Quality Assurance Handbook

Document Title and Reference	IBAT College Dublin Quality Assurance Handbook
Purpose	The source of reference for the policies, procedures, principles and practices upon which IBAT College Dublin quality assurance mechanisms are based.
Version	VP4.7
Author/Proposed/endorsed by	Registrar
Approved by	*Academic Council*
Approval date	*20th March 2025*
Endorsed by	Board of Governors
Effective from	*8th May 2025*

Version – 4.7

Table of Contents

CHAPTER 1   CONTEXT

*ESG Standard 1.1: **Policy for Quality Assurance***

Standard: Institutions should have a policy for quality assurance that is made public and forms part of their strategic management. Internal stakeholders should develop and implement this policy through appropriate structures and processes, while involving external stakeholders.

1.1   Introduction

This document, the IBAT College Dublin Quality Assurance Handbook (QAH) V4.5, is the source of reference for the policies, procedures, principles and practices upon which IBAT College Dublin quality assurance mechanisms are based. The QAH is consistent with the statutory requirements of the Qualifications and Quality Assurance (Education and Training) Act, 2012 (the 2012 Act).

The updated QAH was written to take account of current policies, criteria and guidelines developed by Quality and Qualifications Ireland (QQI). It provides guidance covering the areas which are vital for successful quality provision and learning environments in higher education. The policies, procedures and guidelines referenced in the QAH apply to all academic activities and learner support services. This revision is enhanced by an initial review by QQI in October 2017, ongoing internal review of College practice, and the experience of all staff involved in the implementation of Quality Assurance (QA) policies.

This handbook has been updated for implementation from 2025 and will be subject to annual review under the Academic Council (AC) to support IBAT College Dublin's ongoing commitment to continuous quality improvement. QQI will be notified of changes.

1.2   Scope

The QAH applies to all activities of IBAT College Dublin.

In addition:

- Programmes Awarded by QQI are delivered in accordance with an Approved Programme Schedule and programme handbook – see section 3.4.7.

- Programmes awarded by Atlantic Technological University (ATU) are subject to the (annually updated) academic regulations laid down in:
    - o   Quality Assurance Handbook – 2022
- English Language Programmes are subject to the Documented Curriculum Framework (DCF) requirements of the Accreditation and Coordination of English Language Services (ACELS) Regulations Governing the Recognition of English Language Education Organisations, 2021.

Alongside this handbook, there are additional policies, procedures and documents. These are listed in Appendix 1.1. Where referenced in the QAH the document is referred to by its Associated Polices (AP) or Standard Operating Procedure number and the document can be found in 'IBAT College Dublin Associated Policies and Standard Operating Procedures' which accompanies the QAH.

1.3   References

The QAH is informed by:

- Standards and Guidelines for Quality Assurance in the European Higher Education Area – ESG 2015.
- Policy on Quality Assurance Guidelines – QQI, April 2016.
- Statutory Quality Assurance Guidelines developed by QQI for use by all Providers – QQI, April 2016.
- Statutory Quality Assurance Guidelines developed by QQI for Independent/Private Providers coming to QQI on a Voluntary Basis – QQI, April 2016.
- Policy on Monitoring – QQI, Dec 2014.
- Policy for Cyclical Review of Higher Education Institutions – QQI, Feb 2016.
- Re-engagement with QQI Policy and Criteria for Renewed Access to QQI Validation for Voluntary Providers of Higher Education and Training – QQI, Jun 2014.
- Re-engagement with QQI – Overarching Policy for All Providers – Jun 2014.

- Quality Assurance Handbook – 2022.

- Programme Validation Manual for Programmes of HET and Apprenticeships (FET and HET) (Edition 3, 2018)

- Assessment and Standards – QQI, Revised 2013.

A full list of polices and references informing the QAH can be found in Appendix 1.2. Further advice and information on all policies and procedures in the QAH can be obtained from the Registrar's office.

QA in an education and training context is informed by overarching principles and internationally recognised effective practice. The QAH has been developed on the following principles from the QQI Policy on Quality Assurance Guidelines, April 2016:

- The primary responsibility for quality and its assurance lies with education and training providers.

- Quality systems are context dependent i.e. the scale and scope of a provider's provision will impact on how it operates QA. Providers should be able to demonstrate their quality publicly.

- A quality culture is the outcome of individual staff and collective organisational commitment to continuous improvement. In such a culture, QA procedures are not viewed as a bureaucratic burden, but as tools to drive improvement and enhancement.

- Education and training exist principally for the purpose of enabling people to learn and, accordingly, programmes of education and training should be designed, implemented and evaluated with learning outcomes in mind. Approved QA procedures and those procedures which must have regard to QQI guidelines are fully implemented by providers and are monitored by providers for effectiveness.

- A provider-owned QA system makes appropriate use of external persons who are independent of the provider and are expertly qualified to make relevant national and international comparisons.

- Continuous improvement must be the goal of a QA process. The quality of academic education and training and other programmes needs to be developed and improved for students and other beneficiaries of higher and further education and training.

- QA systems should enhance transparency. Processes should be developed through which education and training providers can demonstrate their accountability, including accountability for the investment of public and private money.

- The QA system supports public confidence (only when this is deserved) in the provider and its capacity to provide programmes to agreed standards. Assuring the quality of provision and related services requires significant effort and resources on the part of the provider. Providers should actively promote their internal quality system and proactively develop it as a tangible resource and an explicit part of the education and training infrastructure. Public confidence is a key objective for provider owned QA. All outputs of the internal QA system should be published.

The College's policies, principles, procedures and practices have been prepared to facilitate meeting the QA requirements identified in the above documents and are grounded in the requirements of the European Standards and Guidelines for Internal Quality Assurance within Higher Education Institutions (ESG, 2015).

The processes and procedures which apply specifically to the English Language School at IBAT College Dublin are separately contained in the School's Documented Curriculum Framework (DCF), which is annually reviewed and audited through the Accreditation and Coordination of English Language Services (ACELS) inspection process.

Ongoing review and updating for accuracy, completeness and compliance of the QAH is the responsibility of the Registrar of the College.

1.4 About IBAT College Dublin

May 2004 - IBAT College Dublin established in Swords by Shane Ormsby, College Director.

Summer 2011 - Established Dublin City Campus at Wellington Quay. Invest over €1m in refurbishment.

October 2016 - Global University Systems (GUS) acquires a controlling stake in IBAT College Dublin.

September 2018 - Expanded the physical footprint by leasing a 25,000 sq ft campus on Frederick Street, Dublin 1 as the English Language School expands

Now (2021) - IBAT College Dublin offers programmes in business, information technology, marketing, management, psychology and English language.

July 2023 - IBAT College Dublin and ATU enter into a strategic partnership.

Figure 1.1:   Chronology of key development of IBAT College Dublin

IBAT College Dublin has a number of strategic relationships in place with different partners to help realise our goals, e.g., Quality and Qualifications Ireland (QQI), Atlantic Technological University (ATU), Project Management Institute (PMI), The Accreditation and Coordination of English Language Services (ACELS) and Marketing English in Ireland (MEI).

Sections 1.5 and 1.6 will be updated by end of quarter 2 2025 following extensive stakeholder engagement to determine the college's strategy to 2030, with a more ambitious vision.

1.5   IBAT College Dublin Mission Statement

1.5.1   IBAT College Dublin's Strategy

IBAT College Dublin's aspirations and purpose are expressed in the following sections. They describe the values that guide everything we do to meet our learner and other stakeholders' needs. Our values are what drive and shape the culture in IBAT College Dublin.

1.5.1.1   Mission: What we do

IBAT College Dublin is a focussed provider of highly desirable awards in the fields of Business, IT and English Language.

1.5.1.2   Vision: Where we want to be

Renowned for being the College of choice to equip and connect domestic and international students in the programmes we offer.

1.5.2   Our Values – How we conduct ourselves.

Our Values

Learners' First:	Integrity:	Empowerment:	Respect:	Collaborative:
We have a deep commitment to our learners. The learner sits at the heart of everything we do. We seek and act on their feedback to enhance their experience.	We act with integrity and hold ourselves to the highest standards of fairness, honesty and transparency.	Our educational philosophy is to inspire and empower the individual through the creation of independent and creative thinking, the development of knowledge, know-how, skill and competence in a nurturing learning environment that promotes an ethos of lifelong learning.	We treat everyone with dignity and celebrate the global diversity of our learners	Our staff work with learners, employers and academic partners as a team and we encourage an open participative culture.

Figure 1.2:   Schematic of the Values of IBAT College Dublin

1.6   IBAT College Dublin Strategic Priorities

The College has identified strategic priorities which have the following key strategic themes, as identified in Figure 1.3, overleaf.
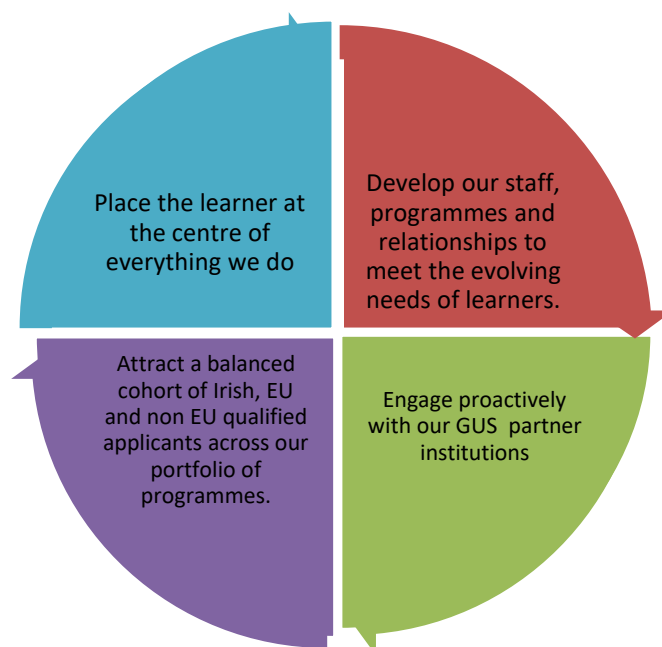
Figure 1.3:   IBAT College Dublin Strategic Themes

The Strategic Objectives that will guide the development; work in the College until 2025 is as follows;

1. Engage with Influential employers in business and technology.

This has led to a reconceptualization of the former Business Advisory Group, led by the Managing Director and informed by our Governor (Industry representative) and former Director of a global retail company. The Expert Advisory Committee has a wider scope in its terms of reference, it will meet more frequently, and membership extended to include the IBAT Marketing Manager and Head of Student Recruitment.

A Corporate Relations Manager is a future role that will be recruited for to ensure the industry voice is central in all matters relating to programme monitoring, development, assessment and opportunities for students in their companies, during their studies and employment upon graduation.

A new Careers Portal powered by JobTeaser was released in May 2020, https://ibat.jobteaser.com/. It is a platform that has various resources, webinars, company

profiles, event listing and more importantly job and intern listing. This platform was integrated into the Student's Moodle accounts.

2. Deliver a 5-year expansion plan.

Seek approval for blended learning delivery. It is considered integral to our strategy
- extends our reach
- affords access & flexibility to learners
- Justifies the time and resources in developing our capabilities.

The Springboard+ 2021 was a strong catalyst as the expectation was for online or blended delivery. Our Experience from March 2020 to now has been very positive. Lecturer & student experience has been very positive e.g. 84% of our MBA students have indicated that they would like to stay online/adopt a blended approach to their learning.

Seek appropriate higher education institutions and professional bodies to collaborate with on a number of potential activities – recruitment, programme provision etc,

Integrate Expert Advisory Committee learnings into business plans as previously there was a disconnect from this advisory group informing the commercial arm of the College. As the Managing Director is now leading this new group this disconnect will no longer happen.

Develop a stand-alone 1 Year level 8 Full and PT Business degree that allows IBAT to compete in the 1-year top-up market as opposed to only permitting entry to the award stage if an applicant applies for advanced standing.

Align our current professional diplomas to the NFQ, as currently they are focused, short duration practical courses that consolidate, upskill and/or reskill learners in a professional area. They are stand-alone qualifications that do not lead to an award on the National Framework of Qualifications (NFQ).

Identifying appropriate courses available through our partners that will add to our programme portfolio.

Create an English language teacher training course that allows for teaching practice which other offerings do not incorporate. Having an English Language School, IBAT is uniquely placed to facilitate teaching practice.

Seek extension of scope from QQI to develop and deliver level 9 programmes. In addition, permission will be sought to deliver existing and new programmes online or through blended delivery.

Create a dedicated student focused team, ensuring enhanced coordination between support services, Student Affairs, IT, Library, Reception, Counsellor, Academic Team and Registry.

In addition, a new ticketing system to handle student queries within 24 hours is in operation.

3. **Leverage GUS Global footprint to grow the business.**

Access GUS Global Network, their online content, potential collaborative partnerships

Increase International student numbers through cross college student exchange.

Leverage academic experts in GUS institutions to lecture on IBAT programmes, guest lecture on specific topics &/or provide IBAT with advice on academic related matters.

The setting of these objectives with require a review and update of the actions contained in the Quality Enhancement Plan (AP1.7)

1.7   Management of Quality Assurance

This QAH is laid out to ensure that QA is managed, implemented and reviewed effectively.

Each chapter is benchmarked against the relevant ESG standard and includes reference to those documents that informed its development. Each chapter includes:

- A description of policies and procedures.

- Roles and positions responsible for the implementation of QA policies and procedures that are designed to ensure clear decision-making and follow-up.

- A description of how reports are validated to ensure they feed back into the overall quality improvement.

The responsibilities for the overall management of QA are documented in Chapter 2.

1.8   Embedding a Quality Culture

The QAH policies and procedures have been developed through engagement with learners, staff and external stakeholders.

As processes are developed, consultations are undertaken to ensure staff and learners have an opportunity to influence policy and process. It is recognised that to properly embed a quality culture and to ensure a deeper engagement with QA processes, staff development and learner engagement are required (refer to Chapters 10 and 7). Learners, staff and external stakeholders are members of specific boards and committees (refer to Chapter 2)

so as to ensure that the development and approval of all policies and procedures is consultative and transparent.

By maintaining communication with stakeholders and ensuring that feedback and reports are analysed and responded to, stakeholders are reassured that engagement is followed up with recommendations and then by action, which ultimately has an effect on the quality of the provision. This approach demonstrates to stakeholders the value of a quality culture and reflective practice.

It is also policy and good practice to follow up all surveys and other consultation exercises by communicating the results, findings, and impact of all such exercises to the relevant stakeholders.

1.9   A Documented Approach to Quality Assurance

All policies and procedures are documented or explicitly referenced in the QAH and additional guidelines, forms and templates are included as appendices. Associated policies and standard operating procedures (SOPs) are listed in Appendix 1.1 and are available on the College intranet and from the Registrar's office. A table of the chapters aligned to the relevant ESG standards, Table 1.1, is contained in section 1.10. In accordance with the policy on public information, policies and procedures are fully documented and available publicly; information is available to learners, staff and the general public as required in accessible formats - refer to Chapter 11. The QAH is published on the College website and on Moodle.

1.10   A Comprehensive System

IBAT College Dublin's QA policies, procedures and systems have been designed as a comprehensive system.

QA spans both the corporate domain such as governance (Chapter 2) and data protection (Chapter 11); the academic domain, concerning programme development, monitoring,

admissions, teaching, learning, assessment and collaborative arrangements (Chapters 3 to 9), resources (Chapter 7), and human resources (Chapter 10).

The policy and procedures are laid out simply, comprehensively and are translated into practice through a variety of internal QA processes, supported by SOPs, guidelines, training and induction that allows participation by all staff within the College.

College governance and management structures and processes ensure that academic decision-making is independent of commercial considerations or the undue influence of the business owners - refer to Chapter 2.

The pastoral care of students is of the utmost concern to IBAT College Dublin staff. A range of professional supports are available to learners, as outlined in Chapter 7. The College also applies the Code of Practice and Guidelines for the Provision of Programmes of Education and Training to International Students (QQI, 2015), which, among other things, ensures that all registered international students are covered by the College's health insurance plan. In addition, all programmes offered to visa-requiring international students by IBAT College Dublin have been placed on the Department of Justice and Equality's Interim List of Eligible Programmes (ILEP).

IBAT College Dublin is subject to, and has developed appropriate policies and processes, to meet the requirements of statutory legislation. Including:

- Qualifications and Quality Assurance (Education and Training) Act, 2012

- Employment Equality Acts, 1998-2015

- Disability Act, 2005

- Data Protection Acts, 1988 and 2003

Specific legislation is referenced within the appropriate sections of QAH V4.5 where they are addressed.

Table 1.1:   Comprehensive Approach to QA, the College's QAH Chapters as aligned to
              Standards and Guidelines for Internal Quality Assurance - ESG 2015.

	Chapter	ESG Standard Reference
1	Context	ESG 1.1 **Policy for Quality Assurance** Standard: Institutions should have a policy for quality assurance that is made public and forms part of their strategic management. Internal stakeholders should develop and implement this policy through appropriate structures and processes, while involving external stakeholders.
2	Governance and Structures	ESG 1.1 **Policy for Quality Assurance** Standard: Institutions should have a policy for quality assurance that is made public and forms part of their strategic management. Internal stakeholders should develop and implement this policy through appropriate structures and processes, while involving external stakeholders.
3	Programme Development, Approval and Validation	ESG 1.2 **Design and Approval of Programmes** Standard: Institutions should have processes for the design and approval of their programmes. The programmes should be designed so that they meet the objectives set for them, including the intended learning outcomes. The qualification resulting from a programme should be clearly specified and communicated, and refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area
4	Self-Evaluation Monitoring and Review	ESG 1.9 **On-going Monitoring and Periodic Review of Programmes** Standard: Institutions should monitor and periodically review their programmes to ensure that they achieve the objectives set for them and respond to the needs of students and society. These reviews should lead to continuous improvement of the programme. Any action planned or taken as a result should be communicated to all those concerned. ESG 1.10 **Cyclical External Quality Assurance** Standard: Institutions should undergo external quality assurance in line with the ESG on a cyclical basis.
5	Admissions and Recruitment	ESG 1.4 **Student Admission, Progression, Recognition and Certification** Standard: Institutions should consistently apply pre-defined and published regulations covering all phases of the student "life cycle", e.g., student admission, progression, recognition and certification.
6	Teaching and Learning	ESG 1.3 **Student-Centred Learning, Teaching and Assessment** Standard: Institutions should ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach.

	Chapter	ESG Standard Reference
7	Supports for Learners	ESG 1.6 **Learning Resources and Student Support** Standard: Institutions should have appropriate funding for learning and teaching activities and ensure that adequate and readily accessible learning resources and student support are provided.
8	Assessment and Standards	ESG 1.4 **Student Admission, Progression, Recognition and Certification** Standard: Institutions should consistently apply pre-defined and published regulations covering all phases of the student "life cycle", e.g., student admission, progression, recognition and certification.
9	Collaborative Arrangements and Other Parties Involved in Education and Training	ESG 1.4 **Student Admission, Progression, Recognition and Certification** Standard: Institutions should consistently apply pre-defined and published regulations covering all phases of the student "life cycle", e.g., student admission, progression, recognition, and certification. ESG 1.8 **Public Information** Standard: Institutions should publish information about their activities, including programmes, which is clear, accurate, objective, up-to date and readily accessible.
10	Staffing, Staff Development and Scholarship	ESG 1.5 **Teaching Staff** Standard: Institutions should assure themselves of the competence of their teachers. They should apply fair and transparent processes for the recruitment and development of staff.
11	Information, Data Management and Public Information	ESG 1.7 **Information Management** Standard: Institutions should ensure that they collect, analyse, and use relevant information for the effective management of their programmes and other activities. ESG 1.8 **Public Information** Standard: Institutions should publish information about their activities, including programmes, which is clear, accurate, objective, up-to date and readily accessible.

1.11 Protection of Enrolled Learners (PEL)

IBAT College Dublin has ensured that Protection for Enrolled Learners' (PEL) arrangements are in place to safeguard students completing courses of greater than three months' duration, and these protections are consistent with the requirements of *Part 6, Section 65* of the Qualifications and Quality Assurance (Education and Training) Act, 2012. This arrangement is in place for all students registered on undergraduate, postgraduate and English language programmes offered at the College.

IBAT College Dublin has organised the PEL as an individual insurance policy for all full-time higher education programmes. Evidence of this facility is provided with each new programme proposal to the awarding body at the time of the programme's submission for approval. This information is filed in the Registrar's office. PEL for students attending English language programmes is arranged through Study&Protect and purchased each week as learners commence their studies.

Information on each programme's PEL arrangements is provided on both the College website and on the QQI site for each IBAT College Dublin programme.

Additionally, the College applies the policies and criteria for the consideration of the refund of fees as outlined in The Code of Practice for Provision of Education and Training to International Learners – QQI 2015. The IBAT College Dublin Financial Terms and Conditions and Refund arrangements are provided in full on the College website.

CHAPTER 2   GOVERNANCE AND STRUCTURES

2.1   Governance

IBAT College Dublin's governance infrastructure has been established to ensure that it is governed and managed effectively, with clear and appropriate lines of accountability for its responsibilities. Through the application of its governance model, the College ensures that objective oversight is in place to ensure that the College is financially sustainable, that financial management is sound, and that a clear relationship exists between the institution's financial policy and the safeguarding of the quality and standards of its academic provision.

IBAT College Dublin's overall governance infrastructure comprises the following:

- A Board of Governors who provide corporate governance under powers delegated by the Board of Directors.

- The Academic Council (AC) which is the supreme academic authority. It represents the pinnacle of an academic governance architecture underpinned by sub-committees and units reporting to it (refer to section 2.3). Academic matters such as QA policies and procedures needed to maintain and enhance academic standards in learning and teaching, new programme development, and programme monitoring, are within the remit of the AC. The AC also has formal responsibility for summative assessment. It has been delegated responsibility in these areas from the Board of Governors.

- An Audit Sub-Committee of the Board of Governors provides an independent advisory role that audits the efficacy of the College's operations. It is an independent body with no remit to initiate or approve policies. That is the role of the AC.

There is a clear delineation between the academic and commercial parts in the governance structure. Two Boards – the Board of Governors and the AC – have been constituted to include independent expertise in academic quality and assurance, while the Board of Directors ensures commercial success. These arrangements are in place to ensure that the academic decision-making processes within IBAT College Dublin (relating to the provision of

education and training) is independent of commercial considerations or the undue influence of the business owners.

IBAT College Dublin's management organisation structure is provided in Figure 2.1 below.

Organisational chart:

- **Managing Director**
  - HR Manager
  - Finance Manager
    - Finance Support
  - Interim Head of Student Recruitment
    - Student Recruitment
  - Senior Business Development Manager - Onshore Recruitment
  - Senior Marketing Executive
    - Marketing Executive
- **Head of Business Operations (Marketing)**
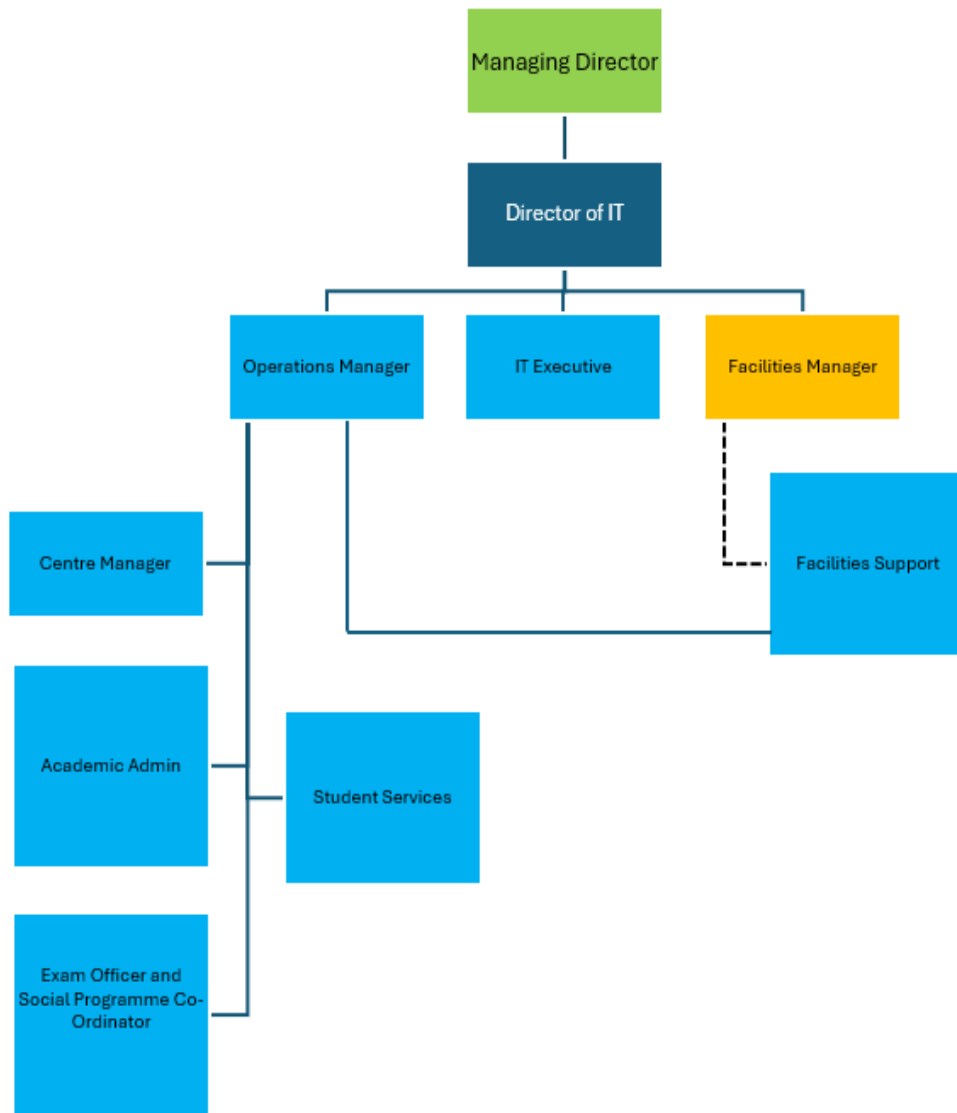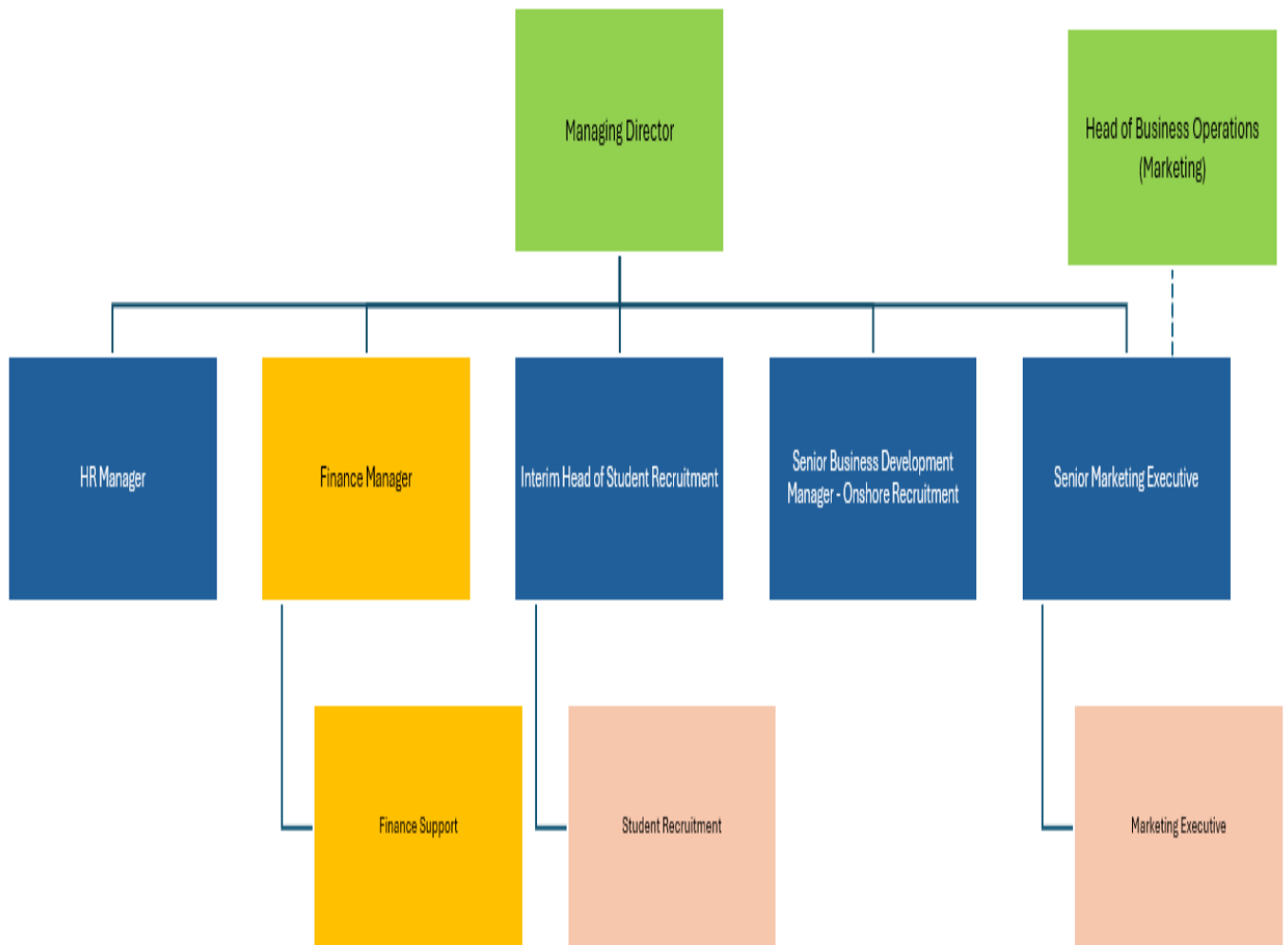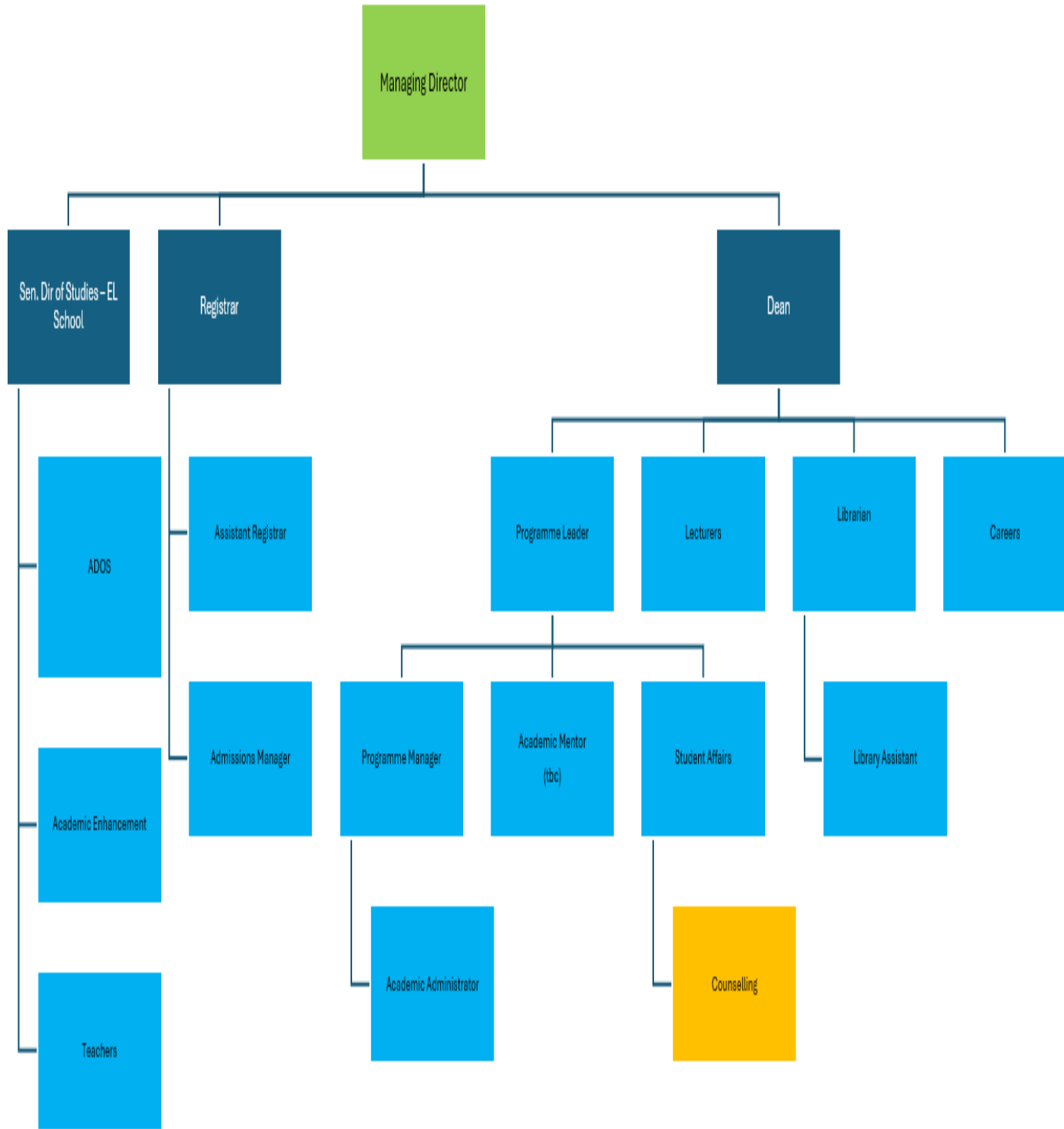
Figure 2.1: Executive Management Structure IBAT College Dublin

