Administration building or externally at one of our learning providers sites. When learning is delivered externally in hotel or other venue outside of the normal venues course facilitators will brief course participants according to venue requirements at the beginning of each course session.

Fire Evacuation Procedures

As in the general statement above facilitators and course participants must ensure they are aware of all regulations and actions to be taken in the event of a fire. In general these actions include:

On discovering a fire

Activate the alarm immediately using the nearest fire alarm pulling station.

On hearing alarm

Exit the building quickly, calmly and expeditiously by the indicated route, avoiding any elevators and then meet at the designated assembly point that has been indicated.

Accident Reporting

In the event of an accident the facilitators must be notified immediately and the policy and procedure of the "host" organisation is to be followed. If this accident happens within the Civil Service College premises, onsite or offsite, then it must be immediately reported to both facilities management and Civil Service College staff. Additionally, an incident form must be submitted in writing or via email to the Civil Service College, regardless of the accident location.

First Aid

First Aid treatment will be available via the onsite or host premises. All incidents requiring first aid are to be reported as above.

Associate Degree Course Descriptions

ACSC 200 - Accounting Principles for Non-Accountants

This Introductory course in accounting for non-accountant will provides an understanding of the basic principles of accounting as used in general business. The areas covered will provide a basis for a proper understanding of accounting in the business environment as well as the public sector; coverage will include but not be limited to the accounting information system, comprehensive financial statements preparation, and analysis.
Credit Hours: 3   *Prerequisite:* None

ACSC 210 - Intro to Cost and Management Accounting

This course is a continuation of ACS 200 and focuses on asset valuation as well as liability and equity structure of a corporate entity. Coverage will include cash, receivables, inventory, property plant and equipment, current liabilities, long-term liabilities and common stock.
Credit Hours: 3   *Pre-Requisite(s):* None

ACSC 230 - Intermediate Accounting Principles for Non- Accountants

This course in cost and management accounting introduces the basic to intermediate concepts in the subject area. The focus will be on the accountant's role in the organization in the organization for setting cost specifically in a service environment. Budgeting, forecasting, optimal decision-making, cost control will be essential aspects of this course. Throughout each segment of the course we will review pertinent sections of the Public Management and Finance Law 2005 (Revised) as it relates to our learning objectives.
Credit Hours: 3   *Pre-Requisite(s):* None

BSCS 201 - Organizational Behavior

This course is designed to give students the basic knowledge of human behavior needed to provide a more effective organizational environment. The three basic elements of the class will be 1) the behavior of individuals in organizations, 2) group behavior in organizations, and 3) how these behaviors affect the overall performance of organizations. Particular emphasis will be placed on individual difference, attitude, motivation, job satisfaction, communication, leadership, stress, change, and organizational culture. Vigorous class discussions, along with group and individual projects, will provide the basis for the learning environment in the classroom. Get ready for an interesting and enlightening journey.
Credit Hours: 3   *Pre-Requisite(s):* BCSC 201

ECSC 201 – Ethics in Government

This course is about moral competence in public life. It offers learning in the specific skills and forms of analysis necessary for acting effectively and well in professional settings. Along the way, it demonstrates that a reflective, methodical approach to ethical questions in public life is both possible and desirable. The cases for discussion—situated in countries around the world—highlight different types of ethical demands that practitioners face.
Credit Hours: 3   *Pre-Requisite(s):* None

ECSC 210 – Sustainable Development & Environmental Management

This course is about moral competence in public life. It offers learning in the specific skills and forms of analysis necessary for acting effectively and well in professional settings. Along the way, it demonstrates that a reflective, methodical approach to ethical questions in public life is both possible and desirable. The cases for discussion—situated in countries around the world—highlight different types of ethical demands that practitioners face. This course invites students to understand and confront the environmental issues that are likely to affect the future and survival of most businesses. In other words, to envisage here and now a management practice and decision-making processes which incorporate the notions of recovery, recycling, reclamation, rationalization of renewable and non-renewable resources, intergenerational equity, etc.
Credit Hours: 3   *Pre-Requisite(s):* None

FCSC 100 - Finance for Non-Financial Managers (Module 1)

This introductory module in Finance for Non-Financial Managers explores the elements of finance for civil servants. This is a basic course and will cover the budget process in the public sector as well as other areas relevant to finance in the government sector. Coverage will also include exposure to simple financial statements used in the government sector and key ratios.
Credit Hours: 2   *Pre-Requisite(s):* None
Credit Hours: 3   *Pre-Requisite(s):* None