Revisions to this chapter, policy and/or procedures are subject to the approval of the Board of Governors.

2.2　IBAT College Dublin Senior Management Group

The Senior Management Group (SMG) comprises the GUS Portfolio Managing Directors, Managing Director (IBAT), Dean, Registrar, Senior Director of Studies (English Language), IT Director and HR Manager. This team meets formally every week.

The SMG has primary institutional responsibility for overseeing the day-to-day management and academic development of the College, including:

- Driving the strategic direction of the College within the framework set by the Board of Governors and AC.

- Advising the Managing Director on matters for decision.

- Monitoring action plans - progress against goals is managed at this meeting.

- Managing resources to make sure that appropriate and effective facilities and services are available and scheduled to ensure the quality of delivery to learners.

- Reviewing the College's policies, procedures and practices, and continuing to ensure their implementation and integration across the college in both its campuses.

- Managing and deploying staff, including recruitment, performance management and development of staff.

- Ensuring quality provision is provided.

The following tables outline these roles, their responsibilities, and provide a description of other key personnel reporting into the SMG. This illustrates a clear line of accountability and complements the governance structure as outlined in Figure 2.1.

	GUS Portfolio of Managing Director(s)
Purpose	Global University Systems (GUS) is a network of institutions, affiliates, and partners. IBAT College Dublin is in a group of 7 colleges within GUS that for practical reasons is managed by two Managing Directors. This is to ensure the portfolio of colleges within their brief are managed and can avail of their respective expertise and whereby one director can act as an alternate in the absence of the other managing director. • Provides strategic leadership for the College. • Controls and directs the activities of the College and has overall responsibility for the executive management of the College. • Responsible to the Board of Directors for the exercise of these responsibilities and for the efficient and proper management of the College. • Is identified as the designated officers with responsibility for ensuring that the College complies with relevant statutory and regulatory agencies.
Responsibilities	The Managing Director(s) has responsibility to: • Provides strategic & cultural leadership to all staff to ensure that they are enabled to develop and fulfil IBAT College Dublin's potential as a provider of higher education. • Maintain dialogue and direction between shareholders and the college. • Lead, manage and direct all commercial, financial and contract related activities for IBAT College Dublin. • Connect and nurture business and commercial relations to promote mutually beneficial partnerships and alliances. • Represent IBAT College Dublin within the GUS group and at external fora to ensure that the College is informed by best international thinking in leadership and development. • Appointment and maintenance of an effective management team. • Financial Management – drafting budgets, approving capital expenditure, pricing decisions, financial reporting to the Board of Directors etc.
Reports to	Board of Directors, accountable to the shareholders (GUS) for the efficient and effective use of all resources at IBAT College Dublin.

	Managing Director (IBAT)
Purpose	The managing director oversees IBAT's business operation and provides strategic leadership with the goal to further improve customer satisfaction, drive the company's strategic vision and ultimately further enhance organizational success. They are also responsible for the management of all non-academic operational aspects of the university and affiliated institutions. Accountable for implementing IBAT's strategic plan and company policies, maintaining an open dialogue with all stakeholders, providing effective leadership of the operational areas of the school, and driving organizational success. This wide-ranging role includes strategic planning, financial and risk management, and management of the business school and university's professional service teams. They are also responsible for establishing a culture of compliance and dedicating university resources as necessary to ensure that the school is in line with all regulatory bodies.
Responsibilities	• Develop, plan and execute cost-effective business strategies and develop new ideas based on market and industry to achieve short and long-term goals of the board and shareholders. • Prepare long-term and short-term goals and company objectives. • Develops and initiates revenue growth strategies. Directing the activities of the business while ensuring bottom-line profitability • Report to the board, shareholders, and business partners, provide market insights, strategic advice and communicate company reports and achievements. • Assess, analyze, manage and resolve problematic developments, situations and occurrences to ensure further company growth. • Oversee the preparation of company annual reports and accounts and ensure approval by the board. • Develop and maintain an effective marketing and public relations strategy to promote company products, services, and image in the wider community. • Oversee company business operation, financial performance, investments, and ventures including planning and managing budgets. • Create and implement company policies and ensure compliance. • Oversee employment including recruitment of senior team members. • Oversee professional development and employee performance activities. • Supervise, guide and delegate executives and managers in their duties and provide motivational leadership to all employees creating a supportive learning environment.

	- Manage, promote and support teaching, learning, and student success through the maintenance and improvement of high-quality instruction and services in the programs and the planning of academic and research programs. - Fulfill the needs of a growing and diverse student body by working with faculty, staff, and students to initiate innovative programs, student support services and appropriate co-curricular activities. - Work closely and regularly with other members of the Rectorate and represent the rector at the university in business and administrative matters. - Strengthen and develop cooperative partnerships with industry and other institutions of higher education and establish relationships with industry and marketing experts to further build and enhance the company public profile through networking, conferences, and speaking engagements. - Ensure company policies as well as national and local business laws and regulations are clearly communicated and adhered to.
Reports to	GUS Portfolio of Managing Director(s)

	Registrar
Purpose	Responsible for delivering major aspects of academic administration and student support and for ensuring that there is an effective quality assurance system in place. Regulatory compliance within the College, under the auspices of Academic Council, in addition to elements of academic operations. Effective management of the Registrar's office including responsibility for academic regulations, academic records, examinations, and graduation management. The Registrar is the DPO and maintains the risk register.
Responsibilities	• Quality Assurance Ensuring there are current and appropriate QA policies and procedures in place and implemented, particularly in respect of blended and online programmes. • Management of data and information In accordance with the College Data Protection and Record Management Policy, the Registrar has responsibility for the creation, retention and maintenance of data relating to the registration and examination performance of students, programme validation and content; the admission, registration and deregistration of students; management of examinations; the promotion of QA and primary liaison with accreditation bodies; and supporting the business of the AC, and its sub-committees. Specifically, the responsibilities relate to: • Authorisation of public information and communication. • Safeguarding the integrity and currency of programme validation and awards, including compliance with the terms and conditions of programme approval and the requirements and regulations of accrediting bodies for ongoing provision of delivery. • Ensuring admissions are reviewed in accordance with programme validation criteria and only those eligible are admitted. • Registration, having policies and systems to ensure learner data is protected, and utilised in accordance with the College Data Protection and Record Management Policy and regulatory requirements. • Ensuring that examination regulations are standardised and reviewed, and examination standards are maintained, through the management of the operation of the exams function, including exam sitting, liaising with external examiners, actioning Examination Board decisions and organising graduation. • Initial point of liaison with accreditation agencies on matters such as validation requests, reviews and reporting arrangements. • Lead and assume responsibility and accountability for the day-to-day operations of the Registrars' Office and Library.

	• Actively participate by chairing or attending appropriate internal committee meetings (AC) and external fora on QA.
Reports to	Managing Director

	Dean
Purpose	Responsible for developing and delivering the vision and strategy of the School such that it is aligned to the College's strategic priorities, objectives and values. Provision of strong, creative, academic leadership; striving always to deliver excellence in education, enterprise and innovation. Responsible and accountable for the quality and output of the School as measured by key performance indicators (KPIs) that are aligned to the College's strategic priorities.
Responsibilities	**Institutional Level strategy** Work with the senior management team to lead and contribute to cross-institutional initiatives (e.g. research and development of new programmes) to maximise the cross-disciplinary strengths of the School. Ensure the College's strategy is in alignment and positioned to enhance the institution's local, regional, national and international profile. Actively engage with committees and working groups to share and harmonise best practice to ensure consistency, efficiency and effectiveness of responsibilities and processes. Ensure senior management are aware of national trends in education, are engaged in all decisions which affect the development of the long-term educational character, mission, ethos, values and strategic aims, and have oversight of the associated strategic plans for the College. Ensure that IBAT fulfils all statutory and regulatory obligations as per the requirements of partners, Government, funding agencies and awarding bodies. Translate the agreed strategy into operational objectives and an annual operational plan. Oversee the collation, dissemination, monitoring, review and evaluation of the academic plan within the timescales required.
	School Level strategy Work effectively in the leadership, management and development of School operational activities. Research, assess and make recommendations with regard to the School and wider institution in terms of competitor analysis, current offerings and future scope of delivery. Possess and encourage a forward thinking, flexible and responsive approach across the College towards changes in the external environment and thus ensure rapid responses to opportunities. Work in conjunction with colleagues across committees and working groups to share and harmonize best practice to ensure consistency, efficiency and effectiveness of responsibilities and processes.

	Implement sustainable financial business plans for the School including the management of staff and non-staff costs to meet College objectives and KPIs ensuring compliance with institutional strategy and in accordance with the agreed timetable.
	Provide a creative vision for the School and engage with relevant stakeholders to position it as a significant influential national and international leader.
	To lead and manage the School's management team.
	To plan and develop organisational change for the advancement of the School and College.
	Maintain, negotiate, develop, and encourage effective and mutually supportive sustainable links with relevant, influential external bodies.
	School level Operations
	Act as a representative of the School through the provision of strong academic leadership and operational management for the School striving for – and being accountable for – the KPIs that demonstrate excellence in education enterprise, innovation, student recruitment (domestic and international), retention and progression, within the planned resources.
	Providing the College's academic lead with a tone of confidence and passion. Reinforcing College values and culture, addressing areas that require change. Maintaining an open dialogue and communication. Maintaining effective internal communication, fostering teamwork, and being a constant source of positive energy to the college.
	Quality Assurance responsibilities: In conjunction with the Registrar, to be accountable for efficient and effective processes and structures for the conduct of academic standards in education.
	In particular in the delivery of an excellent student-centred learning and ensuring appropriate access to robust student support mechanisms.
	Consulting actively and engaging with learners in a positive way, ensuring that there are mechanisms in place for effective two-way communication with all learners so that the College is recognised as placing the learner at the heart of its endeavours.
	New Income Identification: Work with the relevant team members to ensure the identification of new education, research and enterprise opportunities and the diversification of income streams.
	Enterprise: To champion innovation in enterprise activities and contribute to the School's national and international policy.
	Line Management, Performance and Development Responsibilities:

| | | **Managing People**: Manage and support your people's work productivity, performance, wellbeing and development to maximise their contribution and enable personal growth |
| | | |

Managing People: Manage and support your people's work productivity, performance, wellbeing and development to maximise their contribution and enable personal growth

- **Workload and performance:** Ensure accountability for an effective line management structure; ensure that all staff in the School are allocated duties/workload equitably and are clear about their responsibilities and that they are adequately managed, mentored and/or monitored.

- **Staff Appointment:** Take a personal role for ensuring programmes are adequately staffed, in a timely manner, for current delivery and have in place an approved pool of resource for lecturing should the need arise. Ensure any request for a new full-time appointment has full justification and is aligned with College strategy.

- **Staff development:** Ensure the provision of an environment conducive to the development of staff and students.

- Ensure line managers are skilled to provide mentoring and development to include preparation for promotion to ensure potential is fulfilled.

- Responsibility for the implementation of a performance framework that utilises metrics and objectives for education and research and is in line with College requirements and goals. Be accountable for ensuring the monitoring and management of all staff performance through individual staff appraisal e.g. moderation of assessments.

- **Staff engagement:** To plan and implement a strategy for regular staff engagement to ensure that staff contribute to and engage with the School and College strategy including organisational change.

- **Student Experience**: Ensuring that you **personally** lead the way in delivering an exceptional Student experience from Induction to Alumni.

- **Managing Financial Decisions**: Make well-informed and timely financial decisions regarding devolved budgets (if applicable), taking into consideration the impact of these decisions on the financial sustainability of a programme, the School or the wider institution.

- **Managing Compliance**: Responsibility for ensuring you and your teams understand and apply the relevant policies and guidelines to maintain operational compliance.

- **Managing Risk**: Responsibility for managing risks effectively and ensuring plans are put in place to mitigate risk or maximise potential, where appropriate.

		• **Embedding Collegiality:** work with colleagues in a collegiate way.
Reports to	Managing Director	

	Senior Director of Studies - English Language School
Purpose	The Director of Studies (DoS) is responsible for the day-to-day academic management of The English Language School at IBAT College Dublin. The DoS runs the language school and maintains the quality of instruction from teaching staff. In addition to some teaching duties, the Director is expected to carry out teacher training, assist in the professional development of all teaching staff and develop materials.
Responsibilities	• Ensuring the agreed curriculum is delivered and academic resources are in place • Ensuring the quality of programme delivery and assessment • Managing the organisation of the level tests every eight weeks • Scheduling classes, teachers and students • Oversee on-going curriculum development and review • Recruitment and appointment of qualified teachers • Oversight and support of the teachers, including performance management • Providing professional development opportunities for teachers • Teacher training, observations, and appraisal • Ensure QQI guidelines are adhered to • Co-operate with any QQI Inspections • Processing and approving teacher holidays and managing the school timetable • Formal observations and feedback • Chairing Staff Meetings • Overseeing teacher documentation checks and updating • Monitoring student progress and implementing intervention strategies • Student liaison and support
Reports to	Managing Director

	Director of IT
Purpose	This critical role aligns technological initiatives with business goals, driving innovation, and ensuring the overall effectiveness and security of IBAT operations, ensuring the IT infrastructure meets the needs of all stakeholders.
Responsibilities	• Oversaw the planning, implementation, and maintenance of the organization's IT infrastructure, networks, systems, and applications including system development. • Managed IT vendor relationships, contracts, and service level agreements and the execution of IT projects, ensuring they are delivered on time, within scope, and within budget. • Collaborated with cross-functional teams to define project requirements and objectives. • Develop and enforce IT security policies, procedures, and best

	practices to safeguard sensitive data and systems.
	• Ensure compliance with relevant IT regulations, standards, and legal requirements.
	• Keep abreast of industry regulations and advise the organization on necessary actions
Reports to	Managing Director

	Human Resources (HR) Manager
Purpose	The HR Manager is responsible for the delivery of a full range of Human Resource Services to the Company and other key Stakeholders as may be relevant from time to time. They take responsibility for the full HR generalist support to internal stakeholders in the respective core HR areas – Employee Relations, Compensation and Benefits, Learning and Development and Resourcing, additionally offering best practice HR advice, coaching and guidance to the manager as required. Ensure that any legislative and organisational changes are embedded into the HR policies and procedures and facilitate communication with the senior management team and the wider workforce
Responsibilities	• Stakeholder Management - Build and maintain effective relationships with workforce, managers and SMT across the client group and attend regular meetings to determine challenges and priorities for the different stakeholders, this may involve regular meetings with the different stakeholders. Provide training and coaching to new and existing managers on relevant HR topics, as and when required.
	• Employment Relations – Must be responsible for the effective application of organisation policies to resolve all complex HR matters including absence management, disciplinary, grievance, performance management, employment tribunal claims, TUPE, redundancy, contract harmonisation, and restructuring.
	• Performance Management – Support managers to set SMART objectives and review performance effectively for all members of their team, supporting them both with talent development and performance improvement where required. Actively identify performance gaps, then propose and implement the changes necessary to mitigate risks.
	• Reward and Remuneration - Work closely with the key stakeholders to keep salaries across the client group under review and, within group-wide policy and guidelines, implement internal and external benchmarking exercises to support salary adjustments.
	• Employee Engagement – Create measurable employee surveys, monitoring the feedback provided and action taken to improve the employment experience of employees. Implement a robust 'Employee Engagement' strategy in the organisation to drive a positive workplace culture. Champion the company's values and behaviours, to ensure the workforce is working towards the same code of conduct.

	• Organisational Development - Translate business requirements into effective HR practices across designated client groups and ensure the organisation structure and profile of the workforce are fit for purpose and appropriate to support the delivery of the organisation's strategic objectives. • Workforce planning - Regularly working with designated client groups and wider HR team to review the recruitment needs of the business to support growth, changing needs and other priorities. • HR strategy and policy development - Support the HR Director and the wider HR team to identify, develop and implement strategies and policies that will support the growth and development of the business, position the Group as an employer of choice and enhance the employee and student experience. Review and revise existing policies in line with employment legislation and business changes, additionally introduce new policies and procedures where applicable. • Systems - Promote the use of existing HR systems, policies and processes, challenging appropriately any misuse and providing new initiatives for best HR practice. • Payroll & Administration – For your respective client group, you will oversee the payroll administration and starter/leaver/changes to ensure all payments and correspondence are managed promptly. • Management Reporting - Provide regular HR updates/reports, and contribute to periodic board reports, people dashboards and any other ad-hoc people report. • Learning and Development - Responsible for overseeing the delivery of the Company's core 'HR on Tour' Training Sessions to Managers. Responsible for ensuring the delivery of the Company's bi-weekly Company Induction. **Generalist Human Resources** • Responsible for the management of end-to-end HR administration of employee life cycle – new starters, probationary, contractual changes, leavers, HR System's updates, compliance audit etc. • Oversee and support with Recruitment, interviews, hires, and trains new staff in the department. • Ensuring that 'Day 1 Right to Work' checks take place, and appropriate action is taken where 'Right to Work' cannot be established on Day 1. • Support the Finance Manager in the resolution of general Payroll queries which arise from time to time and advise them of any relevant legislative provisions that may apply. • To undertake the delivery of the Payroll Process, in the absence of the Finance Manager. • Oversee the HR administration of starters, leavers, changes, maternity, paternity and/or adoption queries and ensure correspondence for any related changes is issued promptly. • Ensure 'Exit Interviews' are undertaken with all Company leavers and use the data collected to drive employee engagement and improve retention rates. • Oversee the Company's safeguarding checks for all relevant members of staff.

	• Ensure employee files are brought up to date with all documents in date for compliance purposes
Reports to	Managing Director, dotted line to HR Director (UK)

2.2.1   Independent Chairperson of Academic Council

	Independent Chair of Academic Council
Purpose	As a member of Academic Council, the independent Chair is required to provide academic advice, leadership and academic management direction for IBAT and its strategic plans.
Responsibilities	The Chair of Academic Council is required to: Be an effective, independent, member and Chair of Academic Council. Ensure that Academic Council is operating effectively through its subcommittees. Ensure the maintenance and updating of the College's documentation relating to academic affairs as appropriate. They will have knowledge of and advise regarding compliance with academic regulations, quality standards and processes in relation to teaching, learning and assessment (in Ireland preferably). They will have knowledge of the key issues and current higher education policies and debates relating to teaching, learning and assessment, etc. Experience in a senior academic role at another institution (e.g., Dean, Registrar, President, Vice Chancellor, or Pro Vice Chancellor) Other duties agreed from the Managing Director as deemed appropriate.
Reports to	The Managing Director and Board of Governors (academic matters), for the efficient and effective use of all resources at IBAT College Dublin.
Period of Appointment	Normally a three-year term with possible extension by agreement.

2.2.2   Other roles

	Programme Leader
Purpose	The Programme Leader has operational and academic responsibility for the smooth and efficient running of allocated programmes, overseeing their resourcing, teaching, curriculum development, assessment and feedback. Continued engagement and retention of students is an important focus for Ibat College, and the role-holder plays a key function in this, taking the lead in driving innovative approaches to teaching, learning and assessment. They work closely with lecturers, students and class representatives on their respective programmes on a variety of academic and non-academic areas including, but not limited to, learner performance and progression, assessment (continuous assessment and exams) management, teaching and learning strategies, personal mitigating circumstances and academic misconduct. They interact internally with student support services and the Registrar's Office on Exam Board activities and, also contribute to extra-curricular activities when required.
Responsibilities	• Co-ordinating an academic team who, in turn, have responsibility at a module level for the end-to-end academic experience of the students (teaching, learning and assessment) • Strengthen the academic support provision. • Promote and maintain appropriate educational and professional standards of good practice in teaching, curriculum development and assessment. • Academic team leader for lecturing staff, advising on lesson planning, delivery strategies, assessment design, and other academic management. • Ensure that module descriptors and approved programme schedules are made available to all lecturers in a timely manner. • Ensure programmes follow the approved course schedules and approved programme document. • Facilitate the School in preparation for exam boards. • Hold regular meetings with the lecturing team in conjunction with the Head of School. Assisting in the resolution of any problems emerging at an early stage. • Enhance the sense of teamwork and camaraderie among lecturers. • Identify, in good time, resource requirements and assist the Head of School in recruitment. • Assist in the sourcing of high-profile guest lectures where possible. • Ensure QA procedures are followed and suggest appropriate enhancements • Pay a leading role in programme reviews of the given programmes, working with the academic team, learners and other relevant parties, contributing to curriculum development and the review and development of programmes.

	- Organise and hold Programme Board meetings. - Analyse and present module reviews at Programme Boards. - Using data from a range of sources to monitor performance and responding accordingly - Manage assessment moderation processes in the programmes. - Assist the Head of School in producing and updating an annual course monitoring reports, ensuring the continuous improvement and development of programmes. - Meet with students to discuss performance, problems, attainment, retention and progression. - Any other reasonable duties consistent with the role as prescribed.
Reports to	Dean

	Programme Administration Manager
Purpose	Key administrative function supports the Dean in the day-to-day management of a programme or suite of programmes and is an important point of contact for learners.
Responsibilities	Include but are not limited to: • Liaising with the Registrar's office to ensure all learners are correctly registered. • Working with the Dean on staffing for constituent modules. • Scheduling rooms for classroom or laboratory-based activity as required. • Liaising with Facilities Manager and IT Support to ensure appropriate programme resources are available. • Co-ordinating the production of the Student Handbook. • Communicating with academic staff and learners regarding any timetable changes, programme matters and College activities. • Being available to learners to assist them access the online components of blended programmes. • Being available to learners to provide information and helping them to access College supports. • Supporting learner success and retention (refer to Chapters 6 and 7). • Maintaining attendance data and identifying issues for Dean consideration. • Ensuring, where appropriate, that all Moodle pages are populated with current material and are accessible. • Monitoring the submission of assignments and identifying issues to the Dean • Supplying programme-based data to the Registrar's office as required. • Supporting lecturers by coordinating the preparation and security of assessment material and preparing material for submission to the External Examiner. • Supports learner recruitment, open days and other activity such as graduation. • Facilitates the collection of student feedback and the resultant implementation on matters arising from that feedback are appropriate and timely. Technology enhanced learning features are particularly important in respect of online and blended programmes. • Working with Student Affairs Coordinator in the management and support of learners on programmes • Any additional duties assigned by the Dean.
Reports to	Dean

	Educational Technologist (Appointed when blended learning programme validated)
Purpose	Responsible for overseeing the design, development, training and implementation of educational technology for the online and blended programmes in IBAT College Dublin.
Responsibilities	- Work with management, lecturers and staff to develop, implement and enhance the blended learning strategy and relevant quality assurance and enhancement policies. - Provide digital skills training to lecturers and staff including the design and production of digital, online and multimedia learning tools. - Support the development and implementation of internal Continuing Professional Development to staff and lecturers on a range of systems and digital pedagogy as a means of recognising learning and competences in this domain. - Work with lecturers and staff with regard to module/programme design and development of blended learning, to ensure best practice in curriculum design and development. - Design, develop and integrate high quality online learning materials, suitable for a range of delivery approaches, in collaboration with lecturers and staff. - Collaborate with academic colleagues (at individual and programme board level) offering creative solutions to instructional design, development and evaluation of blended learning programmes. - Work with staff regarding technical issues relating to implementation and continuous development of modules in the Virtual Learning Environment including the deployment of other technologies and applications to support delivery. - Work collaboratively with colleagues, lecturers and students with regard to delivering a student centric support system, to create effective sharing of expertise and resources promoting best practice in the use of educational technologies and development of digital capabilities. - Contribute to the college's training and development initiatives to support the development of digital capabilities among lecturers, staff and students, relevant to their role and context - Represent the college at relevant forums and working groups related to blended learning and technology in education. - Responsible for full management and oversight of Moodle platform - Responsible for full management of the Google education products, in cooperation with the IT Manager - Oversight of the work of the Moodle Coordinator who sets-up all Moodle courses, including organising site structure, course dates, course layout etc. - Creation of all online elements for student assignments on Moodle (including liaising with academic team re ongoing assignment changes). - End-user Moodle support for students and lecturers (via email, phone, and appointment) – log in difficulty, account issues, training and misc. support. - Lecturers training on using Moodle – using as a LMS platform, communication with students.

	• Liaise with external Moodle hosting provider to ensure efficient delivery of service, back-end support, back up of data etc.
Reports to	Dean

Chapter 5, Admissions, explains some of the responsibilities of the Student Recruitment Manager and Marketing Manager. Chapter 7 details how the roles described above support learners.

2.3   IBAT College Dublin Academic Council, Boards, Sub-Committees

All boards and committees, whether at College, departmental, or other levels have prescribed memberships (including learner representation as appropriate), meeting schedules, and terms of reference concerning their responsibilities and remit. IBAT College Dublin is committed to ensuring that the interrelationships between all boards, committees and College personnel are unambiguous. The committee structure is subject to an annual review.

Minutes are prepared for all boards and committee meetings within the College and these minutes, which are retained on the College server in the appropriate board/committee folder, are available for inspection. The Registrar ensures they are filed and retained in accordance with the College's Data Protection and Record Management Policy (AP1.9).

The schedules of meetings of the Board of Governors, AC and key sub-committees are prepared at the beginning of the academic year and are included on the College Academic Calendar.

The College makes every effort to ensure gender balance in the composition of its committees.

The following tables outline the purpose, constitution, frequency of meetings and other pertinent information to illustrate the different governance units and how they co-relate to each other in IBAT College Dublin.

	Board of Directors
Purpose	• Body of Directors with statutory and fiduciary responsibilities for the proper corporate governance of the College. • The Board of Directors appoints a Board of Governors, its sub-committees, an Academic Council, and the Managing Director to which it delegates authority for the effective academic governance and oversight of the College. • Directors review the company's internal controls and risk management policies. They further appraise operating performance and approve major financing (approving the annual budget), investment and contractual decisions. They discharge these responsibilities by supervising the overall budgetary planning and strategies for the College. • Ensures IBAT College Dublin is stable and in good financial standing, with a reasonable business case for sustainable provision. • Has oversight of management and corporate issues that affect risk. Determines the College's risk appetite and reviews risk portfolio against appetite.
Constitution	There are four people, one internal (Managing Director) and three externals. They are appointed for a fixed term. Thereafter they retire or are re-appointed. The clear division of responsibilities between the Chairman and the Managing Director are clearly defined, set out in writing, and agreed by the Board.
Frequency of meetings:	At least four times per year.
Report to:	GUS Group Board (Majority shareholder) through a defined framework, designed to ensure compliance with corporate best practice and the expectations of the regulatory authorities in Ireland.
Receives reports from	Board of Governors submits an annual report to the Board of Directors.

	Board of Governors
Purpose	• Body responsible for the proper governance and oversight of the College and seeks to ensure compliance with corporate best practice and the expectations of the regulatory authorities in Ireland. • Ensures that academic decision-making (matters relating to education and training) is independent of commercial considerations or the undue influence of the business owners. • Works with Board of Directors to agree on an annual basis a rolling three-year business plan and an outline five -year strategic plan. These plans inform annual budget setting. • Recommend to Board of Directors for their approval the role, mission and vision of the Board of Governors. • Requires the Academic Council (AC) and Managing Director to have in place fit-for-purpose QA procedures. • Maintains the status of IBAT College Dublin as an established entity, having rights and responsibilities. Supports and manages a resource base sufficient to sustainably support the QA systems, programmes of education and training and related services offered. • Manages the risk by providing a framework for management to identify, assess and rate risks, and to develop strategies to deal with risks so as to provide reasonable assurances that the College's strategic objectives will be achieved. • Demonstrates how it complies with applicable QA regulations and legislation in all jurisdictions in which it operates. • Establishes and maintains its general good standing in the qualifications systems and education and training systems in any jurisdiction in which it operates (or in which its parent or subsidiaries operate or enrol learners), or in which it has arrangements with awarding bodies, QA agencies, qualifications authorities, ministries of education and training, professional bodies and regulators. • Identifies dependencies, collaborations, obligations, parent organisations and subsidiaries and other stakeholder obligations that impact upon the capacity of IBAT College Dublin. • Provides Board of Directors with reports on progress made in pursuit of the business and strategic plans (where substantive variations are detected in the plan, a review of the annual budget may be justified). • Provides Board of Directors with minutes of all Board of Governors, AC, and other committee meetings normally within one month of the meeting (and notifications of any subsequent amendments thereof, where pre-approved minutes are provided). • Informs Board of Directors of any substantive quality or standards concerns that are brought to the attention of the IBAT College Dublin Board of Governors. • Approves the commencement of new programmes. • Reports that programmes validated by QQI or other awarding bodies, are running effectively. • Annually reviews the Terms of Reference of all Sub-Committees.
Constitution	At least six (6) governors including: ***Non-Executive Governor(s)***

	• The Chair, who is a person of distinction with substantial relevant experience of higher education, corporate and academic governance, and related regulatory expectations and requirements. **Tenure** – three years, max three terms. **&** A minimum of; • two further independent governors. **Tenure** – three years, max three terms **&** • Two governors nominated by the Board of Directors **Tenure** – three years, max three terms. **&** • One current learner nominated by the student body and co-opted* **Tenure** – one year / duration of studies, renewable by Chair. **&** • One member of College staff co-opted by the Board. **Tenure** – three years, elections must occur for replacement, renewable if no volunteers and subject to Chair approval. . ***Executive Governor(s)*** • GUS Portfolio Managing Directors • Managing Director (IBAT) In attendance – subject to the Chair. The College makes every effort to ensure gender balance in the composition of the Board of Governors. Incoming members will be briefed for their role by the Secretary to the Board.

Frequency of meetings:	• At least five times per year, additional meetings can be called at the Chair's discretion or by their nominee.
	• Quorum for the Board is current membership (50%+1), which must be comprised as follows:
	   o One Governor, nominated by the Board of Directors.
	   o The Managing Director(IBAT) (or nominee)
	   o One independent Governor
	• Decisions are by majority with the Chair having the second or casting vote.
	• Minimum of seven working days' notice required to call a meeting with five working days required to consider agenda, minutes, and supplemental documentation.
	• Where commercially sensitive material is to be considered by the Board it may be considered by a reduced quorum at Chairs discretion.

Report to:	Board of Directors
Receives reports from	• Reports from Audit Sub-Committee. • Minutes and reports of AC and any of its sub-committees, upon request.

*Learner representatives must be currently enrolled on a programme of not less than 60 ECTs and will be co-opted from the standing Class Representatives.

	Academic Council
Purpose	The AC is delegated responsibility from the Board of Governors for academic matters, including all QA policies and procedures necessary to maintain and enhance the academic standards and teaching quality of all programmes of study at the College. It is the academic authority within IBAT College Dublin. Its role ensures that:
	(i) Academic policies relating to teaching, learning and assessment as per the award standard are constantly reviewed and consistently applied across all programmes.
	(ii) Learners receive a high-quality academic experience whilst studying at the College.
	(iii) Only programmes approved by the AC (and relevant accreditation body) may be offered by IBAT College Dublin. It will act as guarantor of quality for those programmes for which awards are made.
	(iv) Key entity for the protection, maintenance, and development of academic standards for the programmes offered.
	Academic Oversight, Quality Assurance and Quality Enhancement
	• Advises the Governing Body on strategic academic planning.
	• Monitors learners' academic performance.
	• Approves all academic policies and procedures.
	• Approves External Examiners. The College appoints External Examiners for QQI programmes.
	• Reviews examination results, External Examiners' reports and reports from Programme Boards, and confirms they are in line with assessment processes and procedures.
	• Ensures appropriate academic standards and academic rigor of the College are maintained by approving academic policies, regulations and strategies.
	• Agrees plans and priorities relating to the setting and maintaining of academic standards, quality, and the learner experience to ensure that the College's quality objectives, including KPI's, are met.
	• Maintains the threshold academic standards of the higher education awards conferred on the programmes delivered by IBAT College Dublin on behalf of its degree awarding body(ies).
	• Safeguards Academic Integrity in all College activities and includes Academic integrity as a standing Item on the agenda.
	• Assures and oversees the quality of published and public information about IBAT College Dublin provision.
	• Ensures validation programme conditions are adhered to.
	• Reports to Board of Governors on any substantive concerns about quality or standards.
	• Supports audits as determined by the Board of Governors.
	• Makes appropriate recommendations to the SMG for staff development where it is necessary or desirable for the improved delivery, development of programmes or support sectoral developments. This is particularly relevant in the case of a programme being designed to be blended or wholly online.
	• Approves and implements policies relating to admissions, accreditation of prior learning and entry standards.
	• Develops and enhances the teaching, learning and assessment strategy of the College.

- Establishes AC sub-committees as appropriate.
- Produces the Annual Report for the Board of Governors.
- Implements quality operational plans to address any identified areas for improvement proposed by the Governing Body.

Academic and Programme Development

- Makes recommendations to the Board of Governors for the establishment of new programmes.
- Approves new programmes (inc. programme design) for submission to relevant awarding bodies.
- Considers programme validation panel reports for new programmes and programme evaluation reports.
- Oversees the process of revalidation of programmes in line with the requirements of the awarding body.
- Regulates assessment and credit; reviews the regulatory framework governing the assessment and examination of learners to ensure it is operated in a consistent and fair manner.
- Develops, monitors, and reviews the curriculum.
- Participates in benchmarking with other institutions to enhance the curriculum and learner experience.
- Recommends to Board of Governors that a programme should commence or cease.

Monitoring, Enhancement and Review

- Monitors academic performance review, reviews institutional performance, and makes recommendations for performance improvement and enhancement in line with the policies and guidelines of accrediting agencies and awarding bodies (including QQI and ATU), and informed by best practice and benchmarking.
- Reviews the outcomes of Annual Programme Monitoring Reports and makes recommendations based on this review.
- Formally assesses and approves programmatic and institutional (cyclical) review documentation, and monitors and reviews action on identified review conditions and recommendations (through College Quality Enhancement Plans).
- Monitors appropriate policies relating to admissions, accreditation of prior learning and entry standards.
- Reviews the operation and effectiveness of policies for the selection, admission, retention, progression, and exclusion of learners.
- Monitors and reviews the curriculum; learning and teaching; learner development and achievement; learner engagement; assessment and academic standards; programme monitoring, review and amendment.
- Monitors academic appeals and learner complaints; qualifications and certification; manages education provision with others; inter-institutional collaboration; scholarship and the provision of information about the College's education provision.
- Ensures that feedback from learners, lecturers and external examiners is considered.
- Receives reports from stakeholders both external and internal on the provision of programmes.
- Forms *ad hoc* sub-committees where they're considered beneficial and appropriate, and reviews reports, and recommendations received from these sub-committees.

	• Seeks to enhance the quality of learner learning opportunities. • Exercises any other functions, which may be delegated by the Board of Governors.
Constitution	• Chair (Independent) **Ex Officio Membership** The Academic Council is constituted by ex officio members who sit on the Council by the nature of their function within the College. • Dean • Registrar (Secretary) • Programme Leader (HE / Diplomas) • Senior Director of Studies (English Studies) • Head of IT • Librarian • Student Affairs Coordinator **Non-Ex Officio Members** • Two Academic Staff Members elected by all Academic Staff • Two learner representatives (class reps) **Tenure** • Any person who is an ex officio member of the Academic Council by virtue of their function within the College, shall automatically cease to be a member of the Academic Council upon ceasing to hold such office. • Non ex officio members will be appointed for a term of three years.
Frequency of meetings:	Meetings concentrate on major issues of academic strategy, policy, priority, and performance. At least four times per year, with additional meetings scheduled if/as required.
Report to:	Board of Governors. The AC prepares an Annual Report on the delivery and assessment of its programmes. This report will be made available to the relevant academic awarding body.
Receives reports from	All its sub-committees and Expert Advisory Committee (refer to section 11.9 for a list of reports, report author etc.).

	Audit Sub-Committee of the Board of Governors
Purpose	• Selectively audits aspects of College activities that contribute to the quality of the student learning experience and to the standards of the College's awards. • Advises the Board of Governors on issues of academic risk, which the Board may refer to the AC or as otherwise appropriate. For example, IT security is extremely important when a programme is online or blended. • Ensures that policy and procedures are in place to manage risk and take advantage of opportunities. • Through its audit activity provides additional assurance to the Governing Body on the effectiveness of existing procedures and processes. (Note: Its role is advisory, and it has no authority to initiate, approve or reject College-wide policies). In addition, it. • Advises the Board of Governors on any matter of concern or interest. • Receives copies of (and comments from the AC on) all external reports on the quality and standards of IBAT College Dublin programmes, including external QA agency reports, and accreditation or re-accreditation reports from awarding and professional bodies. • Receives, at its discretion, any internal reports of the academic performance of the College, internal departments and/or programmes of study. • Receives an annual report on quality and standards from the Registrar. • Proposes an annual schedule of audits.
Constitution	Minimum of five people • A Chair, and an independent member nominated by the IBAT College Dublin Board of Governors who is a person of high standing within the Irish or UK higher education community. • An alumnus of the College. • Two external members with experience relevant to the programmes offered by IBAT College Dublin and who are of high academic standing. • Registrar (Secretary)
Frequency of meetings:	At least three times per year, in advance of a Board of Governors meeting.
Report to:	Board of Governors.
Receives reports from	The AC.

	Expert Advisory Committee
Purpose	The aim of this Committee is to support the College in carrying out its mission to provide high quality, and industry-valued education programmes to current and future business and IT professionals and leaders. It is an active and dynamic networking group, sharing industry trends and knowledge, building partnerships and associations, and helping Ibat College enhance its brand in the wider community being served. It is a means for the college to forge relationships with industry. Specifically, the Committee provides the following: • **Advice:** assess, review and comment on specific areas of existing programmes, and new programme development. • **Inform:** sharing developments in the sectors represented by members. • **Develop:** and nurture working relations based on mutually beneficial outcomes with a variety of businesses through regular interactions. • **Facilitate:** students and graduates in accessing workplace opportunities, work-based learning and work-based assessment • **Support:** Committee members provide opportunities to promote and market the Ibat College programmes that they have influenced, enhancing the brand visibility of the College.
Constitution	• The Committee comprises experienced and influential senior members of the business and IT world, including employers, professional bodies, and the public sector. • Different external representatives may be required to meet particular strategic and/or programme development objectives during the year. • Internally, senior executives from IBAT College and GUS institutions can attend. At a minimum, the following will be in attendance. (i) Managing Director (ii) Dean (Secretary) (iii) Marketing Manager (iv) Student Recruitment Manager • Notable alumni of the college may be members of this committee.
Frequency of meetings:	A minimum of six times annually. Meetings may be held more frequently to support various initiatives and (may be held virtually).
Report to:	Minutes are presented to the Academic Council and the Programme Development Team.
Receives reports from	Programme Development Committee. Programme Boards.

Academic Committees and Boards (Sub-Committees of the AC)

	Programme Boards (Undergraduate & Postgraduate) (also refer to section 4.3.2)	Programme Board (English Language)
Purpose	The Programme Board is responsible for the effective management, operation and review of the Programme and reports to the AC. It is constituted: • For each programme that leads to an award • As a composite programme board for the short/professional programmes It has an annual calendar of business including: • Learners' feedback • Lecturers' feedback • Programme Review where applicable. • Proposals for new programmes where applicable • Library resources • Learning, teaching and assessment issues • Graduate/alumni activity • Review of Programme Action Plan An Annual Programme Report and Programme Action Plan is prepared and agreed by the Programme Board for approval by the AC. Agenda is detailed in section 4.3.2	Academic management meet with teachers to discuss any operational or general academic matters. Agenda issued in advance, action items noted and progress of any items. Minutes are retained for best practice and available upon demand if ACELS requests. Learner attendance, progression and performance are considered at these meetings. An Annual Programme Report and Programme Action Plan is prepared and agreed by the English Language Programme Board for approval by the AC.
Constitution	• Dean (Chair) • Programme Administration Manager • Learner Representatives (at least one per stage) • Student Affairs Coordinator • Librarian • Lecturers • Educational Technologist ***Ex officio* members** • Managing Director • Registrar	• Director(s) of Studies • Centre Managers • Academic Administrator(s) • Teachers ***Ex officio* members** • Managing Director • Registrar

Frequency of meetings:	At least three times per academic year.	Every two weeks.
Receives reports from:	Dean External Examiner Reports Class Representative Meetings Admissions Data	Teaching materials and documentation inform the issues discussed at this meeting.

Examination Board and Related Committees

	Examination Boards (Refer to Chapter 8, particularly sections 8.3 for responsibilities for assessment, and section 8.12 for the operation of examination boards.
Purpose	Examination Boards are convened following an Internal Examiners Meeting where moderated results are considered. Matters to be discussed by the Examination Board includes: • Determining if learners have been appropriately graded and classified. • Consideration of borderline cases • Determination of eligibility for progression • Recommendation for awards and classification • External Examiners reports
Constitution	• Dean (Chair) • Programme Leader • Programme Administration Manager • Lecturers • External Examiner(s) In attendance: • Registrar or nominee • Programme Administration Managers
Frequency of meetings:	As required.
Reports / documentation considered	Examination broadsheets. Output from Mitigating Circumstances determinations. Output from Academic Misconduct Committees. External Examiner Feedback.

	Student Disciplinary Committee (also refer to section 7.16)	**Academic Misconduct Committee** (also refer to section 8.16)
Purpose	Considers cases where social standards have been compromised as a result of disorderly conduct, where learners or others were not treated with respect at all times. Disorderly conduct also extends to the destruction / defacing of any item of College equipment or facilities. Misconduct can be classified as either a: 1. Minor Infringement. 2. Major Infringement. 3. Gross Misconduct. Penalties are commensurate with the category of misconduct.	Considers cases where academic misconduct such as plagiarism, collusion or cheating is alleged. In the case of plagiarism or collusion the Dean refers the case to the Registrar. Where cheating in an examination is suspected the Invigilators, Report is sent to the Registrar. At the hearing, the case and evidence are reviewed, the learner is interviewed, and an outcome is determined. The learner can be accompanied by a companion. All learners are notified of the outcome and of any next steps.
Constitution	• Registrar (Chair) • Three other members as appointed by Managing Director. The members may be external to the College.	• Registrar (Chair) • Dean • Programme Leader • Member of the Registrar's office (Secretary) • Two members of Academic staff, independent of the issue.
Frequency of meetings:	*Ad hoc* basis, as required.	*Ad hoc* basis, as required.
Receives reports from:	• Incident Reports	• Examiners Reports • Invigilators Reports • Plagiarism Reports from anti-plagiarism software tools

	Appeal Board Refer to section 7.16.7
Purpose	Considers cases where a learner has provided legitimate grounds to appeal the decision of: • An Examination Board • An Academic Misconduct Committee • A Student Disciplinary Committee Grounds for an appeal in each of the above cases can be found in sections and 8.15, 8.16 and 7.16.6, respectively.
Constitution	• Managing Director (Chair) • Three persons appointed with the agreement of the Managing Director, at least two of which are external with appropriate senior academic experience as determined by the Managing Director. The membership has to be independent of those that dealt with the original case. Where there is a conflict of interest an alternative and appropriate person may be substituted.
Frequency of meetings:	*Ad hoc* basis.

	Admissions Committee (Also refer to Chapter 5)
Purpose	Considers all matters relating to admitting a learner: • Advises the AC on matters related to the admission of full-time, part-time, short, professional, and other courses and transfer learners. • Monitors and develops, as appropriate, the College's admissions policy in relation to selection procedure to ensure that policies are adhered to. • Monitors and develops the College's polces for RPL, admission with advanced entry and transfer policies. • Evaluates new or alternative qualifications as a basis for determining admission to the College having regard to the College's and awarding bodies admissions policies. • Monitors the College's admissions system and prepares such reports as may be considered appropriate or as requested by the AC in relation to its operations having regard to requirements of validation/accreditation bodies, procedures applied in the other institutions, changes in the Central Applications Office CAO system, or other relevant developments. • Supports new programme development. • Carries out such other functions as may be considered appropriate, subject to the approval of the AC.
Constitution	• Registrar (Chair) • Dean HE • Registry • Student Recruitment Manager • Lecturer (x2)
Frequency of meetings:	Three times per year, approximately one month after each admission campaign.
Receives reports from:	Refer to section 11.9.for relevant reports.

	Programme Development Team (Also refer to Chapter 3)
Purpose	This Committee supports the specific development of new programmes once preliminary approval has been obtained.
Constitution	• Managing Director • Dean • Programme Leader • Programme Administration Manager • Educational Technologist • Academic Staff (a minimum of one lecturer per subject theme/stream within the programme) • Other College staff – Registrar, Student Recruitment Manager, English Language Academic Enhancement Coordinator. In addition, the views of external members such as representatives from industry, professions and/or professional bodies are considered to support benchmarking, competitor analysis and to ensure programme relevance.
Frequency of meetings:	As required.
Receives reports from:	National and international reports. Learner Surveys and Focus Groups. First Destination Survey. Expert Advisory Committee.

2.4   Governance Requirements for Documentation

This section summarises the governance requirements for all documentation. A statement stating the responsibility for revising, supplementing and approving policy or procedure is included in each chapter of the QAH.

Policies, procedures, or other formal documents may be proposed or recommended to the AC or BoG by an individual or a sub-committee. All formal documents are subject to the approval or endorsement of the AC or BoG as appropriate. The term proposed is used when the document is generated by or on behalf of a sub-committee the term recommend is used where a document is sourced externally.

The QAH is approved by the AC and endorsed by the BoG, who has delegated the responsibility for academic matters, including all QA policies and procedures necessary to maintain and enhance the academic standards and teaching quality of all programmes of study at the College to the AC.

- Corporate policies, such as the risk policy and data protection policy, are subject to the approval of the BoG.

- Academic policy and procedures, such as those contained in the QAH, are subject to the approval of the AC.

- Reports generated by individuals or sub-committees as part of academic review and monitoring are subject to the approval of the AC.

- Standard operating procedures and guidelines are subject to the approval of the appropriate sub-committee and endorsement by the AC or BoG as appropriate.

- Polices and regulations of awarding bodies are endorsed by the AC.

- Reports generated by external bodies, which will be used to advise college activities, are endorsed by the AC, sub-committee or BoG as appropriate.

As previously outlined the sub-committees of the BoG and AC include:

- Board of Governors
  - o   Audit Sub-Committee
- Academic Council

- o Programme Boards

- o Examination Boards

  - ▪ Academic Misconduct Committee

- o Admissions Committee

- o Programme Development Team

- o Student Disciplinary Committee

- o Appeal Board

In addition, the Expert Advisory Committee reports to Academic Council and advises the

Programme Development Team.

2.4.1   Board of Governors Approvals

The Board of Governors approves and reviews:

- Risk policy

- Data protection policy

- IBAT College Dublin strategy

- Commencement of new programmes

The BoG endorses the QAH and oversees collaborative agreements.

The BoG is informed of appointments made by the Managing Director(s).

2.4.2   Academic Council Approvals

The Academic Council approves and reviews:

- Academic policies and procedures

- Appointment of External Examiners

- New programme documentation for submission to relevant awarding bodies

- Annual programme reports as proposed by Programme Boards.

- Admissions reports as proposed by Admissions Committee.

- Teaching, learning and assessment strategies, guidelines etc. as proposed by the

  Academic Council.

The Academic Council notes examination results and awards approved by the Examination Board and forwarded to the awarding body.

The Academic Council endorses all QQI policy, procedure, and guidelines and for ATU programmes their Academic Quality Handbook.

The Academic Council is responsible for academic quality assurance. It is responsible for the establishment, promotion, implementation, maintenance, and review of IBAT College Dublin's quality assurance system.

CHAPTER 3   PROGRAMME DEVELOPMENT, APPROVAL AND VALIDATION

ESG Standard 1.2: ***Design and Approval of Programmes***
Institutions should have processes for the design and approval of their programmes. The programmes should be designed so that they meet the objectives set for them, including the intended learning outcomes. The qualification resulting from a programme should be clearly specified and communicated and refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area.

IBAT College Dublin is committed to providing a quality learning experience for its learners, and therefore the quality of its programmes is of fundamental importance. Rigorous processes for programme approval, validation, monitoring and review exist to ensure that programmes are relevant, informed by stakeholder engagement, of an appropriate academic standard, and that they continue in good standing over time.

This chapter sets out the policies underpinning all programme development at IBAT College Dublin.

3.1   Purpose

The purpose of these procedures and guidelines is to ensure the proposed programme:

- Is consistent with IBAT College Dublin strategic planning and contributes to achieving the College's aims and objectives.

- Offers a valuable educational experience to learners.

- Is consistent with the College's resource planning.

- Is developed to meet the requirements of the awarding body and other external requirements where required.

- Is formally approved and validated prior to delivery.

- Has access, transfer and progression arrangements that meet the awarding body criteria for approval.

- Is subject to continuous monitoring and formal annual review.

- Is subject to periodic revalidation in advance of the expiry of the duration of enrolment as indicated on the certificate of validation. This is normally every five years.

Programmes at IBAT College Dublin are designed to satisfy the Council of Europe's four major purposes of higher education:

1. Preparation for the labour market.

2. Preparation for life as active citizens in democratic societies.

3. Personal development; and

4. The development and maintenance of a broad, advanced knowledge base.

Programmes are developed and submitted for validation only where there is a clear rationale for the programme, an evidenced need and market for the programme, and where there is evidence of employment opportunities for graduates.

3.2   Regulatory Framework and Reference Documents

This chapter is informed by:

- Policies and Criteria for the Validation of Programmes of Education and Training – QQI 2017

- Statutory Quality Assurance Guidelines developed by QQI for use by all Providers – QQI April 2016

- Statutory Quality Assurance Guidelines for Providers of Blended Learning Programmes – QQI March 2018

- Programme Validation Manual for Programmes of HET and Apprenticeships (FET and HET) (Edition 3, 2018)

- Statutory Quality Assurance Guidelines - developed by QQI for Independent/Private Providers coming to QQI on a Voluntary Basis – QQI 2016

- The Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) 2015

- Policy and Criteria for Making Awards – QQI, 2014

- Policy for Determining Awards Standards – QQI, 2014

- NFQ Awards Standards

- European Credit Transfer and Accumulation System (ECTS) User Guide –2015

- International Standard Classification of Education (ISCED) – UNESCO, 2011.

3.3   Scope

Programme development is informed by IBAT College Dublin's strategy, stakeholder involvement such as Expert Advisory Committee, faculty, employers, graduates, professional bodies, learners, national and international reports on graduate attributes and skill shortages and the policies and criteria of the awarding body.

The validation processes will vary with awarding body, however, the internal due diligence will not. Programmes of Education and Training are classified as:

1. Quality and Qualifications Ireland Awards. The processes and responsibilities are provided in section 3.4 of this chapter.

2. ATU awards under the Collaborative Partnership Provision.
   For programmes leading to ATU awards the process is informed by the Collaborative Partner Provision (Chapter 3, Quality Assurance Handbook) and overseen by the VP for Academic Affairs and Registrar.

3. IBAT College Dublin Professional Programmes (refer to section 3.7).

4. Collaborative Programmes with Third Parties (refer to Chapter 9).

Prior to submitting a programme to an awarding body for validation an approval process shall be undertaken, by the SMG, to ensure College resources are properly employed in developing programmes with a sound rationale (section 3.4), and all submission documents are subject to approval by AC.

3.3.1   Permission to Deliver a Programme

Programmes do not commence until a Certificate of Approval has been obtained from an awarding body and the programme is approved for delivery by the College. Proposed programmes may be marketed to learners before validation, when the completed application has been received by QQI and it is made clear that the programmes are offered subject to being validated by QQI.

New *ab initio* programmes validated by QQI can only be placed on the CAO website when the Certificate of Approval has been issued by QQI. Information must be given to the CAO by March for inclusion in the CAO Handbook for the academic year from the September of the following year, i.e., by March 2021 for the 2022/2023 academic year.

There are two separate, but interrelated elements involved in the approval of new programme proposals. The approval to submit a programme to an awarding body for validation is primarily concerned with academic quality of a proposal and is the responsibility of the AC. However, new programmes will have resource and strategic implications for the College. As such, the authorisation to proceed with development, and subsequently to offer the programme following a successful validation by the awarding body, is the responsibility of the Board of Governors.

Regardless of the awarding body, all substantial higher education programmes developed by IBAT College Dublin (section 3.4.5.1) will be informed by the QQI Validation Criteria as good practice.

3.4   Development of programmes for validation by Quality and Qualifications Ireland

QQI has published several policies and procedures relevant to programme development and validation. In addition to the procedures in this chapter the development of new programmes must be carried out in a manner consistent with these QQI policies and procedures. All submissions must use the templates provided and complete all sections; this is required for

---

administrative purposes by QQI. The template can be adapted to some degree but must meet the validation criteria.