GCSC 200 - Introduction to Government and History of the Cayman Islands

The course focuses on the history, economy, governmental structure, and processes of culture and social structure of the Cayman Islands. With such a focus as the centre of attention, the course begins with the location of Caymanian Society within the larger West Indian complex. Certain key concepts e.g. "frontier society", "pigmentocracy" "ex-patriots" and voluntary colonialism" are introduced and defined and similarities to as well as differences other from West Indian territories are highlighted.
Credit Hours: 3   *Pre-Requisite(s):* None

HCSC 204 - Training & Development of a Workforce

This course explores the current concepts based on research psychology and principles of adult education which help to explain "how people learn"; as well as examines the types of things that people can learn (ideas, facts, beliefs, skills, judgments; values; behaviors, attitudes, etc); it also examines the principles of adult education, the

methodology of workplace learning and the science of human development that affect the employee's job performance. Finally the course teaches the best practices in talent assessment, talent development and employee on-the-job learning including employee learning needs assessment, evaluation of learning effectiveness, measuring learning impact, engineering job enrichment, designing career ladders & career paths, teaching employability skills, fostering empowerment and promoting employee satisfaction.
Credit Hours: 3   *Pre-Requisite(s):* None

HCSC 216 - Introduction to Leadership & Teamwork

This course examines the leadership roles needed to make an organization successful; the course explores different leadership styles and their impact on organizational performance; examines various sources of leadership power & authority; analyzes the relationship between organizational structure (traditional hierarchy or bureaucracy, flat organizations and/or virtual organization, assembly line or industrial, collaborative or collective organizations(silos), military unit or teamwork, etc) and employee job performance as well as the prerequisite conditions to properly alien organizational structure and organizational culture to meet the organization's mission requirements.
Credit Hours: 3   *Pre-Requisite(s):* None

ICSC 99 - Introduction to Personal Computers

By using a personal computer, you can accomplish many tasks that might be more difficult and time-consuming to accomplish on your own. Some of those tasks might include writing a letter, analyzing numeric information, or maintaining an updated list of client information; however, before you use a personal computer, you need to understand what it is and how it works. In this course, that's what you will do. Once you're comfortable with that, you will begin using your personal computer.
Credit Hours: 0   *Pre-Requisite(s):* None

ICSC 110 – Computer Applications in Government

This course is a combined course that includes Microsoft Word, Excel and PowerPoint from beginning to advanced skill attainment. At the end of the learning learners have a solid understanding of the Microsoft Office suite used in government.
Credit Hours: 3   *Pre-Requisite(s):* ICSC 99 or Certified Training in Computers

LCSC 100 - Spanish for Beginners

This course is the first course in learning Spanish. The focus will be on general communication and writing skills.
Credit Hours: 3   *Pre-Requisite(s):* None

MAT 105 - College Algebra – This is a first course in College Algebra, designed for students who are majoring in Business, Economics, Accounting, Literary Studies, Social Studies and Hospitality Management. The objective of this course is to provide a solid foundation in algebraic operations and to introduce the student to the concept of functions and their graphs. Students will explore linear, quadratic, rational, exponential, logarithmic, radical, power, and absolute value functions.

Credit Hours: 3   *Pre-Requisite(s):* Assessment

MAT 111 Introduction to Statistics – This course is designed to equip the students with an understanding of the use of statistics and develop their skills in the collection, processing and presentation of single variable data. Students will also learn to interpret data and apply statistical tools to problem solving in a variety of contexts.
Credit Hours: 3   *Pre-Requisite(s):* None

MCSC 200 – Project Management

This course addresses the issues of Managing Projects. This course examines the criteria against which we make decisions and ways to measure the potential advantages and disadvantages of using the resources available to us. Examination of evaluating projects in financial and other terms, and how to prepare a financial case.
Credit Hours: 3   *Pre-Requisite(s):* None

MCSC 231 - Introduction to Change Management In Government

The Cayman Islands Government (CIG) cannot stand still in the face of global change. Models are needed to face change and to plan for it. This course introduces three key models: John Kotter's Change Phases Model and his "Leading Change" ideas, Kurt Lewin's classic Unfreeze-Freeze-Refreeze approach, and a very different sort of change management called Appreciative Inquiry.
Credit Hours: 3   *Pre-Requisite(s):* None

MKSC 200 - Public Relations in a Government Agency (Level 1)

Public Relations in a Government Agency is an introductory course into the field of Public Relations. It will detail the definition of Public Relations and the general need, effects and importance of Public Relations in Government Agencies. This course will expose students to Commissions and Agencies that influence how Public Relations in Government Agencies are done. The course will be a combination of interactive lectures and a practical exercise where student will be asked to make a presentation.
Credit Hours: 3   *Pre-Requisite(s):* None