This chapter needs to be read in conjunction with QQI's Core Policies for the Validation by QQI of Programmes of Education and Training (2017).

3.4.1 Stages of New programme Development and Approval

New programme development and approval is a five-stage process.

- Stage 1: Preliminary authorisation to proceed with proposed development of the programme.

- Stage 2: Internal Development of the proposal.

- Stage 3: Development of the programme submission to QQI.

- Stage 4: Evaluation of the programme by an independent panel.

- Stage 5: Authorisation to offer the programme.

A diagram showing the approval processes in shown in Figure 3.1.

QQI awards include major awards, minor awards, special purpose and supplemental awards. The process below describes the procedures relating to the development and validation for major awards. The approval process for minor awards, special purpose and supplemental awards is the same as that for major awards but the detail provided in submissions will not necessarily be the same. Programmes submitted for minor awards, special purpose and supplemental awards must meet the validation criteria for the awards.

3.4.2 Responsibilities and approvals

The governance arrangements regarding responsibilities and approvals are briefly described below. Further detail is provided throughout the chapter.

- The Dean has overall responsibility for managing the programme development process and providing the resources to develop the programme.

- The Registrar has responsibility for informing the AC of programme developments, organising approval, and arranging the validation process with the awarding body.

- The Dean has responsibility for appointing an academic programme development team to develop the submission.

- The Dean has responsibility in conjunction with the programme development team for completing the proposed programme document.

- The AC: AC approval is required at stage 2 and stage 4.

- Senior Management Group: Approval is required at Stage 1, 2 and 4.

- Board of Governors: Approval is required at Stage 5.

Revisions to this chapter, policy and/or procedures are subject to the approval of the Academic Council.

3.4.3 Stage 1. Preliminary Authorisation for Development of a New Programme

The Dean is responsible for programme development and ensuring the Programme Development Team is adequately resourced to develop the programme. Programme development is a collaborative process coordinated by the Dean in consultation with the academic staff, Registrar.

Sufficient time should be allocated for the programme approval process to allow for development, validation, marketing, and other activities such as inclusion on CAO where applicable. The programme approval process should be completed prior to the QQI deadline for planned validation activity in November each year.
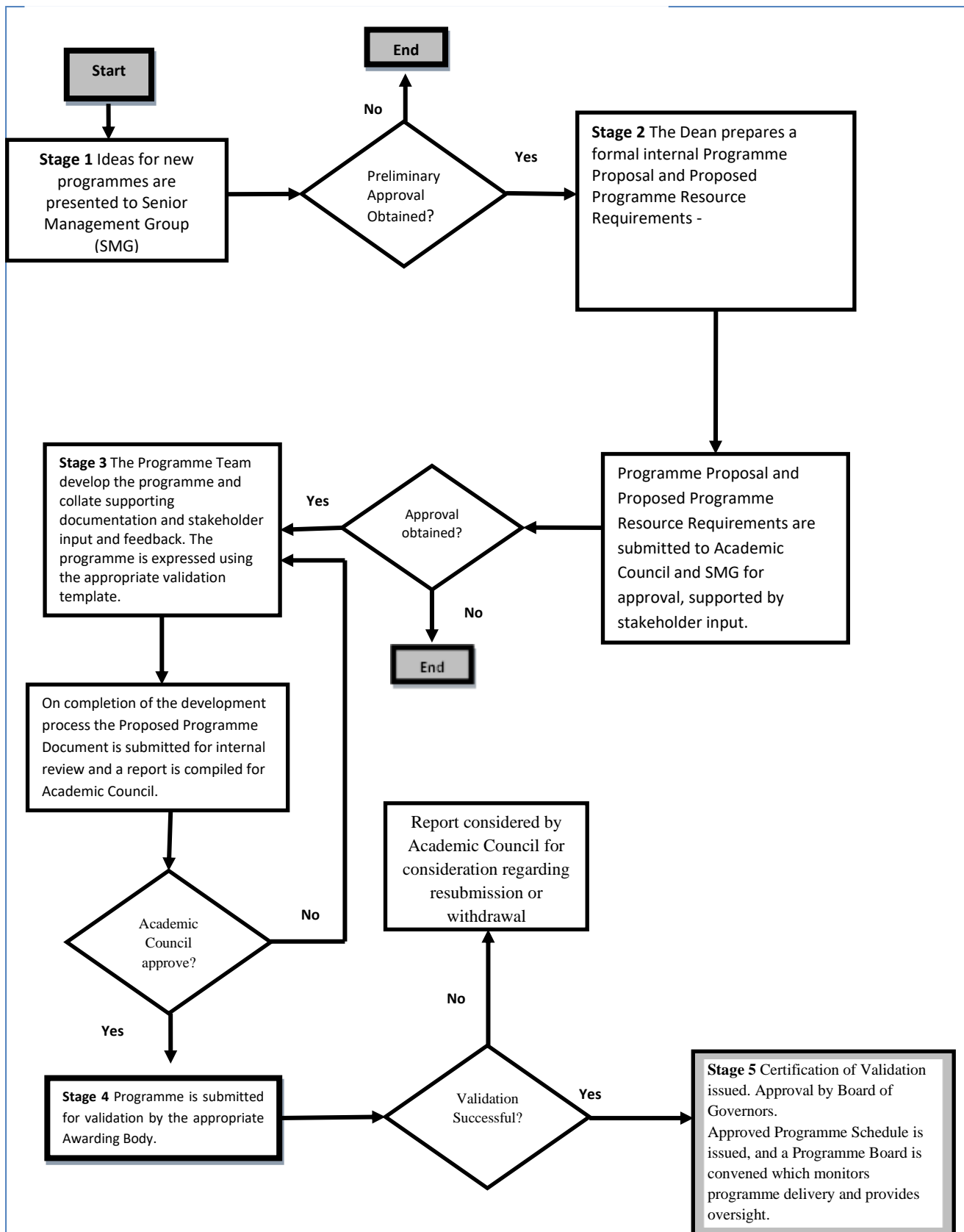
Figure 3.1 IBAT College Dublin, Programme Approval Process

New programme proposals may originate from a variety of sources, both internal and external and for a variety of reasons. Proposals should be developed with reference to the QAH and any other external requirements. The initial outline of the programme is presented by the proposer to the SMG.

3.4.3.1   Approval

The SMG considers the proposal and approval is granted based on the following criteria:

1. The proposed programme is aligned with College strategy.

2. The rationale for providing the programme is sound.

3. There is support for the introduction of the programme (such as from employers, professional, regulatory or statutory bodies).

4. There is evidence of learner demand for the programme.

5. There is evidence of employment opportunities for graduates.

6. The programme meets genuine education and training needs.

3.4.4   Stage 2: Internal Development of the Proposal

Where Stage 1 approval is obtained the Dean convene a Programme Development Team, consult with stakeholders, and prepare a Programme Proposal (F3.1) including an estimate of the Proposed Programme Resource Requirements (F3.2). The Dean is responsible for ensuring that the proposal shall address the following:

- Programme Details including the Award standard.

- Rationale for the Programme including any unique features.

- Alignment with the College's strategic plan.

- A brief description of graduate attributes.

- An overview of the potential market with a competitor analysis.

- Potential demand for the programme, EU, and Non-EU.

- Proposed arrangements for access, transfer, and progression.

- Programme aims and objectives, proposed draft Minimum Intended Programme Learning Outcomes including those for any embedded awards.

- Outline of structure and content.

It is important to note that the validation process is an evidence-based process. All stakeholder feedback must be evidenced through, for example, minutes of the Expert Advisory Committee (refer to Chapter 2), first destination surveys, alumni surveys, meetings with learners, minutes of consultation with academic staff etc.

3.4.4.1   Approval

The proposal document is submitted to the SMG for feedback and approval. The SMG is responsible for evaluating the financial and resource implications of the programme and its alignment with the strategic plan.

The proposal together with the SMG approval is submitted to the AC.

Approval is sought from the AC to establish a Programme Development Team. The AC is responsible for evaluating the academic merit of the programme and assesses the proposal against the QQI Core Validation Criteria.

Where a programme is based on a collaborative agreement the Registrar shall ensure that a due diligence report is completed and presented to SMG. Following approval by the SMG the report is submitted to the AC. Refer to Chapter 9 for information on Collaborative Arrangements.

The Board of Governors is informed of all collaborative agreements and the due diligence reports are provided. The Audit Sub-Committee of the Board of Governors may seek further clarifications prior to the formal signing of an agreement. Due diligence is undertaken by the SMG. The Dean is responsible for academic due diligence and the Managing Director(s) for financial and legal due diligence.

3.4.5   Stage 3: Development of the Programme Submission to QQI

On approval from the AC to develop the programme, the Programme Development Team and Programme Director develop the programme content in line with the approved proposal, stakeholder feedback and faculty expertise and informed by QQI Core Validation Criteria.

Considerable staff experience and training is required in developing a programme. The arrangements and the personnel for the necessary research and for the preparation of the submission for programme approval will be determined through a consultation process involving the Dean and the Programme Development Team. While the research, preparatory work and drafting may be shared, the Dean will normally assume a coordinating and editing role.

The Dean organises the meetings of the Programme Development Team and ensures appropriate meetings are held with stakeholders to complete the required QQI Programme Validation Manual together with supporting documentation submission to QQI. The latest version of this template is on the QQI website.

The Dean ensures that the programme submission takes each of the 12 criterion statements in turn and explains how the programme meets the criteria. This submission should also address the sub-criterion statements where applicable.

The validation may be refused by QQI if any one of the applicable criteria or sub-criteria are not demonstrated to be satisfied.

3.4.5.1   Validation Criteria

The twelve validation criteria are:

1   The provider is eligible to apply for validation of the programme.

2   The programme objectives and outcomes are clear and consistent with the QQI awards sought.

3 The programme concept and implementation strategy and its interpretation of QQI awards standards are well informed and soundly based (considering social, professional and employment objectives).

4 The programme's access, transfer and progression arrangements are satisfactory.

5 The programme's written curriculum is well structured and fit for purpose.

6 There are sufficient qualified and capable staff available to implement the programmes as planned.

7 There are sufficient physical resources to implement the programme as planned.

8 The learning environment is consistent with the needs of the programme's learners.

9 There are sound teaching and learning strategies. See the IBAT College Dublin Teaching and Learning Strategy (AP1.6).

10 There are sound assessment strategies. See Chapter 6 and the IBAT College Dublin Assessment Strategy (AP1.5).

11 The learners are well informed, guided and cared for. See Chapter 7 for Learner Supports.

12 The programme is well managed.

Meetings of the Programme Development Team are chaired by the Dean regarding:

- Award Standard

- Programme structure

- Minimum Intended Programme Learning Outcomes (MIPLOs)

- Minimum Intended Module Learning Outcomes (MIMLOs)

- Aligning the MIMLOs with MIPLOs

- Curriculum development

- Assessment strategy

- ECTS credits

- Programme skills matrix and how the basic principles of the College Teaching and Learning Strategy (AP1.6) are implemented in the programme.

The assessment strategy to ensure assessment of the learning outcomes is an important consideration; it ensures that the learner can demonstrate that they have achieved the intended learning outcomes at the appropriate standard and that they are not over or under assessed.

A schedule of assessments should be developed based on each stage of the programme to monitor the learner's assessment workload.

The Programme Development Team needs to regularly check alignment of the submission against:

- Assessment Strategy, by module stage and programme including any integrated assessment.

- Assessment Workload Guidelines

- Teaching and Learning Strategies including the capstone strategy.

- Embedded skills and assessment.

An important exercise carried out by the team is mapping the MIPLOs against the award standards and with comparable programmes.

The programme is developed to the point that it is ready to be offered to learners.

Additional support in respect of Blended and Online programmes

To support the planning and design process of blended and online programmes/modules new templates (F10.2, F10.3 & F10.4) have been created and included in College Quality Assurance Handbook, 2021, V4.6 These were adapted from the templates created by Technological University Shannon (formerly Limerick Institute of Technology).

The templates are used as part of a mapping exercise to facilitate connecting the delivery mode to the learning activity.

This involves designating individual module components as face to face, blended or online.

F10.2 provides a template to give a brief overview of the delivery mode of each module in the programme.

F10.3 refers to the template for mapping programme content to the delivery mode;

and

F10.4 refers to the template for mapping assessment content to the delivery mode.

3.4.5.2 Programme Documentation

Programme documentation includes all information required to demonstrate that the programme addresses all applicable validation criteria.

The headings and subheadings of the QQI General Programme Validation Manual template for Presenting an Application for Validation (QQI) are stated in Appendix 3.2, and the current version of the template is available on the QQI website.

The team will evaluate the programme against the core validation criteria which are stated above in section 3.4.5.1, and Appendix 3.1.

The QQI template to be completed is detailed and requires explicit information and responses to be provided with supporting documentation where relevant. Generalised, non-programme specific, vague, ambiguous, contradictory or evasive responses to the criteria are unacceptable and may result in the refusal of validation if they appear in the provider's evaluation report, and the rejection by QQI of an independent evaluation report.

The completed template together with the evidence supported documentation (an indicative list is provided in section 3.4.6.1) and proposed programme schedule is submitted to the Registrar.

3.4.5.3   *Evaluation of the Programme by an Internal Independent Panel*

The Registrar establishes an internal review of the proposal on behalf of the AC[1].

The composition of the internal independent review panel shall be determined by the Registrar and will have external (independent) representation.

The internal independent review panel prepares an evaluation of the relevant programme against the applicable validation policies and criteria.

The SMG will be provided with a copy of the report and will be informed by the AC if there are changes to the initial resource requirements for the delivery of the proposed programme.

The Dean will take account of recommendations made by the internal independent review panel prior to submitting programme documentation and internal evaluation report to the AC for approval to submit to QQI for validation.

3.4.6   Stage 4: Evaluation of the programme by an Independent Panel appointed by QQI

On approval of the Proposed Programme Submission the completed programme template, supporting documentation and proposed programme schedules are submitted by the Registrar to QQI together with the appropriate validation fee.

The Registrar is responsible for complying with QQI's submission requirements, liaising with them regarding proposed dates for a site visit if required, agreeing with QQI the composition of the Independent Evaluators on the Validation Panel and making arrangements for the validation meeting. This should be undertaken in consultation with the SMG, Dean and academic staff.

The Dean, in consultation with the Managing Director, is responsible for making all necessary arrangements relating to the team proposing the new programme.

---

1   The evaluation of the programme by the provider is a requirement of QQI (Section 5.4 Policies and criteria for the validation of programmes of education and training).

3.4.6.1 Submissions to QQI

For submission to QQI, the following applies[2]:

IBAT College Dublin must be eligible to apply for programme validation based on the criteria laid out in section 3 of the Policies and Criteria for the Validation of Programmes of Education and Training – QQI 2016:

a) Established procedures for QA under section 28 of the 2012 Act.

b) Established procedures for access, transfer and progression under section 56.

c) Complied with section 65 in respect of arrangements for the protection of enrolled learners.

---

2 From Policies and Criteria for the Validation of Programmes of Education and Training – QQI 2016.

The Registrar submits the following for all validations:

1. Completed submission template and supporting documentation demonstrating that matters in item a) above have been attended to as is deemed appropriate including:

   a) Precise specifications of the programme's staffing requirements (staff required as part of the programme and intrinsic to it) and an identified complement of staff (or potential staff).

   b) CVs for the programme's key staff.

   c) Precise specifications of the programme's physical resource requirements (required as part of the programme and intrinsic to it) and an identified complement of supported physical resources (or potential supported physical resources).

   d) Comprehensive listing of the programme's key physical resources.

   e) Any documented procedures for the operation and management of the programme.

   f) Five-year plan for the programme.

   g) Samples of the material to be provided to prospective learners.

   h) Samples of the material to be provided to enrolled learners.

   i) Samples of assessment tasks, model answers and marking schemes for each award stage.

2. A self-evaluation of the relevant programme against the applicable validation policies and criteria.

3. The applicable fee.

Programmes submitted for validation will interface with the College's approved QA procedures. A standard validation process may recommend approval of incrementally modified QA procedures. Any incremental changes to IBAT College Dublin QA procedures required by the programme or programme-specific QA procedures will be developed having regard to QQI's statutory guidelines. It may be efficient in certain instances to integrate the approval of QA procedures and validation. This will be advised by QQI at the time of submission for validation.

Independent evaluators will undertake site visits as part of the evaluation. They may interview the provider's leadership, the programme personnel and other relevant stakeholders including any relevant learners. The evaluation group may provide informal feedback to the provider at the conclusion of a site visit. Any such feedback will not be comprehensive and will be given without prejudice to the final independent evaluation report. The validation panel makes a recommendation to QQI. There are three possible outcomes:

I. **Satisfactory**. It recommends that QQI can be satisfied that an enrolled learner of that provider who completes that programme will acquire, and where appropriate, be able to demonstrate, the necessary knowledge, skill or competence to justify an award of QQI being offered in respect of that programme.

II. **Satisfactory subject to proposed special conditions**. Specified with timescale for compliance for each condition; these may include proposed pre-validation conditions i.e. proposed (minor) things to be done to a programme that almost fully meets the validation criteria before QQI makes a determination.

III. **Not satisfactory**.

After QQI has received the independent evaluation report, it will make this available to the College. The College will be invited to:

a) Comment on the factual accuracy of the independent evaluation report.

b) Respond to the overall findings (e.g., whether they are accepted by the provider).

c) Submit any modified documentation and plans addressing any pre-validation conditions proposed in the independent evaluation report.

Where a validation determined by QQI involves special conditions and recommendations, the College will have an opportunity to comment on factual accuracy of the report. Once agreed the AC will consider and respond to the report and submit:

- Plans for addressing any pre-validation conditions and/or recommendations.

- Modified programme documentation.

A programme is validated for a specified duration of enrolment and campus location.

Differential validation involves QQI validation of a programme that is based on, or a modification or extension of, a QQI validated programme. The QQI validation of the original programme can inform the QQI validation of the derived programme, and this can simplify the QQI validation process for the derived programme.

3.4.7 Stage 5: Authorisation to Offer the Programme

On completion of the validation process a Certificate of Validation with the Approved Programme Schedule is issued by QQI.

The Registrar is responsible for maintaining the record of the Certificate of Validation, the submission documentation, and reports of the Validation Panel. The programme is subject to statutory conditions of validation as prescribed in section 9 of the Policies and Criteria for the Validation of Programmes of Education and Training – QQI 2017 and for a specified duration as published in the Certificate of Validation.

The programme is subject to ongoing monitoring and periodic review (refer to Chapter 4).

The independent evaluation report, the validation determination by QQI, and the Certificate of Validation, are substantive products of the validation process.

The Registrar is responsible for the following:

- Notifying the SMG, the AC and Board of Governors of the outcome of the validation and providing them with the findings of the Panel.
- Publication of programme details, the independent evaluation report, the validation determination by QQI and the Certificate of Validation as well the applicable PEL on the College website.
- The programme document including information about the determination of the validation application, the programme and the applicable PEL.

The relevant reports will also be published on the QQI website. The IBAT College Dublin self-evaluation report may also be published by QQI subject to permission from the College. The Board of Governors will authorise the running of the programme subject to the resource availability of the College.

A Checklist and Notification for New Programmes template is filled out to communicate correct programme information to all stakeholders - refer to Appendix 3.3.

3.5   ADDIE Framework -

In addition to the process outlined in Section 3.4 above for programmes that are being developed for online and blended delivery the ADDIE framework is utilised.

Following a framework or model of programme/module design can provide a support process for lecturers and staff to deconstruct the elements of their programme/module, providing the opportunity to design each section appropriately to meet the learning needs and improve the learning experience of students. There are several frameworks and design models that can be used as part of the programme/module design phase. Models are based on the principles of behaviourism, constructivism, social learning, and cognitivism.

ADDIE is an instructional systems design (ISD) framework that many instructional designers and HEIs use to develop online and blended learning courses. ADDIE is an acronym for the five phases it defines for building online and blended learning courses, Analyse, Design, Develop, Implement, and Evaluate.

This framework was selected as it considers online and blended learning projects in stages as opposed to merely viewing behaviours in their entirety. Designers consider the needs of learners, learning objectives, and desired outcomes to create more meaningful eLearning resources.

Other models include Situated Cognition Theory, Sociocultural Learning Theory, Individualised Instruction Theory, Bloom's Taxonomy Of Learning Objectives, The SAM Model. They are other types but all within the principles referred to above.

Selecting the appropriate theoretical framework must align with the needs of learners, e.g. a corporate online or blended learning course focused on problem-based training may require

Merrill's Principles of Instruction. Individualised Instruction, on the other hand, is more appropriate for personalised learning paths that rely on self-paced studies.

ADDIE Explained

1.   Analysis

This phase focuses on students and the learning context which surrounds the module. It requires a review of contextual components by addressing a series of planning questions and key considerations (outlined in Operating Protocol 4.4).

2.   Design

The planning outputs from the analysis stage are used to create an outline of the learning process and to inform the design of the blended/online learning components. At the end of the design phase the following outputs are determined learning outcomes, the learning materials and activities, the assessment, the mode of delivery and role of the lecturer.

Here in IBAT we apply the design principle of Constructive alignment (Biggs and Tang, 2007) in all our programmes. This ensures an outcomes-based curriculum whereby there is coherence between learning outcomes and the alignment of teaching and learning activities, syllabus, and assessments, with a focus on what the learner is doing.

As members of AHEAD we agree to the principles-based approach on curriculum development of Universal Design for Learning (UDL). UDL is a set of principles that gives all individuals equal opportunities to learn, including students with disabilities. The framework recommends that educators follow three core principles when designing learning experiences by including:

•   multiple means of engagement.

•   multiple means of representation.

•   multiple means of action and expression.

Implementation of universal design is done at the module or programme design stage regardless of the mode of delivery.

Integrating Teaching and Learning Activities

Littlejohn and Pegler (2007) describe four types of approaches to integrating your teaching and learning that could be appropriate for different types of blended and online learning contexts:

• The space blend, which can be virtual and/or physical. – The programme dictates the balance on this. Currently we have 3 SPAs with a 33% FTF: 67% online proportion.

• The time blend, which can be synchronous or asynchronous. – In IBAT our policy is live classes as per the timetable, with students then having their own study time around this

• The media blend, which includes the types of tools and resources.

• The activity blend, which includes the organisation of different activities and resources.

Regardless of the mode of delivery, the key objective is the achievement of learning outcomes and pedagogy drives decisions relating to the use of the most appropriate technologies. The needs of students and the context of their learning is central in all decisions made. Based on this, key learning tasks and assessment activities are considered. It is only then that your technologies most suitable to support these activities are considered.

Development

This is the phase when learning design is put into action.

Learning materials, activities and assessments are developed. Other considerations in this phase are learner interaction and collaboration, delivering technology-enabled assessment and feedback and presenting your module in the VLE.

1.   Learner interaction and collaboration

Establishing a community of learners, creates a sense of connection between learners and an environment that promotes interaction and collaboration is essential in any programme, particularly when the programme is delivered online or blended.

Opportunities for all types of interaction (interaction with lecturers, other learners and learning materials) are incorporated into the blended/online module design, developed and facilitated within VLE and evidenced through learning and assessment activities.

Vibrant online communities to support students will be established, which are built and fostered with the Community of Inquiry framework (Garrison, Anderson and Archer, 2000). The Community of Inquiry theoretical framework represents a process of creating a deep and meaningful (collaborative-constructivist) learning experience through the development of three interdependent elements – social, cognitive, and teaching presence.

2. Technology-enabled assessment and feedback

This is when authenticity and academic integrity consideration in the design of the module is considered. Marking, moderation and feedback for both summative and formative assessment is considered. The objective is to facilitate.

• Improved learner understanding and engagement.

• Timely feedback

• Innovative approaches based around the use of creative media and online peer and self-assessment.

• Greater flexibility and accessibility of feedback.

• The provision of opportunities for dialogic feedback.

• A greater variety of feedback approaches and formats.

Technology is considered how it can be utilised to meet the objectives above under the following different contexts.

• Feedback individually to students, post-assessment

• Group/class feedback, post-assessment

• Feedback individually to students, on an activity or draft prior to summative assessment

• Online automated feedback, e.g., instant feedback from a quiz or poll

• Self-assessment activities – surveys, questionnaires, quiz etc.

• Peer review activities – Online exemplars reviewed and judged by learners

In IBAT feedback is provided using the various facilities on Moodle (the lecturer uploading a feedback sheet per students, lecturer recorded video or audio file per students with the

feedback, annotated script, etc). This is then followed up in the F2F class with discussion on where students scored well/badly in the assessment.

3.   Guidelines for presenting your module in VLE

Each module has its own Moodle page.

Only the lecturer and learners registered to this module have access to the Moodle page, along with the programme administrator and programme leader. The Moodle Coordinator creates Moodle pages in a uniform manner for the duration of the learner's studies.

The Lecturer populates the page with the timetables, assignment briefs with marking criteria, training materials, audio, and video recording (e.g., induction etc.)   The Programme Administration Manager on a generic page uploads materials like the Student Handbook for the course, induction presentation etc.

The lecturer is obliged to upload content in a timely manner prior to any interactions with learners. The Moodle Coordinator has set-up the page so the learner will be presented with the same structure for all modules in the programme they are enrolled in.

Implementation

Continuous modification of the module/programme to ensure that it can be delivered effectively typifies the implementation phase.

Supporting online learners is essential in this phase. Ensuring learners are engaged, maintaining their interest and scaffolding learning requires particular attention to learner interaction and teaching presence in the online environment. Checking Moodle logs for student activity and attendance is monitored by lecturers, Programme Administration Manager and Student Affairs Coordinator for different reason to consider the appropriate intervention required.

Irrespective of delivery being FTF, online or blended learners in IBAT College receive a multi-faceted approach to support i.e., academic, emotional/social, and technical). The School through the Programme Administration Manager and Dean, Office of Registry and lecturers provide academic and administrative support. The Student Affairs Coordinator and Counsellor attend to the emotional and social needs of the learner. Technical assistance is provided by the IT team.

As a learner on an online or blended programme it is essential that the College has created a learning environment where the learner feels connected and part of a learning community.

Further developments to guide and clarify learners, lecturers, and other staff on blended learning delivery

To assist learners and provide clarity on supports available the following policies and resources have been developed.

1.   Social Media Protocol / Etiquette (AP1.17)

2.   The 5 Stage Model of e-moderating – Teaching online and supporting online learners (SoP 2.4)

Evaluation

Chapter 4 of the College Quality Assurance Handbook 2021 (V4.5) describes the process of self-evaluation, monitoring and review, To ensure a high quality learning experience both modules and programmes after their completion are evaluated.

In addition to module and programme evaluation outlined in this chapter another aspect of the learning that requires evaluation which is integral to online and blended learning is the aspect of Technology Enhanced Learning.

(F4.1) Annual Module Review and Development Plan (MRDP) and (F4.2) Annual Programme Monitoring Report have been modified to capture data about the technologies embedded in online and blended modules and programmes.

Bibliography:

Biggs, J., & Tang, C. (2007). Using Constructive Alignment in Outcomes-Based Teaching and Learning Teaching for Quality Learning at University (3rd ed., pp. 50-63). Maidenhead: Open University Press.

Garrison, D. R., Anderson, T., & Archer, W. (2000). Critical inquiry in a text-based environment: Computer conferencing in higher education model. The Internet and Higher Education, 2(2-3), 87-105

Littlejohn, Allison and Pegler, Chris (2007). Preparing for Blended e-Learning. Connecting with e-Learning. Abingdon, UK: Routledge

3.6   Changes that can be made to a Validated Programme.

As stated in section 8 of QQI's Policies and Criteria for the Validation of Programmes of Education and Training, 2016: *A validated programme is not a static entity, frozen in time. It is expected that the provider will make necessary enhancements and adaptions to programmes from year to year.*

However, there are limits to what may be changed before a modified programme must be submitted to QQI for validation as a new programme. These limits depend on the scope of the provider's QA procedures as approved by QQI.

Where an extensive (i.e., very substantial) change to a programme is one that effectively results in a new programme, then it must be validated as such. Any change must be consistent with the applicable award standard(s) against which the programme was validated. The interpretation of what does and does not constitute an 'extensive change' is a matter to be informed by expert judgement.

Examples of 'extensive changes' would be:

- Undermining anything that was essential to support the original validation decision.
- Elimination of any core intended programme learning outcomes.
- A change in the pre-requisite learning requirements for a given programme.

The Dean and Registrar will consult on proposed changes to programmes and a record is kept by the Registrar of any changes that are agreed.

The Registrar will consult with QQI in case of any doubt about whether or not validation would extend to a modified programme.

The Registrar will inform the AC of any and all changes to programmes.

3.6   Revalidation

QQI programmes are always validated conditionally. All validation determinations are subject to a 'duration of enrolment' condition, this is typically five years. The duration of enrolment is variable and defined as the interval during which learners may be enrolled on the validated programme[3].

Revalidation is validation by QQI of a programme that has emerged or evolved from a programme that had been previously validated by QQI. This can occur if the original programme may have reached a point where, for example, it needs to be substantially modified or updated such that the end result is a new programme.

Revalidation is also required for any programme that is to continue to enrol learners following expiry of the duration of enrolment.

QQI does not require IBAT College Dublin to make a *de novo* validation application in respect of such programmes.

The processes required for the Revalidation of Academic Programmes are considered under the QA processes for self-evaluation, monitoring and review, as described in section 4.4.2.

3.7   IBAT College Dublin Professional Programmes

The approval process for IBAT College Dublin professional programmes follows a similar development and approval process as described in section 3.4.1.

IBAT College Dublin professional programmes are mainly programmes of education or training that companies propose that IBAT College Dublin deliver and may be based on a specific company requirement.

---

3 Reference: Section 13 Policies and criteria for the validation of programmes of education and training QQI April 2016.

3.7.1 Stage 1 Preliminary Authorisation

When a programme is proposed it is reviewed by the SMG in the first instance. The SMG considers the merits of an outline proposal; authorisation to proceed with the initial programme development is granted based on the following:

- That the programme is consistent with IBAT College Dublin strategic planning and contributes to achieving the College's aims and objectives.
- That the programme offers a valuable education or training experience to learners.
- Resource requirements; and
- Fee.

3.7.2 Stage 2: Internal Development of the Proposal

Where preliminary authorisation is approved a Programme Author is appointed to develop a detailed programme proposal. The proposal is submitted to the SMG and includes:

- Programme Details - title, short description, duration, etc.
- Rationale for the Programme including any unique features.
- Alignment with College strategic plan.
- Programme aims and objectives and intended learning outcomes.
- Outline of structure and content.
- Assessment strategy.
- Profile of target participant.

The SMG considers the proposal on the basis of the documentation above and the financial arrangements of the proposal, and if it satisfied with the merit of the proposal then approval is granted to proceed with the development of the programme. The final proposal, excluding financial information, is submitted to the AC for approval.

3.7.3 Stage 3: Development of the Material

The programme material comprises:

- Student Handbook

- Marketing Material

- Programme Document including all material for delivery and supplementary material.

In certain cases, stage 2 and 3 may be combined.

3.7.4 Stage 4: Evaluation of Programme by Company and Financial Arrangements

Where the final programme submission is agreed by both IBAT College Dublin and the proposing company, if relevant, a formal agreement is signed, and the SMG will authorise delivery of the programme. The AC and Board of Governors are notified of authorisation to provide the programme.

CHAPTER 4 SELF-EVALUATION, MONITORING AND REVIEW

*ESG Standard 1.9: **On-going Monitoring and Periodic Review of Programmes***
Institutions should monitor and periodically review their programmes to ensure that they achieve the objectives set for them and respond to the needs of students and society. These reviews should lead to continuous improvement of the programme. Any action planned or taken as a result should be communicated to all those concerned.

*ESG Standard 1.10: **Cyclical External Quality Assurance***
Institutions should undergo external quality assurance in line with the ESG on a cyclical basis.

The procedures and guidelines outlined below will guide all staff and learner representatives involved in the ongoing monitoring of programmes. This monitoring process relates to the programme as a whole and not to the progress of individual learners on these programmes.

4.1 Purpose

IBAT College Dublin is ultimately responsible for the quality of its provision; the implementation and evaluation of these QA procedures; and on-going enhancement. Self-evaluation, monitoring and review activities provide the opportunity for reflection and considered action leading to the enhancement of quality.

The purpose of self-evaluation, monitoring and review is to ensure that:

- Academic quality and standards are being maintained supporting public confidence in the National Framework of Qualifications, the awards within it and IBAT College Dublin offering programmes leading to these awards.

- A quality ethos is established within the College together with QA procedures that embed that ethos in all the College's activities.

- Programmes remain current and that issues arising in relation to the academic quality of programme development, delivery and assessment are identified and addressed on a timely basis.

- Programme learning outcomes are being achieved by learners and assessment mechanisms are appropriate.

- Quality assessment findings are used to develop actions and initiatives that will improve services and processes including the QA processes themselves.

- Systematic processes exist and are managed in order to collect and analyse data and information supportive of the continuous improvement of programmes and services and to facilitate benchmarking both nationally and internationally.

- Monitoring and auditing are positioned within a framework of systematic periodic reviews.

- Credible and meaningful information is provided on institutional and programme quality for self-evaluation and for stakeholders.

External Cyclical Review is undertaken by awarding bodies to:

- Evaluate the effectiveness of College-wide QA procedures.

- Measure the College's accountability for compliance with European standards for QA; and

- Explore IBAT College Dublin's enhancement of quality in relation to impacts on teaching, learning and innovations in QA and performance against the College's own quality indicators and benchmarks, as outlined in section 11.9.

This Chapter considers self-evaluation, monitoring and review, internally and externally at programme and institutional levels by monitoring:

- Validated programmes including revalidation.

- The effectiveness of QA procedures

- Implementation of procedures for Access, Transfer and Progression

4.2   Responsibilities

QA is the responsibility of every staff member in IBAT College Dublin.

- The Dean is responsible for managing and ensuring the quality of academic delivery and processes in accordance with IBAT College Dublin policies and procedures as approved by the AC.

- The Dean has responsibility with the Programme Board for individual programmes.

- The Registrar is responsible for reviewing and evaluating the effectiveness of programme monitoring processes on a regular and systematic basis.

- The Audit Sub-Committee of the Board of Governors is responsible for determining, in consultation with the SMG, independent yearly audits.

This chapter is informed by:

- Policy on Monitoring – QQI December 2014.

- Policy for Cyclical Review of Higher Education Institutions – QQI Feb 2016.

- Statutory Quality Assurance Guidelines developed by QQI for use by all Providers – QQI April 2016.

- Statutory Quality Assurance (QA) Guidelines – Sector Specific for Independent/ Private Providers – QQI 2016.

- Standards and Guidelines for Quality Assurance in the European Higher Education Area ESG – 2015.

- Policies and Criteria for the Validation of Programmes of Education and Training – QQI Nov 2017.

- Considerations for Independent Evaluators in QQI Validation Processes (including conflicts of interest matters) – QQI May 2017.

This Chapter is arranged into the following sections:

- Internal Self-Monitoring

- Self- Evaluation

- External Review of Programmes and Quality Assurance

- Provision of Information and Notification to Awarding Bodies

Revisions to this chapter, policy and/or procedures are subject to the approval of the Academic Council.

4.3   Internal Self-Monitoring

Internal self-monitoring includes identifying appropriate quality measures, setting objectives and gathering evidence of achievement of those objectives. The Programme Boards and the AC ensure that objective setting and prioritising are carried out appropriately, transparently and are reported to those Boards. This ensures that findings are acted on and feed into ongoing quality enhancement through a Quality Enhancement Plan (AP1.7) which sets out a schedule of actions to be undertaken following internal evaluation and identifies the person(s) responsible for actions and follow-up.

4.3.1   Ongoing Monitoring of Programmes

The ongoing monitoring of programmes is achieved through the Programme Boards and reported to the AC by way of an Annual Programme Report. The Programme Board agenda is aligned with the Annual Programme Report template and all activity is considered at the Board with academic staff and learner representation.

A Programme Board is set up for each programme and chaired by the Dean. The Dean is responsible for ensuring that all Programme Boards are resourced and monitors the progress of the Boards.

Where data is presented and discussed at a Programme Board it is discussed in the context of quality enhancement and improving programme provision to learners.

4.3.2   Programme Board

The Programme Board comprises all internal stakeholders and sits three times per year and there is an annual calendar of business. The membership of the Board includes:

- Dean (Chair)

- Programme Leader

- Programme Administration Manager

- Learner Representatives (at least one per stage)

- Student Affairs Coordinator

- Librarian

- Lecturers

For terms of reference of the Programme Board see Chapter 2. The following section elaborates on the agenda for the Board; the following data and reports are received and discussed:

- Programme admissions data - abstracted from the Admissions Report including Recognition of Prior Learning (RPL) statistics (refer to section 5.8).

- External Examiner Reports – reviewed by Dean and Managing Director (refer to section 8.14.4).

- Partnership Team Leader Reports - where applicable.

- Module data:

  - Registered learners, for the purposes of reconciling data

  - Pass rates and statistics

  - Attendance data per module

  - Submission Data (continuous assessment)

  - Completion rates

- Programme Data (per stage):

  - Registered learners

  - Withdrawals/deferrals

  - Stage pass rate

  - Stage completion

  - Retention (progression from stage to stage within programme)

- o Award Statistics

- Learner Feedback:

  - o Summary of Questionnaires

  - o Minutes of Class Representative Meetings

- Lecturers' Feedback:

  - o Module Review and Development Plans (F4.1)

- Programme Review where applicable:

  - o Recommendations for improvements

  - o Changes to Modules (refer to section 4.4.1)

- Library resources:

  - o Currency of Module Reading lists

- Learning, Teaching and Assessment:

  - o Initiatives in teaching and learning, including National Forum activity

  - o Review effectiveness of teaching and learning strategies.

  - o Review current assessment strategies.

  - o Learning Resources, including IT resources

- Graduate/Alumni:

  - o First destination survey

  - o Graduate success, awards etc.

- Review of Programme Action Plan (F4.3).

- Proposals for new programmes where applicable.

Data or reports relating to each agenda item are circulated and discussed at least at one of the three Programme Boards per academic year; reports are circulated in advance to ensure adequate opportunity for considered feedback by members of the Board.
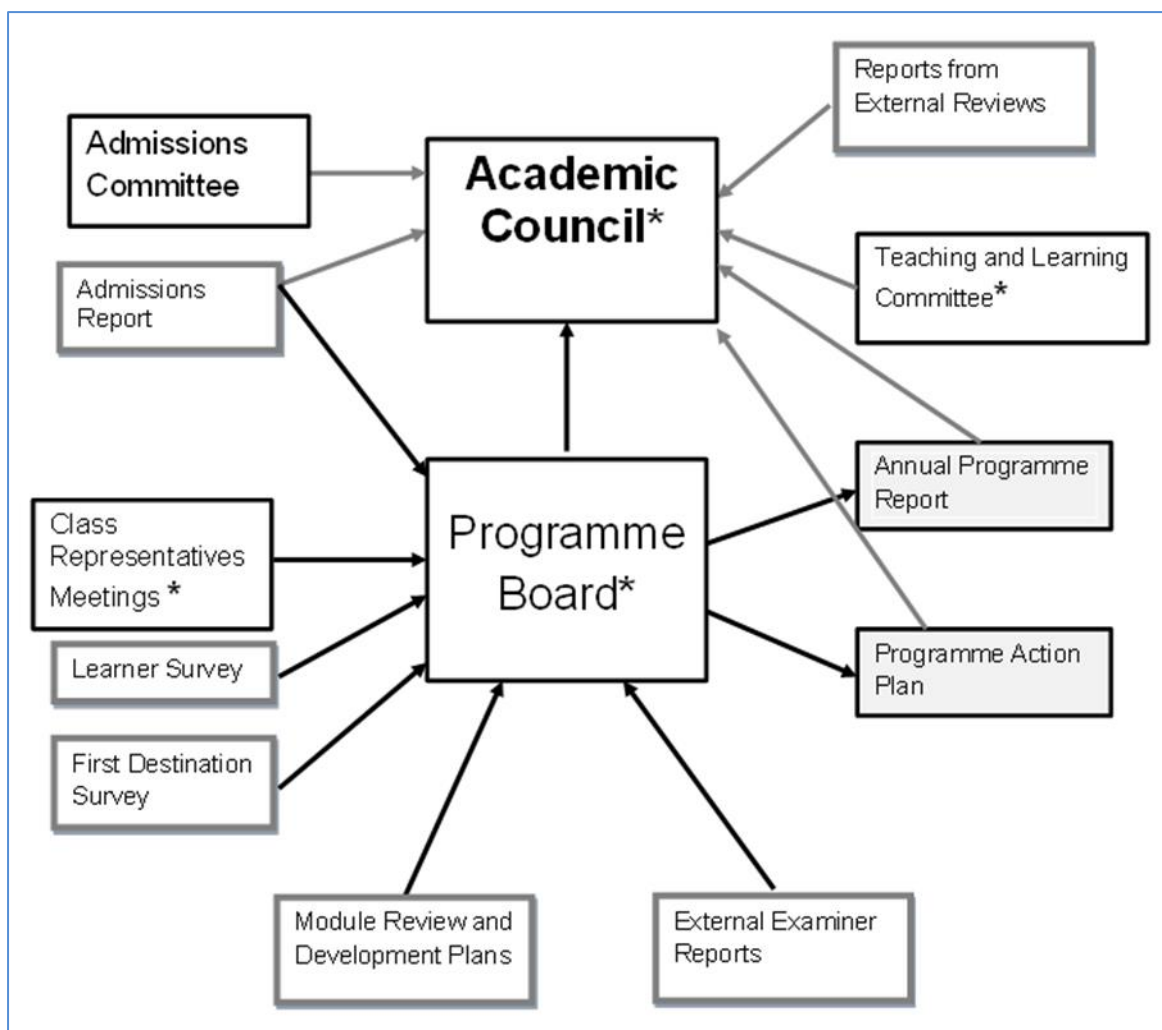
Figure 4.1:   The Programme Board within IBAT College Dublin, including Committee

Structure (* denotes Class Representatives in attendance)

On completion of the academic year the Annual Programme Report (F4.2) and Programme

Action Plan (F4.3) are prepared and agreed by the Programme Board. These are sent to the

AC for information and approval. The Programme Action Plan is distributed to all relevant

staff for information and action; it is maintained and updated by the. Dean

The Annual Programme Report is an important record of data and analysis allowing an

annual review and analysis of trends and anomalies. It is the responsibility of the Registrar to

maintain accurate records of all such data; it is the responsibility of the Dean to analyse this

data, collate programme data at an institutional level and ensure the data informs quality

enhancement and improvements in the College's facilities, processes, and procedures.

Programme data such as registration data, completion data and award classification distribution and trends, are prepared by the Registrar's Office and appended to the External Examiners Form where they can be considered by the External Examiner when preparing their annual report – refer to section 8.14.

For ATU Awards, an Annual Course Review is prepared for submission to the University in accordance with the ATU / IBAT Agreement.

4.3.3   Self-Evaluation

The key aspect of self-evaluation is to consider all data, reports, and evidence to inform a reflective critique of the College which drives continuous improvement. Objective self-evaluation not only demonstrates self-awareness but provides confidence to stakeholders that there is the will and capability to drive quality enhancement of programme provision and services.

Self-evaluation allows for engagement with stakeholders, including learners, employers, collaborative partners, and external experts used by the College in its QA procedures. This is achieved through various surveys, boards, and committees as well as events or specific surveys focussed on collecting information for a particular purpose.

The Dean is responsible for preparing the College's self-evaluation report, including findings and recommendations for improvement with an improvement or action plan detailing how and when the provider will address the recommendations made in the self-evaluation report, and who will have responsibility for doing so.

The Dean is responsible for preparing the College's Annual Self-Assessment Report (ASAR). The report is compiled from the various self and external evaluation activities, benchmarking, data analysis and other relevant reports. The ASAR includes findings and recommendations for improvement with an improvement or action plan detailing how and when the provider will address the recommendations made in the self-assessment report, and who will have responsibility for doing so.

The AC endorses enhancement themes on an annual basis.

The ASAR will provide a basis for the preparation of the Annual Quality Report, refer to section 4.5.2.

4.3.4 Audit of School's Academic Provision and its Professional Services

The IBAT College Dublin audit process provides an opportunity for the College to take an overview of its academic provision as a whole; and to evaluate the effectiveness of the management and QA arrangements in the context of the College Strategic Plan.

The audit process enables the College to demonstrate compliance with procedures, to determine what is and what is not working or could be enhanced, and to propose changes for implementation.

The purpose of the audit process is to:

- Provide an opportunity for the College to reflect on its academic provision, on the effectiveness of its management of that provision, and on the quality of the experience it provides for its learners.

- Assess the effectiveness of the College's current contribution, and in particular its approaches to learner recruitment and retention; learning and teaching; learner engagement; scholarly activity; and anticipate future challenges.

- Where applicable, assess the College's arrangements for managing provision in conjunction with one or more collaborative partner institutions.

- Advise the College on ways it might be able to enhance its effectiveness.

The Audit Sub-Committee proposes an annual schedule of audits. The schedule is maintained by the Registrar and approved by the SMG and the Board of Governors.

All audits are based on a systematic evidence gathering process, evaluated objectively, and undertaken by somebody, internally or externally, who is independent of the function being audited.

Reports from the audit process are monitored through the Audit Sub-Committee and the Board of Governors.

A review of the implementation of procedures for Access, Transfer and Progression is arranged annually by the Admissions Committee (refer to Chapters 2 and 5) and submitted to the Audit Sub-Committee and Board of Governors.

4.3.5 Learner Input to Evaluation, Monitoring and Review

Learners have a significant role in evaluation, monitoring and review. Learners are members of: the AC (see Chapter 2), Programme Boards (see Chapter 2 and section 4.3.2), and Class Representatives Meetings (see Chapter 7). In addition, Class Representative Meetings (refer to section 7.4.2) are an important mechanism for formally getting feedback in an interactive meeting with other class representatives and academic and support staff. The minutes of these meetings feed into the relevant Programme Board and, with the formal surveys, capture learner feedback on programme, academic and wider College matters - refer to sections 7.4 and 7.5.

4.3.6 Review of Quality Assurance Procedures

The AC oversees an annual review of the QAH. It is the responsibility of the Registrar to undertake this review with input from: The School, the Registrar's office, marketing and recruitment functions, Library, Student Affairs and the SMG.

The purpose of the annual review is to:

- Evaluate the effectiveness of the College's QA procedures.

- Examine the College's compliance with QQI, ATU and European standards for QA.

- Ensure the review of the handbook is transparent and informed by stakeholder feedback.

- Make recommendations for additions to, or enhancements of, the QAH.

The review contributes to the College's Annual Self-Assessment Report (ASAR) prepared by the Dean for the AC - refer to Chapters 4 and 11.

Any recommended revisions or updates of the QAH are reviewed through the internal committee processes, with final approval required from the AC.

4.4   External Review of Programmes and Quality Assurance

IBAT College Dublin is subject to statutory external review of QA under the Qualifications and Quality Assurance (Education and Training) Act, 2012 on a cyclical basis. It is subject to revalidation of programmes in advance of the expiry of the duration of enrolment as indicated on the Certificate of Validation - see section 4.4.2.

4.4.1   Changes to Validated Programmes

It is the responsibility of the teaching teams to review the currency of material delivered in the module - refer to Chapter 6. It is the responsibility of the Programme Board to review the effectiveness of teaching and learning strategies, the assessment strategy, currency of reading lists etc., and to make recommendations for improvements and recommend changes to modules.

Changes to modules in respect of updating or revising assessment weightings (where it does not change the Approved Programme Schedule), may be made through the relevant Programme Board, or Boards where more than one programme is involved. Any such changes are proposed by the relevant Programme Boards using the process outlined in Form 4.4, subject to the approval of the AC and recorded by the Registrar.

Extensive changes, those that could have an impact on or undermine anything that supported the validation decision, removal of any core programme learning outcomes or changed entry requirements, cannot be undertaken without a revalidation.

4.4.2   Revalidation of Academic Programmes

Revalidation is defined as 'validation by the awarding body of a programme that has emerged or evolved from a programme that had been previously validated'.

Revalidation provides an opportunity to substantially update and modify the original programme. Revalidation benefits from the availability of evidence from historic provision of the programme. There will be quantitative and qualitative information concerning the effectiveness of the programme including the data acquired and analysed over the lifetime of the programme; learner enrolment data; retention and completion data; graduate progression into employment or other educational programmes; and evaluations of the programme by learners, academic staff and employers.

Revalidation is completed in advance of the expiry of the duration of enrolment as indicated on the Certificate of Validation, which is typically five years. The Registrar is responsible for informing the SMG and the AC of a revalidation date no later than 18 months before the expiry date of validation.

A programme may be revalidated where it has reached a point where it needs to be substantially modified or updated to an extent that the end result is a new programme.

Annual programme monitoring and review feeds into preparation for programme revalidation, which is planned in advance of the expiry of the specified period during which learners may be enrolled to ensure continuity of offering to learners.

The main steps in an application for revalidation are:

1. Self-evaluation of the programme
2. Proposed changes to programme.
3. Application to the awarding body
4. Independent evaluation of the programme
5. Determination of the application by the awarding body

Preparation for revalidation is the responsibility of the School and led by the Dean. Where there is a suite of similar programmes they may be evaluated together for the purpose of revalidation, provided this does not compromise the quality of the self-evaluation or independent evaluation processes.

The revalidation process must demonstrate and provide evidence that the revised programme continues to address the QQI validation criteria.

Section 3.4 describes the five-stage process for programme development. Programme(s) for revalidation should also follow this approval process and the associated responsibilities are the same.

4.4.2.1   Self-Evaluation of the Programme

A Revalidation Team is appointed by the Dean and led by the Dean. The team undertakes a full evaluation of the programme provision over the lifetime of the programme to establish if it still meets the programme validation criteria as laid out in Chapter 3.

The self-evaluation includes a thorough analysis of the programme structure and content, learning outcomes and relevant data and stakeholder feedback collected over the lifetime of the programme.

Stakeholders are identified and methods for collecting relevant feedback are established, which includes surveys, focus groups, interviews, etc. The data is analysed and informs the self-evaluation.

The Registrar is responsible for supplying the following information to the Dean in advance of the self-evaluation:

- Learner enrolment data

- Attrition and completion data

- Graduate progression into employment or other educational programmes

- Evaluation of the programme by learners

- Evaluation of the programme by lecturers

- Evaluation of the programme by employers

- External Examiners' reports

The above information must be fully and effectively used in the self-evaluation of the proposed (revised) programme against the twelve QQI validation criteria (see section 3.4.5 and Appendix 3.1).

Findings from the self-evaluation process inform the review of the programme. The outcome may be that the programme is no longer relevant and should be withdrawn or that the programme remains relevant and competitive and that it should be updated and submitted for revalidation.

The updated programme document is prepared by the Programme Review Team and is subject to an internally organised independent evaluation arranged by the Registrar's office.

Self-evaluation of a programme for revalidation is the responsibility of the Dean. On completion of the self-evaluation and programme review the Self-Evaluation Report and updated programme document are signed off by the Dean and submitted to the AC for approval.

Self-Evaluation in preparation for revalidation comprises:

- Analyse the effectiveness and efficiency of each validated programme, including details of learner numbers, retention rates and success rates.
- Review the development of the programme in the context of the requirements of employers, industry, professional bodies, the Irish economy and international developments.
- Evaluate the response of IBAT College Dublin to market requirements and educational developments.
- Evaluate the feedback mechanisms for learners and the processes for acting on this feedback.
- Evaluate the physical facilities and resources provided for the provision of the programmes.

- Evaluate the formal links which have been established with industry, business and the wider community in order to maintain the relevance of its programmes.

- Evaluate feedback from employers of graduates of the programme and from those graduates.

- Review any research activities in the field of learning under review and their impact on teaching and learning.

- Evaluate projections for the following five years in the programme(s)/field of learning under review.

- Seek to provide an appropriate evidence base to facilitate consideration by a QQI panel to revalidate the relevant programmes.

4.4.2.2 Application for Revalidation to the Awarding Body

The Registrar is responsible for coordinating the revalidation process and the Dean is responsible for preparing the self-evaluation report.

The process as outlined in Policies and Criteria for the Validation of Programmes of Education and Training – QQI Nov 2017, section 13.

All applications for revalidation must provide the information required for new programme validation using the QQI validation template together with:

- Proposed terms of reference for the independent evaluation report.

- Documentation demonstrating that the prerequisites are established i.e.

    o Established procedures for QA under section 28 of the 2012 Act.

    o Established procedures for access, transfer and progression under section 56 of the 2012 Act.

    o Compliance with section 65 in respect of arrangements for the protection of learners in the 2012 Act.

- The updated Programme Document and supporting documentation.

- The College's evaluation report (using the evidence collected and analysed during the lifetime of the programme).

- The applicable revalidation fees.

It is important to note that the programme documentation, the College's evaluation report, and where applicable, the independent evaluation report must address the applicable validation criteria and use and include evidence acquired from providing the programme.

4.4.2.3 Independent evaluation of the programme

An independent Peer Review Group (PRG) is set up by or with QQI comprising experts from relevant fields of learning. These experts should be capable of making national and international comparisons with regard to the specific suite of programmes. At a minimum, it comprises the following:

- Chairperson – experienced in higher education and training, preferably with knowledge of revalidation.

- A secretary

- Academics (minimum two) experts in relevant field of learning.

- Representatives from industry or a relevant profession.

- A learner representative.

- A QQI representative if appropriate.

It is essential that the panel members are free from any real or apparent conflicts of interest. Refer to 'Considerations for independent evaluators in QQI Validation Processes (including conflicts of interest matters)' – QQI May 2017.

QQI will agree, in consultation with the Dean and Registrar, the composition of the independent panel, and the terms of reference for the revalidation. The panel are supplied with the 'Roles, Responsibilities and Code of Conduct for Reviewers and Evaluators' – QQI and an Independent Evaluation Report (IER) template.

The functions of the PRG include.

- Studying the Self-Evaluation Report (SER).

- Visiting the provider to meet with teaching staff, learners (past and present where possible), administrative staff, employers, and any other category of internal and external stakeholders.

- Clarification and verification of details in the SER.

- Considering how well the identified aims and objectives of IBAT College Dublin are being met.

- Consideration of proposed programme changes in the context of all other information provided and recommending acceptance or otherwise of the proposals.

- Consider the QA arrangements which affect the programmes under review.

- Presenting its findings at the end of the visit.

- Preparing an Independent Evaluation Report (IER) on the findings of the PRG, to include recommendations for the provider in respect of the programme or suite of programmes under review.

The IER, produced by the PRG, addresses the quality of the provision, and makes recommendations for improvement and/or change based on a combination of the SER and findings during the site visit and meetings with relevant stakeholders. It also includes a recommendation in respect of the continuing validation of the programme:

1. Satisfactory
2. Satisfactory subject to proposed special conditions
3. Not satisfactory

The IER will also include:

- A summary of recommended special conditions of validation

- A summary of recommendations to the provider

- Declarations of evaluators' interests

The IER is considered by the SMG and the AC.

A formal response to the IER and an implementation plan is prepared by the Registrar with the assistance of the Dean. The implementation plan addresses the findings and recommendations in the IER. It should contain specific achievable actions with measurable outcomes and the date by which outcomes should be realised.

Where necessary, specific detail on the phasing in of changes proposed and where transitional issues should be addressed.

The IER, implementation plan and a formal request for validation is forwarded to QQI for consideration. The SER and IER reports, together with the related implementation plans are published at this stage.

4.4.2.4 Determination of the application by the Awarding Body

QQI will decide based on the findings of the process, the IER and the College response. The programme will be revalidated, revalidated with conditions or not revalidated.

4.5 Cyclical External Quality Assurance

4.5.1 Institutional Review

Cyclical review is an element of the broader quality frameworks for higher education.

This institutional level review is designed, by QQI, to:

- Evaluate the effectiveness of the institution-wide QA procedures for the purposes of establishing, ascertaining, maintaining, and improving the quality of education, training, research and related services the institution provides.

- Measure institution accountability for compliance with European standards for QA, with regard to the expectations set out in the QQI QA guidelines or their equivalent and adherence to other relevant QQI policies and procedures as established in the lifecycle of engagement between the institution and QQI.

- Explore institutional enhancement of quality in relation to impacts on teaching, learning and research, institutional achievements and innovations in QA, alignment to the institution's mission and strategy and the quality-related performance of the institution relative to quality indicators and benchmarks identified by the institution.

This review informs the process for preparing the Institutional Annual SER prepared by the Dean for the AC, refer to section 4.3.3 above. These reports, together with the Quality Enhancement Plan (AP1.7) feed into the overall evaluation process.