PCSC 200 – Elements in Public Administration

Public administrators are charged with the momentous responsibility for implementing public policies, an increasingly complex task in modern democratic societies. In this course, students will learn the basic principles and theories that guide public administration, some of the skills needed for effective public administration, and a good understanding of the role of public administrators in democratic governance. This course will provide a foundation in public administration and give all civil servants a better understanding of how our government works.
Credit Hours: 3   *Pre-Requisite(s):* None

PCSC 299 – Independent Project

This course will serve those students who are in their final session of the AA Programme. A faculty member will be assigned to students who will help facilitate a session long project, working with the Civil Servant to identify and analyze issues within the service where they can put forth a proposal to better their department or other government owned organization.

Credit Hours: 3   *Pre-Requisite(s):* 36 or more credit hours completed in CSC

SCSC 99 – Producing Graphs and Using Statistics in Graphs

For mangers or those aspiring to acquire managerial decision making skills, several elementary statistical topics are presented in an applied context related to the following functional areas of business: accounting, finance, information systems, management, and marketing. Basic statistical excel functions will be used to organize data, summarize data and construct tables or graphs.

Credit Hours: 1   *Pre-Requisite(s):* None

SCSC 100 – Introduction to Statistics Using Excel

Public administrators are charged with the momentous responsibility for implementing public policies, an increasingly complex task in modern democratic societies. In this course, students will learn the basic principles and theories that guide public administration, some of the skills needed for effective public administration, and a good understanding of the role of public administrators in democratic governance. This course will provide a foundation in public administration and give all civil servants a better understanding of how our government works.

Credit Hours: 3   *Pre-Requisite(s):* None

SCSC 200 – Statistics for Managers Using Excel

For mangers or those aspiring to acquire managerial decision making skills, several intermediate statistical topics are presented in an applied context related to the following functional areas of business: accounting, finance, information systems, management, and marketing. Basic statistical Excel functions will be used to compute difficult to calculate statistics, along with using Excel to generate any associated graphs.

Credit Hours: 3   *Pre-Requisite(s):* SCSC 100 (or Equivalent)

SCSC 300 – Advanced Statistics for Managers Using Excel

For mangers or those aspiring to acquire managerial decision making skills, several advanced statistical topics are presented in an applied context related to the following functional areas of business: accounting, finance, information systems, management, and marketing. Basic statistical Excel functions will be used to compute difficult to calculate statistics, along with using Excel to generate any associated graphs.

Credit Hours: 3   *Pre-Requisite(s):* SCSC 100 and 200 (or Equivalent)

WCSC 101 - Introduction to Report Writing

This course spans 14 hours and covers the basic skills and strategies necessary for writing formal and informal reports. The focus will be on appropriate structure, relevant

content and grammatical accuracy. Directions will be given for choice of title, introduction, and subheadings for reports generally and a business report specifically. The goals are to enhance participants' competencies in writing reports for specific purposes using appropriate format, style, and language.
Credit Hours: 3   *Pre-Requisite(s):* None

WCSC 105 – Basic Communication Skills for the Workplace

At the end of the learning learners will be able to: Describe the components of communication. Identify the common forms of written and oral communication. Identify barriers to communication. Explain the legal and ethical dimensions of communicating. Communicate effectively in small groups. Explain the meaning and importance of nonverbal communication. Listen effectively.
Credit Hours: 3   *Pre-Requisite(s):* None

WCSC 110 – Advanced Communication Skills for the Workplace

At the end of the learning learners will be able to: Identify the major verbal and nonverbal barriers to communication. Communicate effectively in small groups. Specify the purpose of the message and analyze the audience. Plan, conduct, and participate in a business meeting.
Credit Hours: 3   *Pre-Requisite(s):* None

WCSC 200 - Building Excellent Communication

This course strengthens students' reading and writing skills, with special reference to the major elements of Business Communications, and the attendant oral communication skills. It provides careful study of all of the important writing structures and their uses , by analysis of selected models. Therefore, it teaches students how to write more effectively and read more analytically; it uses classic workplace models as the bases for analysis and synthesis, and also exposes students to comprehension work based on readings that relate to the workplace, and its best values, ethics and goals. Further, it focuses specifically on Classic Paragraph Structure, and common writing structures and weaknesses, plus essential workplace writing and communication requirements.
Credit Hours: 3   *Pre-Requisite(s):* None