External institutional level review for higher education is undertaken in a seven-year review cycle. The Dean is responsible for Institutional Review.
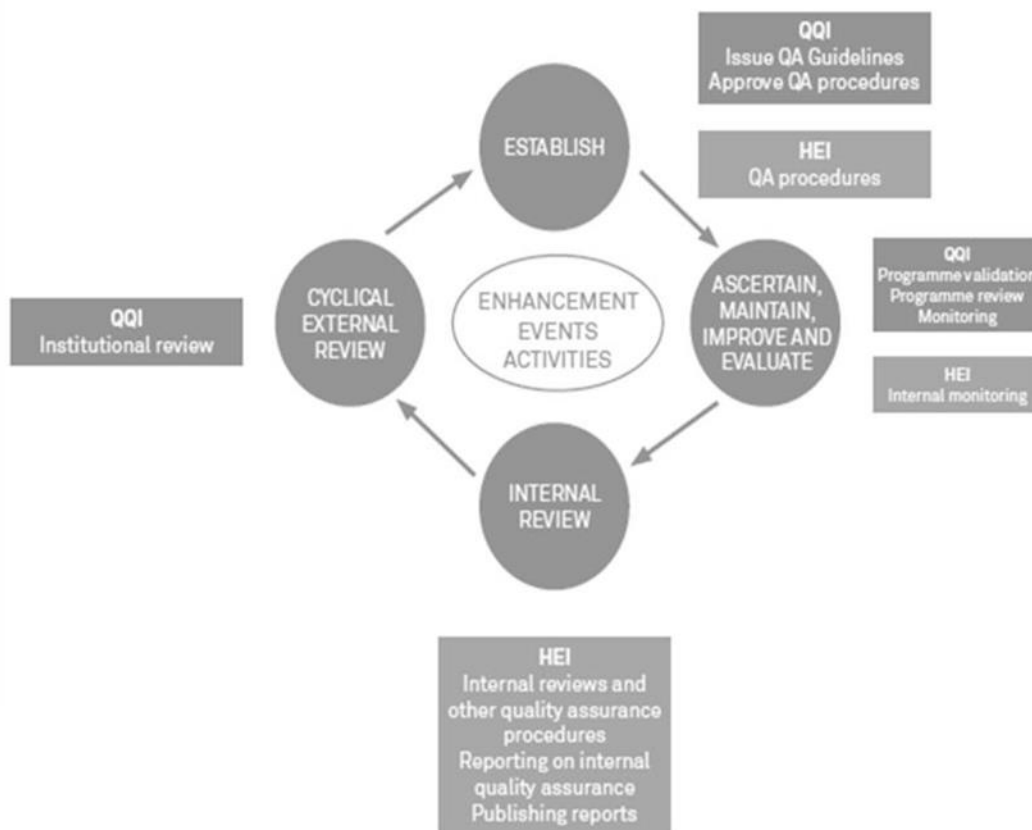
Figure 4.2:   QQI Quality Framework for Voluntary Providers

The process is managed by QQI and follows the following order:

1. The publication of terms of reference – agreed with IBAT College Dublin.

2. An institutional SER - the responsibility of the Dean

3. An external assessment and site visit by a team of reviewers – managed by QQI.

4. The publication of an Institutional Review Report including findings and
   recommendations; and

5. A follow-up procedure to review actions taken.

QQI has five specific measurable purposes for its cyclical reviews laid out in the Policy for
Cyclical Review of Higher Education Institutions – QQI Feb 2016, which are:

1. To encourage a QA culture and the enhancement of the learner learning environment
   and experience within institutions.

2. To provide feedback to institutions about institution-wide quality and the impact of
   mission, strategy, governance and management on quality and the overall effectiveness
   of their QA.

3. To improve public confidence in the quality of institutions by promoting transparency and
   public awareness.

4. To support systems-level improvement of the quality of higher education; and

5. To facilitate quality enhancement by using evidence-based, objective methods and
   advice.

The self-evaluation process is arranged to assure stakeholders that IBAT College Dublin is
achieving the overarching standards against which review findings are compared. These
are:

- The College's own mission and strategy and selected quality indicators and benchmarks.

- European and national standards for quality and awards.

- QQI QA guidelines and other relevant QQI policies.

The lines of enquiry to be addressed by review teams and inform the self-evaluation are:

- How have QA procedures and reviews been implemented within the institution?

- How effective are the internal QA procedures and reviews of the institution?

- Are the QA procedures in keeping with European standards and guidelines?

- Are the QA procedures in keeping with QQI policy and guidelines, or their equivalent?

- Who takes responsibility for quality and QA across the institution?

- How transparent and accessible is reporting on QA and quality?

- How is quality promoted and enhanced?

- Are there effective innovations in quality enhancement and assurance?

- Is the learner experience in keeping with the institution's own stated mission and strategy?

- Are achievements in quality and QA in keeping with the institution's own stated mission and strategy?

- How do achievements in quality and QA measure up against the benchmarks and quality indicators identified by the institution?

On completion of the process outlined above, the College provides a response to the Institutional Review Report including a plan describing how the College will respond to the findings and recommendations contained in the report and how they will feed into the College's enhancement processes.

The College submits a follow-up report to QQI not more than twelve months after the publication of the Institutional Review Report. This report outlines how the College has implemented the plan contained in its response to the Institutional Review Report and evaluates the initial impact of such implementation. The College's follow-up report is considered by QQI, who may adopt the follow-up report and/or may impose further conditions. Following adoption by QQI, the follow-up report and any further observations are published on the IBAT College Dublin and QQI's website.

The Institutional Review Report, together with the follow-up report feed into the preparation for the next review ensuring a cyclical and sustainable enhancement process.

4.5.2 Annual Quality Report (AQR)

All private higher education institutions (HEIs) that have completed reengagement with QQI and have had their quality assurance (QA) procedures approved under the 2012 Act; will commence a series of formal interactions with QQI with regards to both QA compliance and enhancement. This formal interaction comprises the submission of Annual Quality Reports (AQR).

The AQRs are an opportunity to provide updates on *inter alia*:

- Implementation of approved QA procedures.

- How specific recommendations made by reengagement panels have been acted upon.

- Any changes to QA since approved.

- The outcomes of internal monitoring and review processes.

- Quality assurance enhancement activities, plans and objectives.

The annual reports will be supplemented by meetings with providers and form part of the evidence base for the institutional cyclical reviews.

The AQR template has been developed with reference to the ENQA (the European Association for Quality Assurance in Higher Education) European Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) and QQI's Statutory Quality Assurance Guidelines are based. The annual reports will be made available on the QQI website and these reports form the basis for annual dialogue meeting with providers.

4.6   Provision of Information and Notification to Awarding Bodies

Information is routinely provided to awarding bodies and /or made publicly available. This includes:

1. Self-monitoring and follow-up reports.

2. Information on system or sectoral QA instruments (e.g., external examiner feedback).

3. Information and statistical data relevant to the education and training system and for QQI's programmes and awards directory, such as:

    a. Details of changes affecting programmes leading to QQI awards.

    b. Details of changes in the scope of provision of the provider.

    c. Details of arrangements for the Protection of Enrolled Learners and Access, Transfer and Progression.

4. Incidents or risk factors which may affect learners, or the approval of QA procedures (for example: breaches of the 2012 Act or any other law, financial issues, capacity issues impending media disclosures etc. that may relate to academic quality) and constitute a cause for concern, and which may trigger direct intervention by QQI.

In addition, QQI must be notified in the case of a reduction in capacity such as: reductions in staff, resources, other education, and training aspects; capacity to uphold the conditions and standards of validation or any other significant matters.

The availability of good quality data from providers is essential to enable QQI to carry out its monitoring functions effectively.

The Registrar is responsible for collecting and maintaining complete and accurate records of programme and College-based data to support self-evaluation and for provision to QQI, subject to the approval of the AC – refer to section 11.9.

The Managing Director is responsible for notifying QQI of any incident or risk factor as described in point 4 above, subject to the approval of the Board of Governors.

CHAPTER 5   ADMISSIONS AND RECRUITMENT

ESG Standard 1.4: ***Student Admission, Progression, Recognition and Certification***

Standard: Institutions should consistently apply pre-defined and published regulations covering all phases of the student "life cycle", e.g., student admission, progression, recognition, and certification.

This Chapter is informed by:

- Statutory Quality Assurance Guidelines developed by QQI for use by all Providers – QQI, April 2016.

- QQI Policy Restatement - Policy and Criteria for Access, Transfer and Progression in Relation to Learners for Providers of Further and Higher Education and Training – NQAI, 2003; Restated 2015.

- Policy and Criteria for Facilitating the Academic Recognition of Foreign Qualifications – QQI, Jun 2015.

- Principles and Operational Guidelines for the Recognition of Prior Learning in Further and Higher Education and Training – NQAI, 2005.

5.1   Admissions Policy

IBAT College Dublin works on the principle that admission is focused on the outcome of the programme, that is, the achievement of the award by the learner. All applicants who can demonstrate that they have attained a basis for successful participation on a programme should be eligible to access that programme.

This policy covers all areas related to learner admission to all programmes of higher education and training delivered by IBAT College Dublin, in accordance with the national policies and procedures for Access, Transfer and Progression (ATP) – *Policy and Criteria for Access, Transfer and Progression in Relation to Learners for Providers of Further and Higher Education and Training [NQAI 2003, re-stated by QQI 2015].*

- Access is the process of gaining entry to and participation in education and training institutions and programmes.

- Transfer is the process by which learners may transfer from one programme of education and training to another programme, having received recognition for knowledge, skill or competence acquired.

- Progression is the process by which learners may transfer from one programme of education and training to another and where each programme is of a higher academic level than the preceding programme.

The College is committed to ensuring that:

- This policy and all admissions arrangements are clear and accessible.

- Decisions regarding the allocation of places on programmes are timely and transparent.

- All applicants are treated in a fair, equal, and consistent manner.

- Appropriate arrangements are made to appeal an admission's decision.

- For every programme, prospective learners have available statements of the knowledge, skill and competence needed as a basis for successful participation.

- Programme entry requirements are set out at validation and describe the:

  o Minimum prerequisite learning (knowledge, skill and competence) required to access the programme.

  o Prerequisite learning for access (or transfer) to higher stages of the programme

  o The minimum English language competence required for participation in the programme.

- Any programme-specific Recognition of Prior Learning (RPL) criteria, arrangements for entry, exemptions from modules, advanced entry, and direct access to the award

5.1.1   Responsibilities

- The Admissions Committee has responsibility for reviewing admission standards and procedures, for considering the fairness and consistency of their application, and for overseeing the administration of the College's admissions system on behalf of the AC – refer to Chapter 2 and section 5.14.

- The Admissions Committee makes recommendations to Academic Council on the admission standards and procedures which either approves or amends those recommendations.

- The Admissions Committee records and reports on admissions standards and data. The admissions data is recorded on the census date – 4 weeks after the commencement of the programme – see also 5.14.

- The Registrar is responsible for overseeing the admission of learners to programmes under the oversight of the Admissions Committee appointed by the AC.

- The Registrar is responsible for ensuring that all awarding body entry and enrolment conditions are complied with.

- The Head of School is responsible for evaluating applicants' academic achievement to determine that they have met the academic entry criteria.

Applicants applying for access to an academic programme at IBAT College Dublin must demonstrate that they have achieved at least the minimum Programme Entry Requirements for that programme. Programme Entry Requirements are agreed at programme validation and set out in the programme document.

Applicants may be classified as follows:

- Those applying through the CAO.

- Direct applicants with standard Programme Entry Requirements

- Direct applicants with non-standard Programme Entry Requirements

- Mature applicants

- Applicants for entry to programmes with advanced standing.

Applicants with non-standard qualifications will be assessed to establish if their prior learning is equivalent to the Programme Entry Requirements under the IBAT College Dublin's policy for RPL for entry to a programme, refer to section 5.8.

The assessment of the equivalence of entry qualifications is managed under a Standard Operating Procedure for Evaluating an Admission for Entry to an Academic Programme (SOP 2.1) which is informed by published procedures from other recognised providers and agencies as appropriate, for example:

- The National Academic Recognition Information Centre (NARIC Ireland) and UK NARIC.

- Agreed Entry Requirements Criteria for EU/EFTA Applicants for 2017 Entry – Joint Document of IOTI and IUA October 2016.

- A World of Access – IOPT Central Evaluation Process – February 2011.

These are deemed to be appropriate recognition procedures, are in line with the national policies and criteria for ATP and the NFQ and appropriate European recognition principles, conventions and guidelines including the European Qualifications Framework.

Applicants may also apply for advanced standing (exemption from one or more stages) or exemptions from one or more modules. Such applications will be assessed under IBAT College Dublin Policy for RPL.

Admission to all programmes is subject to availability and capacity.

Revisions to this chapter, policy and/or procedures may be proposed or recommended by the Admissions Committee and are subject to the approval of the Academic Council.

5.2   Recruitment Policy

IBAT College Dublin is committed to the provision of accurate, timely and appropriate information and support to prospective learners. Recruitment activities are informed by a commitment to the provision of impartial advice, guidance, and support for applicants to enable them to make informed decisions about the College and its programmes.

All information published relating to IBAT College Dublin programmes of education and training complies with QQI policies on public information and communication.

All published documents including prospectus, student handbooks, websites and advertising of a programme is the responsibility of the Marketing Manager, signed off by the Registrar. The Head of School checks all information about the programme, including progression opportunities, career prospects and professional recognition etc. and is signed off by the Registrar. The following information is subject to the approval of the Registrar prior to publication:

- The title of the programme

- Whether or not the programme leads to an award

- The name of the awarding body

- The title of the award

- Whether the award is recognised in the NFQ and if so, the award type, volume (ECTS) and NFQ level

In addition, the following information is maintained on the IBAT College Dublin website; Quality Assurance (QA) procedures, procedures for access, transfer and progression; details of the Protection of Enrolled Learners (PEL) arrangements and terms and conditions and tuition and all associated fees – Refer to section 11.8.

Training on programme content and specific entry requirements is provided to ensure recruitment staff and admissions advisors are communicating current and accurate

programme information to prospective learners at open events, exhibitions and by telephone.

5.3 Procedures for the Recruitment of Learners

5.3.1 Marketing of Programmes

Before each intake, a marketing campaign is planned in order to generate awareness and to attract learners (both in Ireland and abroad) to study at IBAT College Dublin. A typical marketing campaign consists of the following:

- Digital and offline advertising activity throughout the year with campaigns executed leading up to the commencement of an academic intake.

- School visits that are conducted throughout the academic year.

- Attendance at regional exhibitions.

- Open days are organised prior to the commencement of an academic intake and focus on a group of programmes or learners e.g., individual open days are organised for full-time undergraduate programmes, part-time programmes, etc.

- Ongoing coordination with overseas agents in planning a marketing and learner recruitment campaign.

5.3.2 IBAT College Dublin Promotional Material

The generation of IBAT College Dublin promotional material supports the provision of information through the website and other media, while also supporting the College's presence at exhibitions and fairs, both nationally and internationally.

Promotional material is prepared in accordance with the Programme Design and Development at IBAT College Dublin and checked against the Checklist and Notification for New Programmes in Appendix 3.3. Stakeholder feedback is gathered on the prospectus, its format and the information it contains to ensure it is meeting market requirements. All promotional material is subject to the IBAT College Dublin policy on Public Information, Chapter 11, and approved by the Registrar.

5.3.3   Third Party Websites and Third-Party Representation

The College utilises a number of third-party directory websites based in Ireland and overseas which publish course listings of Irish third-level institutions. The Marketing Manager is responsible for reviewing third-party material and ensuring it is both current and complies with the policy on Public Information.

When an agreement is made with recruitment agent representatives for overseas international learner recruitment, the agent commits to publishing information and agreed messaging approved by IBAT College Dublin relating to the College and its programme offering. This is supplied for their exclusive use by the College. All such material is subject to the IBAT College Dublin policy on Public Information - refer to Chapter 11.

5.3.4   Process in the Event of a Programme Not Running

The College reserves the right to cancel a programme of study where there are insufficient numbers to run a viable programme. In such circumstances, applicants will be notified that the programme is not to run and the College will organise a refund of any payments made to the College according to the College Refund Policy.

All offer letters will clearly state that the programme will run dependent on numbers.

Application numbers will be reviewed at least monthly from the opening of the recruitment cycle. For programmes that have not recruited sufficient numbers as per agreed minimum intake or insufficient numbers for a viable programme the determination not to run the programme is made by the Senior Management Group informed by the Recruitment Manager.

In the event that there is deemed to be a possibility that a programme may not recruit minimum or sufficient numbers:

- All applicants will be informed that the programme may not run.

- All applicant's resident outside of Ireland will be advised not to make travel arrangements until the programme is confirmed.

- A final decision will be made to run the programme 3 weeks prior to the commencement date of that programme.

- Where a programme fails to recruit sufficient numbers then applicants holding confirmed/ unconditional offers are notified not less than 3 weeks prior to the commencement date of that programme.

The College is committed to ensuring that all applicants who have paid a deposit will have that deposit refunded as soon as it is known the programme will not run.

5.4   Management of Recruiting Agents

The following management control procedures are in place with regard to appointed agents:

- All appointed agents are visited in their place of employment to ensure that they operate as *bona fide* agents.

- Formal IBAT College Dublin training is provided to all appointed agents who are also provided with necessary back-up documentation.

- A formal written agency agreement outlining terms and conditions of appointment is prepared and signed by IBAT College Dublin and the respective agent.

- All approved agents of IBAT College Dublin only have authority to communicate and interview prospective learners. All official letters of offer, fees, etc. are centrally managed, issued and controlled by the IBAT College Dublin Admissions' Office in IBAT College Dublin.

- Members of the Student Recruitment Office periodically visit approved agents for review purposes.

5.5   Entry Requirements

5.5.1   Programme Entry Requirements

The entry criteria are based on the principle that all target learners who can demonstrate that they have attained a basis for successful participation should be eligible to enter the programme.

Entry requirements define a minimum admission's standard and also a minimum standard for English language where applicable. The learner profile and entry requirements are proposed at the programme development stage and agreed at validation. They are set in the context of national agreements. The overarching criteria for admissions to all programmes can be found in IBAT College Dublin Access, Transfer and Progression Requirements (AP1.11).

Those applicants who present with qualifications equivalent to the prescribed entry requirements are assessed based on the policies and procedures as laid out in this handbook, overseen by the Admissions Committee.

Table 5.1   Minimum Threshold Entry Requirements by Award Level

Major Award Level	Irish Leaving Certificate or Equivalent	QQI-FET	English Language IELTS Equivalent
6/7	Grade O6/H7 in 5 Leaving Certificate subjects including English and Mathematics	Foundation Certificate or QQI-FET/FETAC Level 5/6 award	6
8	Grade O6/H7 or better in 6 Leaving Certificate subjects including English and Mathematics, two of which must be passed in higher level papers at Grade H5 or higher	Foundation Certificate or QQI-FET/FETAC Level 5/6 award including a distinction grade in at least 3 components	6
9	Cognate Level 8 major award with a minimum grade classification of H2.2 or equivalent		6

The Leaving Certificate Vocational Programme (LCVP) gives students the same opportunity to proceed to universities and colleges as the students taking the established Leaving Certificate.

Points are awarded on the same basis as per the leaving certificate. The LCVP subject will be considered as a passing subject provided the student achieves at least a pass grade.

This will apply to entry for honours degree (NFQ Level 8), and Ordinary Degree (NFQ Level 7). The following points scoring system will be used.

Grade	Points
Pass	28
Merit	46
Distinction	66

5.5.2 English Language Requirements

All applicants are required to demonstrate competence in the English language.

Competence is deemed demonstrated where English is an applicant's first language and they are from, and have been educated in, a country where English is the majority language as listed in the College's list of English Language Recognised Equivalence (AP1.3a)

Applicants who have undertaken their final school examinations such as the Irish Leaving Certificate or A-Levels, or a formally accredited programme of Further or Higher Education of no less than 60 ECTS, through English, in a country where English is recognised as the

majority language are also deemed to have demonstrated competence in the English language.

All other applicants are required to have taken a recognised English language test within two years of the application, such as IELTS Academic and achieved the level prescribed in the Programme Entry Requirements. Refer to the College's list of English Language Recognised Equivalence for a list of recognised English language tests (AP 1.3a).

For programmes from Level 6 to Level 9 on the NFQ the minimum English language requirement is CEFR B2+ (equivalent to IELTS 6).

5.6   Procedures for the Admission of Learners - Applications

All applications are assessed to establish if the applicant satisfies at least the minimum Programme Entry Requirements or equivalent as established under these procedures. In addition, all applicants must demonstrate competence in the English language where appropriate.

5.6.1   Applications through the Central Applications Office (CAO)

All EU applicants to full-time undergraduate programmes, who are under 23 years on January 1st of the year they are due to start the programme, and have not completed another third level programme, must apply through the CAO. Details can be found at www.cao.ie. Decisions on admissions to undergraduate courses are made by the College which instructs the CAO to make offers to successful candidates.

5.6.2   Direct Applications

Direct applications include applications to postgraduate programmes, part-time programmes, applications from mature applicants and international (non-EU) applicants.

Applicants are required to complete the appropriate application form and include any additional information required. Applicants must supply certified or original copies of all

academic transcripts where appropriate; all admission decisions are conditional on the authenticity of transcripts.

In addition, applicants to postgraduate programmes should supply a CV detailing all academic institutions attended, academic qualifications with original transcripts, work experience, in chronological order.

The application process is managed by the Student Recruitment Team and the Registrar's office is responsible for ensuring each application is properly evaluated and a decision is made and sent to the applicant normally within ten working days. All admissions are subject to the approval of the Registrar.

5.6.3   International Applicants

International applicants are defined as those from outside the EU. The Non-EU Admission process is as follows:

1. All non-EU applicants are required to complete an international student application form. Original academic transcripts must accompany the completed application or be presented at the interview stage.

2. Applicants who do not have Irish Leaving Certificate English (for undergraduate programmes) or have not completed an undergraduate programme in English (for postgraduate programmes) must provide evidence of equivalent competence through school leaving or matriculation examinations or achievements of a minimum standard in an appropriate English Language Test, such as IELTS 6.0 for QQI undergraduate and all ATU postgraduate programmes (IELTS 6 with no band less than 5.5) or equivalent. In respect of the Certificate in Access for Higher Education (IELTS 5 with no band less than 4.5 is required) or equivalent. The English Language Test certificate must be awarded within two years of the programme start date.

3. Non-EU applicants are interviewed by a member of the International Admissions Office, or a nominated IBAT College Dublin representative. This interview may be conducted by

telephone for internationally based students. Where an applicant is being assessed under the processes for RPL, the interview is conducted by the Head of School, or by a nominated academic.

4. At the interview stage, non-EU applicant documentation is verified, and an initial assessment made of the applicant's suitability for the selected programme. Ideally all applicants' original documentation is presented and verified as to its authenticity at the initial interview stage. Photocopied evidence of the applicant's academic transcript information is then attached to the standard international application documentation. In all cases, this photocopied documentation is signed by the interviewer and labelled as 'originals seen'. At this time, a provisional letter of acceptance can be offered to the applicant.

5. Until the above process has been completed, no formal student application is deemed to have taken place.

6. In situations where a student is unable, due to timing circumstances, to furnish the required academic transcript information with the completed application form, a provisional letter of offer can still be made. The provisional offer letter is subject to the verification of the documentation at a later date. This requirement must be expressly stated in the provisional offer letter.

5.6.3.1 Student Visa Applications

In addition to the procedures and conditions described above, some international learners require a visa. Before the submission of an international student visa application, all tuition fees must have been received by IBAT College Dublin or a nominated representative of IBAT College Dublin must confirm in writing that the fees have been received. Upon IBAT College Dublin receiving tuition fees, applicants are issued with a receipt of payment letter. All learner visa applications are submitted accompanied by an IBAT College Dublin cover letter from the Registrar's office summarising the details of the application.

5.6.4 Mature Applicants

Applicants to undergraduate programmes who are at least 23 years of age on 1st January of the year of admission are deemed to be mature applicants and are not required to meet the normal academic entry levels. Mature applicants are considered on the basis of their previous studies, both formal and non-formal, and relevant work and life experience. The application includes a CV and a personal statement about how their experience has prepared them for the programme applied for. Mature applicants may be subject to interview.

5.6.5 Applicants with Disabilities

Aligned to the admissions policy of fair, equal and consistent treatment of all applicants, the College is committed to a policy of reasonable accommodation to meet individual needs and enable full access and participation for all learners with specific needs. IBAT College Dublin is a member of the Association for Higher Education Access and Disability.

All applicants with a disability or other specific needs should declare those requirements at the application stage, as this is to ensure that the College can evaluate any additional supports required. Once accepted and registered on a programme the learner can access the disability service or reasonable accommodations via Student Affairs – refer to section 7.13, Student Affairs and section 8.8, Reasonable Accommodation Policy.

5.6.6 Applications for Admission with Advanced Standing

Applicants transferring from cognate programmes are considered under these arrangements for access, transfer and progression.

There are two categories of access with advanced standing:

1. Direct entry where a learner is exempt from one or more complete stages; and

2. Module exemption where a learner is considered for exemption from a module or modules comprising part of a stage.

Credit will not be awarded for exempted modules or stages; such modules will be denoted 'exempt' on the learner's transcript and Diploma Supplement.

Individual module exemptions are only considered for learners on part-time undergraduate programmes. Exemptions are agreed when an admission is being evaluated prior to registration. Exemptions are not considered at the Award Stage or for programmes of less than 60 ECTS such as Minor or Special Purpose Awards.

5.7 Procedures for the Admission of Learners – Evaluation

5.7.1 Evaluating an Application for Admission

Standard admissions are processed by the Registrar's office. Non-standard applications are evaluated by the Head of School or nominee with a recommendation to the Registrar who formally makes the admissions decision. The process is undertaken in accordance with the Standard Operating Procedure for Evaluating an Admission for Entry to an Academic Programme (SOP 2.1) approved by Academic Council.

Initially all applications are reviewed by the recruitment team for completeness and verification. A summary sheet is prepared confirming that the academic qualification is (i) recognised, (ii) is at the NFQ level specified in the entry qualification, and (iii) the applicant has achieved the required grade.

The application is passed to the Registrar's office, where the academic credentials are verified, and the application is logged for reporting purposes. The Registrar's Office forwards the application pack with the decision deadline to the Head of School or delegate – the decision deadline is normally within two days of receiving the complete pack from recruitment.

If a candidate has not achieved the required academic qualification for the programme their application may be considered under the College's policy for RPL for Entry.

5.7.2   Evaluating an Admission with Advanced Standing

Applicants with recognised academic qualifications or completed stages of a recognised programme may apply for either direct entry to stage two or three of an academic programme, or module exemptions from any stage except the award stage. These applicants are assessed for exemptions based on the achievement of equivalent learning outcomes, at an equivalent volume (measured by ECTS) and level on the NFQ, or recognised equivalent (European Qualifications Framework, etc.). The applicant is required to provide original documentary evidence of prior academic achievement.

The evaluation is undertaken by the Head of School under the College policy for RPL.

5.8   Recognition of Prior Learning (RPL)

RPL is a process that allows learners to gain admission to a programme of study or to gain exemptions from modules or stages of a programme, based on demonstrated learning achieved prior to admission. Recognition is a process by which prior learning is given a value.

It is in line with the aims of the NFQ to recognise all learning achievements by supporting the development of alternative pathways to qualifications (or awards) and by facilitating the recognition of prior learning.

RPL concerns learning that has taken place but has not necessarily been assessed or measured. Such prior learning may have been acquired through formal, non-formal, or informal routes.

IBAT College Dublin's RPL process can be found in the College's Recognition of Prior Learning (RPL) AP1.2. Policy and Guidelines and are based on QQI's Principles and Operational Guidelines for the Recognition of Prior Learning (RPL) in the Further and Higher Education and Training area (June 2005).

RPL can be used for:

- Entry to a programme leading to an award.

- Credit towards an award or exemption from some programme requirements

Applicants seeking RPL from IBAT College Dublin are required to complete an application form which contains four sections:

1. Personal Information

2. Academic History

3. Subject(s) for which RPL is sought.

4. Other Training (any other training programmes completed by the applicant)

Evidence required to facilitate RPL requests includes:

- Interview with the Head of School or appropriate delegate.

- Portfolio of work which may include completed assessment items from previous study.

- Supplementary assessment tasks or challenge test - oral, written or practical.

- Authentication of evidence of work-related experience by the applicant's supervisor or employer.

- Description of each module studied (this should include syllabus, module learning and the number of contact hours).

- Method of assessment of each module studied (this should include a breakdown of assignments, exams and any other assessment required for completion of the unit).

All supporting documents must be issued by the relevant educational institution and properly certified as genuine copies. These supporting documents should be accompanied by English translations if not originally issued in English.

IBAT College Dublin reserves the right to seek supporting evidence from the named education providers referred to in the application and where appropriate to request reference documentation from an employer or referee.

An evaluation of an application for RPL may also involve a formal interview as appropriate.

Two committee signatories (one of whom must be the Registrar/Head of School) are required to approve an RPL application.

All such applications are reported in the Admissions Report from the Admissions Committee to the AC.

5.8.1 Interview Procedure

Where an interview is required, this is facilitated by the Registrar's office and undertaken by two staff members including the Head of School or nominee. The candidate is assessed against appropriate criteria such as the relevant awards standards and the interview is recorded on a Learner Applicant Interview Form (F5.1) which includes feedback and a recommendation. This is signed by both interviewers. Gender balance is observed on the interview panel where feasible.

5.9 Making an Offer.

When an admissions decision has been made a formal offer-letter is generated. This letter specifies the programme details and states whether the offer is conditional or unconditional.

5.9.1 Conditional Offers

Where an offer is conditional, all the conditions are clearly laid out in the letter. Offer letter templates are approved by the Registrar for each programme and intake.

An offer letter is valid for one intake and this is clearly stated on the letter with instructions on how to defer if required.

5.9.2 Unconditional Offers

Where an unconditional offer is formally accepted, the applicant is required to sign an offer acceptance template including the terms and conditions and pay the fees or a deposit as appropriate – once this documentation is received the applicant is set at 'eligible to register' status on the Learner Management System (LMS).

5.10 Registration of Learners

Once an applicant has formally accepted an offer and paid the required fee or deposit the applicant is sent a registration pack which includes details of the programme on which they will be enrolled, details of the registration process, induction, timetables, and any other information.

The applicants attend a registration event where they are formally registered with the College and enrolled on a programme and associated modules in the LMS. Refer to SoP 3.1 Procedures for Registration to a Programme at IBAT College.

The Registrar's office is responsible for ensuring timely registration of learners with the appropriate awarding body, in accordance with their requirements for registration.

No learner may commence a programme after the second week of the commencement of the delivery of the programme.

Learners enrolling on ATU programmes are enrolled in both ATU and IBAT College Dublin.

5.11 Learner Induction

Each registered learner undergoes an induction programme at the time of registration which includes an introduction to the Student Handbook, Moodle, disability, and learner supports, Library, Careers and Facilities. Refer to Chapter 7- Supports for Learners.

5.12 Deferring Admission

An applicant in receipt of an offer who does not wish to take up their place may apply for a Deferral of Admission and this must be received by the registration date given for that intake. Deferrals are not indefinite, and an offer may expire within two years or by the revalidation date of the programme, whichever is the shorter. Deferred applicants must be made aware that admission is subject to the availability of the programme and capacity.

5.13 Admission Appeals Process

5.13.1   Admission Appeals Policy

An applicant is entitled to appeal an admissions decision.

The Registrar's office will evaluate all appeals and if it is found that there are grounds for an appeal it will be considered. Appeals may be heard by the Head of School if he/she was not involved in the admissions decision, otherwise an external academic, independent of the College will make the determination. The Registrar's office will communicate the outcome to the applicant and the decision will be final.

Complaints regarding the recruitment or admissions process may be sent to the Student Recruitment Manager at IBAT College Dublin.

5.13.2   Admission Appeals Procedure

An applicant may only appeal on the following grounds:

1. Incorrect process; specific evidence of irregularity in the College's application assessment process.
2. Specified/stated grounds where the College's decision was based on misinterpretation of data or information provided as part of the application process.

All appeals must be made in writing to the Registrar's office, IBAT College Dublin within 10 days of the decision being communicated.

The appeal must be accompanied by all relevant and supporting documentation and a fee of €50 to be refunded if the appeal is successful.

Only the applicant may make an appeal, except in the cases of applicants under 18 years of age in which case the appeal may be made by a parent or guardian. Appeals from agents or other third parties shall not be considered.

The grounds for appeal will be considered by the Registrar and evaluated by the Head of School or an external independent academic who is not involved in the original decision. The

outcome of the appeal will be communicated in writing to the applicant normally within 10 days of receipt.

False or vexatious appeals will not be considered. Legal action may be taken as appropriate in such cases.

For applicants applying through the CAO, the CAO has an Independent Appeals Commission to which recourse may be had by applicants who believe that they have been treated unfairly by the CAO, and whose complaints have not been resolved by the CAO.

CAO appeals should be addressed to: The Secretary, CAO Independent Appeals Commission, c/o Tower House, Eglinton Street, Galway.

5.14 Quality Assurance of the Admission Process

The Registrar is responsible for ensuring the policies and procedures for admissions are fit for purpose and implemented. The Registrar is supported by the Admissions Committee - refer to Chapter 2.

Audits of admissions files are arranged by the Registrar to ensure admissions processes are properly implemented. A formal Admissions Report to the AC is prepared annually reviewing the effectiveness of the admissions' processes, QA arrangements, entry requirements and monitoring trends in admissions and learner profile.

5.15 Applicants with Criminal Convictions

Applicants must declare any criminal convictions. Having a criminal conviction will not necessarily prevent an applicant from being admitted to programmes. However, the College will take any relevant criminal convictions of an applicant into account and reserves the right to refuse to admit an applicant where their previous criminal conviction makes it inappropriate for them to be admitted to the College.

A relevant criminal conviction is:

I. Any conviction in Ireland or abroad for an offence against the person, whether of a violent or sexual nature; or

II. Any conviction in Ireland or abroad for an offence involving unlawfully supplying controlled drugs or substances where the conviction concerns commercial drug dealing or trafficking.

The College will balance the interests of the applicant with its responsibilities to provide a safe and secure environment for its staff, learners, visitors and others. In addition, the College must consider the demands of various professional bodies and requirements under the law to protect special categories of people, for example children and vulnerable adults.

CHAPTER 6   TEACHING AND LEARNING

*ESG Standard 1.3: **Student-centred Learning, Teaching and Assessment***

Institutions should ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach.

Note for the academic year 2020/21

For the Academic Year 2019/20 and 2020/21" A Contingency Plan for On-Line Delivery and Assessment" was implemented. The document was endorsed by the External Examiner, approved by the Academic Council, and submitted to QQI. It can be found in the IBAT Associated Policies 2020/21.

The Contingency plan covers the delivery of the BA (Hons) in Business and is valid from 13th March 2020 to the end of the 'College Closure'.

Delivery

The approach at IBAT is to facilitate remote learning in virtual classrooms supported by the IBAT Virtual Learning Environment - Moodle. The priority is to provide ongoing delivery and support to learners whilst preserving the academic standards and integrity of all programmes.

6.1   Educational Philosophy

IBAT College Dublin aims to provide:

- Programmes on or aligned to the NFQ, recognised internationally for the purposes of further study and work.

- A learning outcomes approach to all modules and programmes clearly describing what a graduate is expected to know, understand and be able to demonstrate after completing a process of learning.

- Access, transfer and progression opportunities for learners within the Irish education and training system including international mobility.

- Provide a distinctive student experience where learners enrolled on the programme are well-informed, guided and cared for.

To achieve these aims and promote excellence in teaching, learning and assessment the College is committed to support staff and learner engagement with the ongoing development of the College's academic strategies.

The College's educational philosophy is to inspire and empower the individual through the creation of independent and creative thinking, the development of knowledge, know-how, skill and competence in a nurturing learning environment that promotes an ethos of lifelong learning.

IBAT College Dublin will provide:

- A learning environment within which the College's diverse learner population is supported in their personal and academic development.

- Continuous professional development of academic and learning support staff as a significant contributor to the systematic enhancement of learning and teaching.

- A structured yet flexible academic framework within which to effectively deliver high quality programmes and provide learner supports.

- Learner analytics to support a learner retention strategy and engage the learner in the academic process.

- Criteria for programme delivery and management that affords learners with the opportunity to successfully achieve module and programme learning outcomes.

- Teaching, learning and assessment strategies for each programme that takes account of the target learner profile and the skills and competencies expected in an IBAT College Dublin graduate.

- Opportunities for staff and learners to engage with industry to support authentic learning.

This chapter is informed by:

- Policies and Criteria for the Validation of Programmes of Education and Training – QQI, 2016.

- IBAT College Dublin Teaching and Learning Strategy (AP1.6).

- IBAT College Dublin Assessment Strategy (AP1.5).

- National Forum for the Enhancement of Teaching and Learning in Higher Education – *www.teachingandlearning.ie*

- Irish Educated Globally Relevant, an International Education Strategy for Ireland 2016-2020.

- NFQ – Grid of Level Indicators.

- ECTS User Guide – 2015.

6.1.1 Responsibilities

The Dean is responsible for academic leadership and the direction of the College, the promotion and support of standards of excellence in teaching, learning and assessment and to foster a quality academic culture throughout the College.

The Registrar is responsible for ensuring that the QA policies and procedures support effective teaching, learning and assessment.

The Dean manages the academic staff, Educational Technologist and Programme Administration Managers to ensure smooth operation of the school.

The Educational Technologist is responsible for training staff and lecturers on technology enhanced learning practices. They also aide lecturers in designing innovative content and ensuring learners are supported with resources to enable engagement on online and blended programmes.

The Programme Administration Managers coordinates the day-to-day delivery of the programme and convenes academic team meetings to ensure delivery is planned and

executed in accordance with the Approved Programme Schedule and Teaching, Learning and Assessment strategies.

The Programme Administration Manager supports the Head of School in the day-to-day operational management of the programmes and is an important point of contact for learners.

Revisions to this chapter, policy and/or procedures may be proposed or recommended by Programme Boards and are subject to the approval of the Academic Council.

6.1.2   IBAT pedagogical approach to Blended Learning

The IBAT pedagogical approach ((Section 6.1.2., Chapter 6, College Quality Assurance Handbook 2021, V4.6) and framework (Section 3.5, Chapter 3) used to guide BL practice, and drive QA and decision making is best articulated in the following statements (Section 6.1.2., Chapter 6, College Quality Assurance Handbook 2021, V4.6):

We view blended learning as a combination of engaging and interactive online activities with traditional face-to-face tuition. Delivery will always be synchronous in accordance with the programme timetable. Online lectures are recorded with all participants aware of this. Both components are integrated in a pedagogically coherent way when a programme and its modules are being designed. For example, F2F time is used for practical activities and discussion, and using the online component for conveying content in a more structured manner, broken into smaller amounts of learning.

The blended model reduces the time spent in a more traditional face-to-face setting with most of the delivery and learning activities conducted online, the proportion varies by programme but will never be less than 20%. This flexibility appeals to learners and other stakeholders, it also facilities widening participation and extends the geographical reach of the College. Learners also have the opportunity to learn from peers from different back rounds and different areas.

We constantly build on our experience and utilise technologies as enablers to provide innovative blended learning programmes that ensure learners possess the knowledge and skills demanded in the workplace. Examples of technologies used are Jamboard as an interactive whiteboard, Quizlet/Kahoot for interactivity in class, etc. VLE (Moodle) and our use of Google Classroom are integral components to enable blended and online delivery.

Technology is used to enhance student experience, strengthen teaching and assessment. For example, for online presentations learners get a recording of their presentation that they can watch back later, etc

A social constructivist approach is adopted, recognising that learning is built upon previous knowledge and placing the student at the centre of the learning process. Whether online or FTF, from each session, knowledge accumulates as learner-learner and learner-lecturer interaction is mutually complementary across the online to F2F components.

Considerable effort and investment are committed to ensure College lecturers possess the knowledge and skills to effectively facilitate online discussion and community building

Development of the lecturer resource centre – best practice and information sharing to ensure development and monitoring advances in digital learning to maintain currency and excellence in programme delivery. Currently Google Common room is the resource in place for lecturers to share resources, perspectives, experiences, and can share examples of best practice that they read about in literature or from their other workplaces, that this is monitored and contributed to also by Head of School

Blended learning programmes will include some combination of online resourcing, for online forums, for discussions tutorials, online assignments and face to face lectures or practical's. The rationale for selecting how an activity is delivered is informed by careful consideration of learner's needs and considers the effectiveness for an engaging and positive learning experience for the learner. Synchronous delivery is the approach being adopted in IBAT College

6.2 Academic Framework

All programmes are delivered within an academic framework providing an infrastructure within which academics can design and deliver effective programmes.

All programmes have educational outcomes that are clearly and unambiguously specified. These determine the curriculum content and its organisation, teaching methods and strategies, the modules offered, the assessment process, the educational environment, and the curriculum timetable.

In addition to the overall aims and objectives and where appropriate a programme will have specific objectives to meet specific statutory, regulatory, or professional body requirements.

IBAT College Dublin delivers programmes based on a semester system which allows for flexible delivery, accessibility and credit accumulation. This does not preclude delivery of a linear programme where modules are delivered over two semesters.

6.2.1 Programmes

Programmes are normally divided into stages and modules. Conceptually, a stage is a 'rung' on a progression ladder. Usually, a stage comprises a set of modules at the same level. Typically, the NFQ level of the intended learning outcomes of constituent modules increases as a learner progresses through successive stages of a programme.

6.2.1.1 Stages

Programmes are divided into stages. A typical stage of an undergraduate major award has a learning volume of 60 ECTS.

At IBAT College Dublin, one ECTS is equivalent to 25 hours of effort.

Full-time undergraduate learners take no more than 60 ECTS per year equivalent to 1,500 hours of effort per academic year.

Part-time learners may complete a programme with, for example, a volume of 180 ECTS in not less than four years. That is normally 40 ECTS per academic year equivalent to 1,000 hours of effort.

A learner progresses through a programme in stages, each stage is taught at a level defined in the NFQ and described in the NFQ – Grid of Level Indicators and relevant Awards Standards.

Each stage is set at a level that ensures that when, on successfully completing the programme, the learner will have met the minimum intended programme learning outcomes consistent with the QQI award sought. Refer to Chapter 3.

All modules within a stage are taught at the same level, and whilst material may be arranged across two modules e.g., Module I and Module II, there is no change in level within the stage and both are examined at the appropriate level on the NFQ.

To ensure this principle is clear to both staff and learners no module scheduled to be delivered in Semester 1 may be set as a prerequisite for a module scheduled to be delivered in Semester 2. Instead, modules within a stage may be described as co-requisites. This principle ensures that successful attainment of the learning outcomes in a second semester module does not automatically compensate for an incomplete first semester module, notwithstanding, the normal rules of compensation apply - refer to section 8.13.3.

Co-requisites should be utilised to demonstrate integrated learning or assessment and informs the scheduling of modules. Pre-requisites may be used effectively to demonstrate progression within a programme from one stage to the next. In both cases prescribing pre- or co-requisites should take elective modules into account.

At the end of each stage there is sufficient time to assess work and allow learners a resit opportunity of not less than three weeks study time from release of results to reassessment, before progressing to the next stage.

6.2.1.2   Modules

ECTS are allocated to self-contained modules in multiples of 5 ECTS.

Each module has defined:

- A credit allocation, in multiples of 5 ECTS

- An NFQ equivalent level for delivery

- MIMLO – aligned with the volume of learning.

- Prescribed delivery mechanism and total effort hours sufficient to achieve the MILOs

    o Contact hours.

    o Assessment activity

    o Independent learning

- Indicative syllabus

- Recommended reading including up to two core texts for a typical 5 ECTS module.

- Teaching and Learning Strategy

- Assessment strategy

- Assessment schedule - outlining weighting of assessment components and distribution within the stage to manage learner workloads.

ECTS are allocated to levels to facilitate progression through a programme. Each major award must have at least 60 ECTS at the award level. However, in cases of transfer there is some flexibility when comparing programmes where material may be delivered at a lower or higher level between institutions. Evaluating prior learning is an academic judgement and at the discretion of the Head of School, guided by the principles of ECTS and RPL - refer to Chapter 5. This does not undermine the requirement for 60 ECTS to be delivered at the level of the award.

A module has MIMLOs describing what a learner will know, understand and be able to do on successful completion of the module. The learning outcomes should adequately reflect the context, level, scope and content of the module - refer to Chapter 3.

For each programme there is a capstone module at the award stage; this module is designed to bring together contents and skills learned in previous stages. The capstone provides a link between the knowledge and skills gained during academic study and the workplace. It offers an integrated overview of the key issues at the end of a programme and should include authentic assessment strategies to ensure learners practice the skills acquired over the programme.

6.2.2 The Academic Year

The academic year is 36 weeks long and is divided into two 15-week semesters and a reassessment opportunity. Each is comprised of:

- Twelve teaching weeks

- One reading week.

- One study week

- One examination week

- Not less than three weeks between the release of results and stage reassessment opportunity.

In addition to the module contact hours prescribed in the Approved Programme Schedule, additional support tutorials (as described in section 7.14) and information literacy classes (refer to section 7.9.2) are timetabled, as appropriate.

6.3 Learner Success

IBAT College Dublin defines learner success as a learner fulfilling their potential on an academic programme that interests them and is aligned with their own personal development aspirations:

- Successfully completing the academic programme and acquiring the knowledge, skills and competencies embedded in the programme.

- Demonstrating their readiness for a career or further study by being able to effectively communicate and demonstrate what they have learned from the programme.

- Confidence in their own personal development and utilising their skills and competencies as active citizens in democratic societies.

Success is achieved through a learner's own efforts, while the College provides supports and mechanisms to give learners the best opportunity to achieve their potential. Refer to section 7.14 for the College's Academic Supports and Retention Strategy.

6.3.1   Academic Retention Strategy

6.3.1.1   High Quality Programmes

The retention strategy begins with ensuring that programme design is aligned with the QQI Core Validation Criteria. The programmes' written curriculum should be well-structured and fit-for-purpose, this is achieved by ensuring, at the programme development stage, that:

- The programme is suitably structured and coherently oriented towards the achievement by learners of its intended programme learning outcomes.
- The programme is integrated in all its dimensions.
- Each module and stage is suitably structured and coherently oriented towards the achievement by learners of the intended programme learning outcomes.
- The programme is structured and scheduled realistically based on sound educational and training principles.

Each programme has a teaching, learning and assessment strategy taking into account the target learner profile and mode of delivery (full-time or part-time). These strategies are informed by the College's Teaching and Learning Strategy (AP1.6) and the College's Assessment Strategy (AP1.5).

6.3.1.2   Learner Profile

Aligned with the College's internationalisation agenda and flexible delivery options, the College targets a diverse group of learners such as:

- Part-time learners
- Mature learners

- International learners

- School leavers transitioning to higher education.

Part-time learners are ordinarily taught in the evenings and/or weekends taking a maximum of 40 ECTS a year. Full-time learners are ordinarily taught during the day and take 60 ECTS in an academic year. The curriculum is identical between day and evening delivery, but delivery itself may vary. Regardless of the study mode – additional supports are available for both cohorts.

6.3.1.3 *Graduate attributes*

The graduate attributes are embedded within a programme and are, therefore, informed by the academic discipline. These attributes evolve over the lifetime of the programme.

The College works with the Expert Advisory Committee to advise the College on its employability strategy. This includes identifying skills and competencies desirable for employment and identifying the attributes that describe a graduate of IBAT College Dublin; these attributes are developed in the context of the programme.

For each programme, the desirable graduate attributes must be clearly defined and linked to learning outcomes and identifiable skills and competencies. The assessment instruments used to demonstrate the attainment of those attributes must be authentic and clearly described. For example, where the attribute of 'excellent communicator' is used, the programme's teaching, learning and assessment strategies should define what is meant by an excellent communicator in the context of that programme and point to the learning activities and assessment instruments at each stage, such as written, oral and/or visual presentations, debates, viva voce etc., that support the development of the attributes.

6.3.1.3 *Learner Centred Approach to all Learning Activities*

Whilst the programme teaching, learning and assessment strategies are laid out at validation, the judgement of the lecturer is paramount in how the module is delivered.

However, lecturing staff are expected to be cognisant of the learners' requirements in respect of programme delivery.

To ensure a learner-centred approach to all learning activities an interactive dialogue with learners must be set up from the outset and early measures to test understanding in the classroom should be explored. This can be supported by using digital technology.

The learner-centred approach is less challenging with mature learners whose experiences can contribute to the learning and provide authentic examples of problems or solutions from an experience perspective.

The learner-centred approach depends on developing positive learner-learner and learner-lecturer relationships to promote active participation of learners in learning activities. The Programme Administration Manager also has a role in encouraging the interactive dialogue which may be supported via the VLE, as well as face-to-face.

6.4 Programme Delivery and Management

Each programmes' teaching, learning and assessment strategy is agreed at the validation stage. The mechanisms for programme monitoring, as described in Chapter 4, ensure that the programme is delivered in accordance with those strategies.

The College policy for programme delivery and management is that:

- Learning is both monitored and supervised by the Head of School supported by the Programme Administration Manager.
- Academic staff assigned to deliver modules are qualified in their subject area, competent and experienced educators and informed of best pedagogic practice - refer to sections 6.4.1 and 10.7 on Staff Development.
- Programmes are delivered in traditional settings and are face to face with a prescribed number of contact hours. Also, there are a prescribed ratio of lectures to tutorials and the

rest of the effort hours apportioned to directed and independent learning as the lecturer deems appropriate.

- Traditional classroom learning is supplemented with a VLE / Moodle, which can also assist when the learner is engaged in independent, self-directed learning. Please refer to AP1.15 regarding our Policy on Blended and Online delivery.

- Programme Administration Manager works with the Head of School and academic staff to ensure additional supports are identified and timetabled as and when required.

- All assessment workloads are agreed at the outset of the programme and monitored to avoid grouping of assignment submission dates.

- The Programme Administration Manager monitors feedback to ensure that it is individualised, formative and timely to ensure the learner progresses through the programme.

- Lectures are not cancelled. If a lecture has to be postponed due to unavoidable circumstances it is rescheduled.

6.4.1 Staff Development

All programmes are delivered by qualified staff. Staff are supported to develop and maintain currency in their subject area through continuing professional development and engagement with scholarship - refer to section 10.7.

The Dean will lead initiatives to build capacity for CPD. This will include initial and ongoing training, support for formal accreditation and additional support initiatives required to build digital literacy skills. Like many HEIs we will be guided by the European Framework for the Digital Competence of Educators (Redecker, 2017) https://ec.europa.eu/jrc/en/digcompedu

This competency framework will be employed to guide the College's appropriate level training of its staff to develop the academic and technological enhanced learning skills required to educate innovatively in a digital learning environment.

The appointment of an Educational Technologist with a training remit in accordance with the European Framework for the Digital Competence of Educators will ensure that all lecturers for the blended learning programmes scheduled to start in February 2022 will be competent to do so.

The College policy in respect of staff development in teaching, learning and assessment is:

To ensure all academic staff are supported in gaining a formal teaching and learning qualification normally within two years of taking an academic post. Lecturers will be supported to acquire this formal qualification. Our preferred qualifications and providers are the:

(i)   The TuS Level 9 Special Purpose Award, 10 Credit Certificate in Designing and Adapting Coursework for Blended and Online Learning

&/or

(ii)   Digital Badge Awards from Open Courses, endorsed by the National Teaching & Learning Forum.

- CPD training will distinguish between existing and new staff. Specifically in terms of blended learning;

  For example, in November 2021 - A ½ day mandatory workshop is being developed, initially delivered to existing staff on what blended learning is, why IBAT are adopting this pedagogical approach in certain courses, informing participants on the BL pedagogical approach adopted by the college, the policies and frameworks used to guide BL practice, and drive QA and decision making.

  IBAT College Staff members will be joined by external experts to impart best practice on different aspects of BL programme and module design and delivery.

- To facilitate opportunities for, and encourage staff development in initiatives in teaching, learning and assessment through conference attendance or engagement with academic interest groups, such as:

- ATU - Faculty of Business CPD events

- National Forum for the Enhancement of Teaching and Learning in Higher Education (T&L)

- The All-Ireland Society for Higher Education (AISHE)

- Network for Advancing the Integration of Research, Teaching and Learning (NAIRTL)

- Higher Education Academy (UK) - *www.heacademy.ac.uk*

6.4.2   Measuring Learner Engagement

Measuring learner engagement is designed to identify those learners deemed to be 'at risk' of not succeeding in their modules. The simplest engagement measures are attendance, submission of assignments and engaging with the College by providing feedback.

Attendance is normally collected for all one-hour classes. For classes of greater than one hour attendance is normally collected twice. Attendance reports are compiled by the Programme Administration Manager and learners who have fallen below a minimum attendance threshold, currently 85%, are seen by the Head of School.

All continuous assessment is submitted electronically. The Programme Administration Manager monitors submission and follows up with learners who have missed the submission deadline.

Learner feedback is collected using a variety of mechanisms. Refer to sections 7.4 and 7.5 for details of Class Representative Meetings and surveys, respectively. In addition, the College operates an online optional feedback mechanism where learners can give instantaneous feedback on their classroom experience. This feedback is shared with the lecturer, Programme Administration Manager and Head of School.

Ongoing management reports are reviewed, per programme, at least monthly. The data includes:

- Module attendance data

- Continuous Assessment (CA) submission data

- CA pass rates

- Exam attendance

- Exam pass rates

- Resit attendance

- Retention data

Learners deemed to be 'at risk' are identified and meet with the Programme Administration Manager and Head of School to identify if any supports or intervention is required.

In addition, the small class sizes ensures that academic staff are familiar with the learners in their modules, learner-centred activities also provide the academic staff with an opportunity to observe learner engagement and identify and support 'at risk' learners and bring issues to the attention of the Head of School.

Further use of learning analytics such as library engagement and VLE logins etc. are under development and informed by current initiatives in the area.

6.4.3 Learning Environment

The College policy is to ensure the learning environment is consistent with the needs of the programmes learners. The learning environment is defined as classrooms, computer laboratories, seminar rooms, study spaces, social space and the VLE. See 6.4.2 below and refer also to 7.6 and 7.9.

In addition to traditional lecture rooms and an MBA seminar room with audio visual equipment, seminar rooms are available for small group work.

Learners are supported within this environment by the Programme Administration Manager who coordinates access to facilities and access to academic staff by managing staff office hours and ensuring learners have access to academic staff by appointment.

Office hours for learner consultation are agreed with each academic staff member pro rata with teaching commitment.

6.4.4 Virtual Learning Environment (VLE)

The College policy is that all module material is available via the VLE, Moodle – see also section 7.8. This includes, as a minimum:

- Module guide, including academic contact details, office hours and assessment schedule.
- Assessment briefs
- All lecture material
- Links to core texts and recommended reading

All assignments must be uploaded, by the learner via the VLE and through the appropriate plagiarism detection software.

It is a policy of the College to use text-matching as a screening tool for work submitted for assessment. The software is used:

(i) Formatively, to facilitate discussion about good academic practice, correct citation techniques and identify learners in need of extra support at an early stage;

(ii) As a deterrent to plagiarism; and

(iii) As a detection tool.

Learners are encouraged to use the plagiarism detection software, prior to the assignment submission date, to identify material deemed to have been plagiarised and use that to facilitate discussion about good academic practice and correct citation techniques. Support is available from both academic and library staff.

As part of the College's Assessment Strategy (AP1.5) at least one early diagnostic assessment is advised per programme to identify where extracurricular supports, such as good academic practice or referencing may be required.

Class Representatives also have access to a VLE page including, at least, an academic calendar for all appropriate boards and committees, minutes of meetings and External Examiner Reports.

6.4.5 Academic Supports

The Academic Retention Strategy is underpinned by targeted additional academic supports. These are described in section 7.14 and 7.9.2, and include:

- English

- Maths

- Information literacy

- Digital literacy

Classes are timetabled in addition to the prescribed contact hours and may also be arranged on demand as required.

In addition, IBAT College Dublin is a member of the Association for Higher Education Access & Disability (AHEAD). The College, through the Learning and Teaching Committee (refer to sections 2.3 and 6.5, below) is informed by best practice and is committed to implementing inclusive teaching and learning strategies and provide material to all learners, including information on policy and procedure, in accessible formats.

Further supports are provided as required under the College's policies for Reasonable Accommodations. Refer to sections 7.13.2 – Disability Support Services, and 8.8 – Reasonable Accommodation Policy.

6.5 Teaching and Learning Committee

The Teaching & Learning Committee met only once in February 2018. Academic Council has subsumed the functions of this committee into its term of reference as all teaching, learning and assessment matters are considered and approved at this forum.

6.6   Teaching and Learning Priorities

The IBAT College Dublin Teaching and Learning Strategy (AP1.6), describes the College's approach to:

- The development of learning outcomes and selection of appropriate learning activities.

- Embedding skills and competencies into programmes.

- Authentic assessment.

- Adopting initiatives in teaching and learning where they add value – Blended and online delivery is at the forefront of this priority.

- Engaging learners in influencing the College's Learning and Teaching strategy.

- Internationalisation of the curriculum, where Internationalisation of education is defined as 'a comprehensive approach to education that prepares learners, academics and staff to be active and engaged participants in an interconnected global world'.

- Mechanisms for monitoring the effectiveness of delivery.

The effectiveness of the strategy will be measured, among other things, by:

- Retention

- Learner satisfaction

- Awards

- Graduate outcomes e.g., first destination survey.

CHAPTER 7   SUPPORTS FOR LEARNERS

ESG Standard 1.6: Learning Resources and Student Support

Standard: Institutions should have appropriate funding for learning and teaching activities and ensure that adequate and readily accessible learning resources and student support are provided.

IBAT College Dublin positions learners at the centre of what we do as providers of higher education and courses in the English language. The College commits to the provision of a range of resources to assist learning. The College supports the principle that it should foster a supportive environment which supports the wellbeing and integration of all learners into the student body and ensures a positive learning experience for all learners. To ensure learner representatives are fully engaged in all aspects of the College, Class Representatives Training (refer to sections 7.1.1 and 7.4) is undertaken and includes an overview of the role of the learner in governance.

The learner population at IBAT College Dublin includes those enrolled on programmes of higher education and training, professional programmes, and English language programmes. The learner profile is diverse and includes domestic learners, EU, and international learners, those studying full-time or part-time whilst employed. Also, mature learners, learners with disabilities and those accessing programme with advanced entry.

This chapter is concerned with physical resources and learner supports and the internal QA that ensures that all resources are fit for purpose, accessible, and that learners are aware of the services available to them. For details of academic staffing resources, and further academic support, refer to Chapters 6 and 10.

IBAT College Dublin is a member of the Association for Higher Education Access & Disability (AHEAD) and The Irish Council for International Students (ICOS).

This chapter has been informed by:

- Statutory Quality Assurance Guidelines developed by QQI for use by all Providers – QQI, April 2016.

- Statutory Quality Assurance Guidelines - developed by QQI for Independent/Private Providers coming to QQI on a Voluntary Basis – QQI, 2016.

- Policies and Criteria for the Validation of Programmes and Training – QQI, 2017.

- The Code of Practice for Provision of Education and Training to International Learners – QQI, 2015.

- The Irish Council for International Students (ICOS) – www.icosirl.ie (Accessed 24th July 2020).

- Association for Higher Education Access & Disability (AHEAD).

- Quality Language Schools Worldwide – Code of Ethics - http://www.ialc.org/code-of-ethics/ (Accessed 24th July 2020).

7.1   Policy on Learner Supports

Support for learners is a College-wide responsibility and integrated under the SMG. It is the responsibility of the Managing Director to ensure that all necessary resources to run academic programmes and all reasonable learner supports are provided by the College.

It is the responsibility of the SMG to ensure:

- That there are sufficient physical resources to implement all academic and training programmes at IBAT College Dublin.

- That the premises are safe, comfortable and provide an atmosphere conducive to learning.

- That the premises and physical resources are accessible to all staff and learners of the College.

Prior to approving a programme proposed for development and validation the SMG reviews the specification of the programmes resource requirements over the lifetime of the programme against the QQI Validation criteria (see Appendix 3.1):

- There are sufficient qualified and capable programme staff available to implement the programme as planned.

- There are sufficient physical resources to implement the programme as planned.

- The learning environment is consistent with the needs of the programme's learners.

This includes but is not limited to:

- Programme management and administrative support

- Programme team capability and capacity (Chapters 6 and 10)

- Adequate learner information and awareness

- Careers Service

- Physical resources for programme delivery and study

- Social and cultural and intellectual environment

- Information technology

- VLEs

- Specialist equipment where appropriate

- Technical support

- Support for internships

Ongoing supports for learners are monitored at Programme Boards, the AC and the SMG. The College provides and manages a resource base sufficient to sustainably support the QA system and programmes of education and training, scholarship and related services offered to learners.

Revisions to this chapter, policy and/or procedures may be proposed or recommended by Programme Boards, or individuals and are subject to the approval of the Academic Council.

7.1.1. Learner Representation

Learners are represented in the academic governance structure, participate in internal and external quality reviews, and are engaged in decision making and quality management and enhancement.

Learners are represented on the following formal committees:

- The AC

- Programme Boards

To ensure that the learner voice is heard, class representative training is supplied after induction to ensure learners are aware of their roles, opportunities and responsibilities as class representatives, so that they may better represent their classes and ensure learners are more aware of and can influence College policy.

7.2 Programme Management and Administrative Support

Each programme has a Programme Administration Manager. These roles are described in Chapter 2. The Head of School oversees the programme and ensures learners are supported appropriately. The Programme Administration Manager is the first point of contact for learner support in respect of the programme or any other issue. The Programme Administration Manager may provide the support or refer the learner to Student Affairs or the Registrar's office as appropriate. Where a learner is referred to the Registrar's office, it is the responsibility of the Registrar to ensure adequate academic arrangements such as reasonable accommodation etc. are in place. It is the responsibility of the Programme Administration Manager to follow up with the learner and ensure the support has been provided.

The Head of School chairs the Programme Board where learner feedback is considered and supports for learners are evaluated in the first instance. It is expected that issues raised are resolved in a timely manner. The Programme Action Plan and Annual Report also report on learner supports when they report to the AC for review - see Chapter 4, and F4.3.

7.3   Learner Information

Information is provided to learners to ensure they can access relevant learner supports, understand their rights and responsibilities and ensure they can make informed decisions. Sources of such information should be accessible, accurate, timely, current and comprehensive.

In addition to the award and programme information provided, pre-enrolment information includes, but is not limited to:

- Tuition Fees including any additional non-discretional costs.

- Costs of studying in Ireland for the duration of the programme.

- Average cost of living in Ireland including medical care etc.

- Financial supports

- Pre-arrival orientation for international learners

- Commencement dates for all programmes

7.3.1   Induction

A series of induction events are arranged at the start of the academic year. A general induction is arranged to introduce College facilities, processes and procedures, followed by programme specific induction arranged by the Programme Administration Manager. Library induction is covered in section 7.9.2. Induction is designed not only to facilitate exchange of information but to provide a welcoming atmosphere, provide learners with the opportunity to familiarise themselves with their surroundings and other learners. Induction activities are arranged throughout the first semester. All induction activities must include a social element targeted at both domestic and international learners, and full-time and part-time learners. An induction must also be arranged for any learners accessing the programme with advanced entry.

- An introduction to key support staff and overview of College processes

- A welcoming atmosphere

- Intercultural awareness, see also section 10.6

- Learner representation

7.3.2 Student Handbook

All learners are provided with a Student Handbook covering all relevant information for the programme on which they are enrolled. It is the responsibility of the Head of School to produce a handbook for their programme.

The Registrar approves the wording for key information including:

- Whether or not a programme leads to an award, and the name of the awarding body.

- The title of the award, whether it is recognised in the NFQ and if so, the award type and NFQ level.

- Whether the programme is subject to procedures for access, transfer and progression and, if so, what these are.

- Details of the PEL arrangements in place (if a requirement).

The Student Handbook is supplied on registration and forms part of the induction process. It is also made available to the learner through the student portal. Other relevant information includes:

- College facilities

- Supports available to learners including academic and pastoral supports.

- Deferral procedures

- Reasonable accommodations

- The Student Code of Conduct (AP1.4)

- Complaint's procedure

- Appeals process.

- Disciplinary procedures

- Assessment regulations

- Assessment briefs and other such relevant information.

The Student Handbook is reviewed and updated annually by the Programme Administration Manager and formally approved by the Registrar to ensure completeness and accuracy.

7.3.3 Module Guides

A module guide is issued at the commencement of each module. The guide provides an overview of the module and its delivery including learning outcomes, aims and objectives, syllabus, reading lists, lecturers contact details, office hours, class contact hours, timetable, hours expected for independent learning, the assessment schedule with dates, assessment submission details and any other information deemed appropriate. The module guide is also retained on the module's pages of the VLE Moodle. All module guides follow a prescribed format and are managed by the Programme Administration Managers.

7.4 Class Representative System

7.4.1 Class Representatives

A Class Representative is an enrolled learner selected to facilitate communication between staff and learners regarding programme matters and academic support and provides another point of contact for learners.

At the beginning of each academic year, Class Representatives for each stage of each programme are elected by the class under the supervision of the relevant Programme Administration Manager to ensure fairness but not to influence selection. There should be at least one Class Representative per stage of a programme, and they will continue as Class Representative until the end of the stage, usually one academic year. Once elected, Class Representatives are trained and supported by the Student Affairs Coordinator.

Class Representatives sit on various Committees including Programme Boards, and the AC (see Chapter 2, and sections 7.1.1 and 7.4). They represent learners and ensure that they are central in all decisions made by the College. It also ensures a transparency in College processes.

7.4.2 Class Representative Meetings

There are two formal Class Representative meetings per academic year. These are arranged in advance of the relevant programme board and to ensure maximum attendance from the Class Representatives. The availability of part-time learners is considered. A call for agenda items is issued by the Programme Administration Manager in advance of the meetings and learners are required to feed issues back through their Programme Administration Managers to inform the agenda. The agenda for the meeting is posted on Moodle prior to the meeting and emailed to all attendees.

There are normally Class Representative meetings for each programme, where there is a suite of programmes or embedded programmes the Class Representative meeting may be conjoint.

The role of the Class Representative meeting is to facilitate communication between learners and staff within the College; to provide a forum in which learners may raise any concerns they may have about teaching or related matters within the College; to provide feedback on issues addressed; to identify and disseminate examples of good practice; to provide documentary evidence of the participation of learners in the QA and development of programmes delivered by the College and to facilitate learner participation in periodic reviews of the College provision of academic programmes, with a view to improving quality.

Issues raised at the Class Representative meetings are recorded and feed into the Programme Action Plan. The minutes are considered at the appropriate programme board.

The agenda of the Class Representative meeting includes these standard agenda items:

- Membership
- College update
- Student Affairs update
- Issues invited from each programme by stage.
- Academic issues

- Support Issues (Library, IT etc.)

- Other issues

- Positive initiatives / good practice

- Revalidation/other reviews as appropriate

7.5   Learner Feedback

In this context feedback is defined as feedback from learners regarding their satisfaction with programme resources and learner support. Whilst the ethos of the College is to listen there is also a range of formal learner feedback gathering mechanisms. Learner feedback is a key element of IBAT College Dublin procedures for monitoring and evaluating the provision of supports and resources.

Each programme has a Class Representative meeting with a standing agenda item inviting learners to bring issues to the table. This is formally recorded and considered at various levels and ultimately at the AC.

A feedback survey is carried out once per semester. This is administered by the Programme Administration Manager, analysed and reported to the Programme Board by the Head of School. Any actions identified are included in the Programme Action Plan. A summary of key findings is also considered at the AC.

In addition, there is a facility via the Student Portal to fill out an evaluation form covering the delivery of the subject, the course materials, academic delivery and physical environment. It also allows learners to make comments. This is received by the Academic Management Team and forwarded to the relevant staff.

There is also an opportunity for learner feedback through learner membership at the various committees.

Feedback on the assessment of learners is covered in Chapter 8, particularly section 8.10.2.1.

7.6   Physical Facilities and Services

The adequacy of sustainable physical resources for programme delivery, study and leisure is ensured by the SMG. The Facilities Manager is responsible for maintaining a comprehensive list of facilities for review by the SMG as required.

The Programme Administration Manager liaises with the Facilities Manager to ensure appropriate room setup, and that all identified teaching and supporting aids are available to lecturers when delivering classes, and that each room has an appropriate environment. The Programme Administration Manager is also responsible for classroom scheduling across both campuses within the College. Lecturers work closely with the Programme Administration Manager to ensure that appropriate classrooms are assigned to each class group.

The Managing Director(s) are responsible for planning and directing all building and major work in the College, and providing and maintaining all furniture and equipment in safe and working condition. They are also responsible for ensuring that all current Irish and European health and safety legislation is strictly adhered to as described in the College's Health and Safety Statement available in the Employees Handbook. Evaluation of existing facilities including lecture rooms, audio visual aids, library, and staff facilities is performed on an ongoing basis, and considered in internal and external review processes.

Issues regarding facilities may be formally identified through learner feedback or Module review and development plans and considered by the appropriate programme boards and reviewed at the AC and the SMG.

7.7   Information Technology and Computer Services

The purpose of the IT department is to provide suitable information technology and educational resources (including educational technology and any VLE provided as required by the College, identified at programme development and agreed at validation.

It is the responsibility of the Head of School to identify and specify the IT and computing requirements for programme delivery.

The IT department is responsible for the provision and management of sustainable computing facilities accessible to staff and learners.

The IT department works with academics and the Academic Management Team to systematically upgrade hardware and software in line with technical developments and advise the College on more effective tools and methodologies to enhance the learner experience.

Technical support services must be available during class contact and for at least the first hour of evening and weekend teaching to ensure that classes are set up appropriately.

All learners and staff of IBAT College Dublin have access to the computer facilities during the scheduled opening times.

The IT Manager is responsible for maintaining a comprehensive list of IT and computing resources and relevant specifications for review. The IT Manager is also responsible for ensuring that all software is properly licensed and copyright protocols are respected. Other responsibilities include firewalls, backups etc. - refer to Chapter 11.

7.8   Virtual Learning Environment (VLE)

IBAT College Dublin takes a proactive approach in its use of a VLE, Moodle for a blended approach to teaching and learning. Moodle is used extensively for all programme offerings in course management, content creation and delivery, communication and collaboration.

It is the responsibility of all lecturers to:

- Upload module guides including assessment schedule and key submission dates prior to commencement of a programme.

- Upload all lecture material or other class content before each lecture.

It is the responsibility of the Programme Administration Manager to check content has been uploaded and is accessible to the relevant learners.

Forum activities in Moodle are used by lecturers, staff and learners for online discussions which promote collaborative working, engagement and interactivity with all members of the group.

The use of Moodle allows lecturers to provide and display content and allows users to access the content in a controlled, secure environment. It encourages communication and collaboration in learning tasks, thus encouraging cooperation and adding to the learning experience of the learners.

Moodle is also used to manage continuous assessment and feedback. All assignments are required to be submitted in soft copy via the relevant Moodle page and through the relevant plagiarism detection software. Provisional results are communicated to learners via Moodle.

7.9   Library and Information Services

It is the responsibility of the Registrar to ensure the provision of Library and information services, support teaching, learning and assessment. These need to be fit for purpose, relevant, current, comprehensive, accessible to all learners and enhance the learning environment.

7.9.1   Library Services

IBAT College Dublin hosts libraries at the primary teaching campuses currently located at Wellington Quay and North Frederick Street. The role of the library service is to provide information services to support teaching, learning and assessment. Objectives of the library service are to:

- Identify and provide access to the learning resource services required to support the learning, teaching, and assessment activities of the College.

- Manage those resources efficiently and effectively.

- Maintain effective links with staff of the College in order to understand and, where necessary, respond to changes in education, approaches to learning, and corporate policy.
- Continuously monitor, review, and enhance the provision of library and information services.

The library collection comprises print texts, e-journals, e-books and online databases.

It is the responsibility of the Head of School to ensure all lecturers provide the library with updated reading lists for each of the taught modules.

The library commits to providing the latest editions of all core texts, including at least one reference copy and a minimum ratio of 1:10 core text to learner copies available for loan, and a ratio of 1:20 in respect of recommended texts. All reasonable supplementary reading and a general collection for learner use are also maintained.

The College Learning Portal provides staff and learners with an interactive platform where they can search the Library catalogue for titles and texts and offers a categorised, easy-to-use discovery tool service that facilitates researching across a number of subscribed academic databases, journals, glossaries, dictionaries, statistical data, and world news. The College Library online catalogue, enclosed in the Learning Portal, can also be used to reserve items that are on loan. Electronic resources are available off-campus, 24 hours a day. The library catalogue, e-books and databases can also be searched via a mobile device.

It is the responsibility of the Librarian to review the collection as defined in the Library Collection Policy (Appendix 7.1) and to maintain a comprehensive list of all library and learning resources for review.

The Librarian is a member of:
- The AC

- Programme boards

7.9.2 Induction and Information Literacy

Library inductions are provided for all new and returning learners, to familiarise learners with the library facilities, both physical and online.

Library induction comprises an introduction to:

- Evaluating information.

- Plagiarism; and

- Referencing.

Topics that will be discussed in detail during Information Literacy Workshops run in accordance with their academic timetable. Library induction supports users to locate material relevant to their studies and research through Information Literacy Workshops. Inductions are run three times a day during the first week of term, and once a day during the second week; subject-specific induction is presented by a member of library staff in the classroom setting, within the academic timetable, and upon request by a lecturer.

7.10 Careers Service

The IBAT College Dublin Careers Service provides information and guidance to learners regarding careers. A Careers Portal has been developed to help learners make informed career decisions, set realistic career goals and develop the skills necessary to accomplish their goals. The College's Careers Service provides a range of services to help meet the career planning, job search, career development and management needs of IBAT College Dublin learners. Information provided on the portal covers includes CV and cover letter writing; further study opportunities; job vacancies search; preparing for an interview; post-degree career options; resources for employers; seeking internships; and seeking work experience.

A wide range of jobs which may be of interest to IBAT College Dublin learners and graduates are posted on the IBAT College Dublin Job Portal.

The College runs an Annual Careers Fair to support learners and graduates career aspirations, to facilitate their engagement with employers and professional bodies, and to also consider post-programme progression options. The Careers Fair supports learners with any potential work placement or internship opportunities, while also hosting CV clinics. It also provides an opportunity for the College to promote its programmes in the presence of employers of graduates.

A first destination survey of recent graduates is undertaken to collect information on graduate destinations to inform programme review and development. This is reported to and considered at Programme Boards and the AC.

7.11 Alumni Organisation

The IBAT College Dublin Alumni network is a database of alumni, subject to relevant data protection legislation. Alumni are engaged in the visiting lecturer series and programme development. An alumnus is a member of the Audit Sub-Committee of the Board of Governors.

7.12 Equality and Diversity Policy (Learners)

IBAT College Dublin is an internationalised campus which values and promotes intercultural diversity, multiculturalism, and social integration. It supports an enriched international education experience for all members and stakeholders.

The College acknowledges its responsibilities and duties as an employer, and as an academic service provider, under the Employment Equality Acts 1998-2015, and therefore does not unlawfully discriminate on nine grounds, including gender, civil (marital) status, family status, sexual orientation, religion, age, disability, race or membership of the Traveller community.

The College regards equality as a critical component of QA which is aimed at improving the quality of education and academic and support services provided, while ensuring the maintenance of academic standards.

All College staff and learners are responsible for ensuring that they comply with this policy and that equal opportunity principles are respected across IBAT College Dublin.

IBAT College Dublin's specific commitment to educational equality includes:

- Promoting equality of access to all education programmes in the College and, in particular, access by socio-economically challenged individuals, by those who have a disability and by people from sections of society significantly under-represented in the student body.

- Continuing to develop, through the provision of appropriate support mechanisms, optimum individual educational attainment, as measured by completion rates, examination performance and progression.

- Promoting equality in the treatment of learners in interactions with College staff, within the student body, in the conduct of assessments, and in the provision of academic and support services.

- Promoting equality of participation in positions of leadership and responsibility within the student body - refer to section 7.4 above.

Where appropriate staff and learners may request access to a quiet, reflective space where they can practise private worship.

7.13 Student Affairs

Student Affairs is responsible for the provision of pastoral care, disability support services, counselling services, accommodation services, coordination of College clubs, societies and learner events and managing the Student Hardship Fund.

It is the responsibility of the Dean and the SMG to ensure the department is adequately resourced to provide sustainable services and that those services are monitored, reviewed and enhanced as appropriate.

The Student Affairs Coordinator is a member of:

- The AC

- Programme boards

7.13.1 Pastoral Care

For the purposes of this QAH, pastoral care is defined as the range of learner supports and services that are provided for learners' emotional, psychological and spiritual wellbeing.

It is the responsibility of all College staff to contribute to the pastoral care and wellbeing of learners. Academic staff and Programme Administration Managers are particularly well placed to observe behaviour in the learning environment that might indicate that a learner is in need of support. The College is committed to providing relevant and timely pastoral support.

Learners may approach or be referred to the Student Affairs Coordinator to identify relevant supports.

The College applies The Code of Practice for Provision of Education and Training to International Learners – QQI 2015. All International Learners enrolled on QQI programmes are covered by the College's health insurance plan and all programmes offered to international learners have been placed on the Interim list of Eligible Programmes.

7.13.2 Disability Support Services

IBAT College Dublin disability support service provides support for learners with disabilities and to assist the achievement of educational goals.

Disability support requirements should be identified by applicants at the time of their admission to the programme to ensure the College can evaluate any additional supports

required - refer to section 5.6.5. Once registered on a programme the learner can access the disability service or Reasonable Accommodations via Student Affairs (section 8.8).

Where not identified on admission, any disabilities, specific needs, or any ongoing issue that may affect performance should be declared to the Student Affairs Office as soon as practical. The Student Affairs Coordinator is responsible for identifying supports and coordinating with the Facilities Manager, Programme Administration Manager, Librarian and/or Registrar's office to ensure adequate supports are in place.

To register for Reasonable Accommodations the Student Affairs Coordinator will record the application and liaise with the Registrar to approve. The Student Affairs Coordinator will then liaise with academic staff to ensure classroom supports are implemented – refer to section 8.8. IBAT College Dublin is a member of AHEAD and uses the accommodations as described in 'The Policy, Guidelines and Procedures for the Granting of Reasonable Accommodations in Examinations to Students with Disabilities' – Disability Advisors Working Network.

Appeals regarding the provision of appropriate and adequate Support Services are considered by Head of School.

7.13.3 Counselling Services

Learners can access a confidential counselling service by contacting the College's Student Affairs Coordinator to arrange a referral.

Appointments can usually be made within three working days of first contact. The College has a dedicated (private) space available for counselling services provision to facilitate the confidentiality of this service for learners.

7.13.4 Accommodation Support

IBAT College Dublin provides an accommodation support for international learners to support their move to Ireland and help them to settle in and acclimatise. The College's

---

Student Affairs Coordinator maintains a list of accommodation providers across the city and suburbs offering student residences and homestays. All the providers' houses and apartments are along bus/Luas routes and within easy reach of the College campuses.

A prospective host family/organisation is required to complete a detailed application form stating personal details, accommodation details/information, room itinerary, local amenities, transport information, meal options etc. The Student Affairs Office undertakes a visit to the proposed accommodation to ensure that appropriate standards are met. To remain on the list of suitable accommodation the Student Affairs Coordinator visits once every two years. Where there is a legitimate complaint from a learner, alternative accommodation is found and the provider removed from the list of suitable accommodation.

Once the accommodation is deemed suitable the College allocates learners to accommodation on a first-come first-served basis, provided all fees are paid in full and the College has received flight and passport details. If the learner requires a visa, then the receipt of the visa will be required in order to book accommodation.

An accommodation confirmation letter (confirming all the information regarding the booking, along with the accommodation address, contact name, contact number, email address, arrival procedure and emergency telephone number) and airport pickup details (if applicable) is sent to the learner prior to them leaving their home country.

7.13.5   IBAT College Dublin Student Clubs and Societies

College clubs and societies provide opportunities for friendship, social development and personal growth contributing to a broad and positive experience of tertiary education.

Learners are encouraged to participate in clubs and societies within the College, and learners are encouraged to set up their own societies and work on developing new and improving existing skills, including social ones. Societies are run by learners with the support of College administration staff, and particularly the Student Affairs Coordinator. Examples of

clubs and societies include volunteering/action/religious, debating (movies/books/business), political, social, gaming, meditation classes, artistic and performance, and sport clubs.

The Student Affairs Office also organises a programme of social and cultural events to promote learner integration and for international learners to experience and enjoy the culture of the country they are visiting.

7.13.6 Student Hardship Fund

A Student Hardship Fund has been established by IBAT College Dublin to provide an interest free short-term loan (maximum two weeks) which is available to all IBAT College Dublin learners.

The fund may be accessed in a variety of emergency situations by contacting the Student Affairs Coordinator. An application form with relevant supporting documentation is required and assessed on an individual basis by the Student Affairs Coordinator and Head of School

On approval, the learner signs the Hardship Fund Loan agreement, which lays out the amount borrowed and agreed date for repayment. All relevant documents are scanned and recorded in the LMS except in cases where confidentiality is required. Details of the loan are recorded in the Hardship Fund Loan tracking spreadsheet, which is subject to audit as a financial record of the College.

7.13.7 Payment Plans

For EU learners the College offers the facility to pay fees in instalments once a deposit has been paid to secure their place. The College also offers learner-initiated plans and direct debit plans, both of which are designed to allow a learner to pay fees at a rate they can afford, while, in some cases balancing work with study.

Payment plans may be extended to a non-EU learner provided they are entering the second or subsequent year of their programme, are paying in advance, and if their visa is current.

7.13.8 Health Services

Learners requiring advice on accessing medical support or care are referred to Student Affairs who advise on accessing such support and hold the details of local General Practitioners and Medical Centres.

7.14 Academic Supports and Retention Strategy

The policy for the provision of academic supports is aligned to the College's retention strategy and is designed to:

- Enable all learners to successfully participate in the programmes delivered at IBAT College Dublin.

- Provide academic supports for enrolled learners who have special education and training needs.

- Ensure academic supports are considered in the context of a diverse learner population including mature, part-time, employed, international learners, as well as learners with disabilities.

- Comply with the Code of Practice for Provision of Programmes to International Learners by providing appropriate in-service supports in areas such as English language, learning skills, information technology skills etc. to address the particular needs of international learners and enable such learners to successfully participate in the programme.

Refer also to Chapter 6 –Teaching and Learning, for further detail regarding learner success and academic retention strategy.

It is the policy of IBAT College Dublin to deliver at least the number of contact hours agreed in the Approved Programme Schedule and to this end will reschedule classes missed in the event of public holidays, or other unavoidable situations that resulted in class cancellation.

7.14.1　　Attendance Monitoring

A significant element of the College's retention strategy is to ensure learners attend lectures and tutorials. There is extensive research to show that there is a direct relationship between learner performance and attendance at lectures.

International learners' resident in Ireland on a student visa are required to study full-time (minimum 15 hours per week) and to maintain an attendance of a minimum of 85% in all classes. Attendance is monitored on a weekly basis. IBAT College Dublin is required by the Garda National Immigration Bureau to report any visa required learner whose attendance is below this threshold.

It is the responsibility of the Programme Administration Manager to coordinate the formal recording of attendance. This is carried out by sign-in sheets and a comparison with a head count. Academic staff are supported by Programme Administration Managers who carry out frequent checks of signatures.

It is the responsibility of the Student Affairs Office to supply the Garda National Immigration Bureau with updated lists of learner attendance periodically and at a frequency agreed with the bureau. This is detailed in the Data Protection Policy.

If a learner on a higher education programme at the College is repeatedly not attending class, they will be first given a preliminary warning by email. If there is no improvement in attendance and/or requirements are not being met, a further email is sent to advise learners of the situation. Failure to respond to either of these results in learners being advised by email to attend a meeting with the Programme Administration Manager and Head of School discuss the situation. Remedial action is taken where/as necessary.

Where a learner is not attending class, does not have mitigating circumstances and does not engage with the Programme Administration Manager, it may be necessary to formally withdraw them from the programme. This process is implemented by the Head of School, with the guidance of the Registrar.

Attendance records and trends are reviewed at Programme Boards for analysis and action if appropriate, and are included in the Programme Monitoring Report to the AC.

7.14.2 Meeting with Academic Staff

The Head of School and the Programme Administration Manager are available to meet with learners who formally request an appointment. In addition, the Programme Administration Manager has designated office hours to meet learners without an appointment.

All lecturers employed by the College are required to be available to learners outside direct contact hours, normally by appointment. To support part-time lecturers' presence on the campus and hence their availability to learners, the College ensures that the lecturers are integrated into routine College operations and communications.

7.14.3 Additional Tutorial Support

In addition to timetabled tutorial sessions and where a need has been identified, the Programme Administration Manager liaises with the Head of School to organise formal tutorial support where learners can come together to work on particular areas in more detail. This tutorial support is particularly relevant to support learner retention, and is generally provided in areas such as numeracy, academic writing, and information technology skills.

Additional tutorials may also be provided by the College in advance of reassessment opportunities, to support learners' potential assessment success, and ultimately their retention and progression.

7.14.4 Academic English Language Support

All learners admitted to academic programmes must have the required English language qualifications. However, additional support will be offered to learners who request it or are identified by academic staff as requiring some additional support in this regard.

The Programme Administration Manager liaises with the English Language School to organise formal English-language support classes, where learners can sit with an English language teacher and work on particular areas in more detail.

These classes are scheduled in such a way that learners get individual attention from a designated tutor, while the issues are discussed and supplementary material and homework may be provided, along with tips for further development.

The service is language-based and focuses primarily on learner challenges within the lecture context, from structuring essays, and organising arguments in written form, to oral presentation skills. Teachers are also available to focus on specific grammatical or lexical issues including formal correspondence and business-based vocabulary.

English tutors do not focus on specific assignments or topic areas and proofreading or advice on dealing with assignments fall outside of the remit of the service.

7.14.5   Support for the prevention of Academic Misconduct

Academic Misconduct is defined in section 8.16. It is the policy of the College to ensure all learners are aware of what academic misconduct is, how it can be avoided and the penalties if learners were to engage in academic misconduct which undermines teaching, learning and assessment.

It is the responsibility of the Head of School to ensure that there is adequate information supplied in respect of academic misconduct to both staff and learners.

The College provides academic writing, research methods and English language supports workshops (free of charge) to learners to support their academic writing and referencing as both in-sessional supports and as anti-plagiarism tools. The library service provides information literacy supports both independently, as Information Literacy Workshops and where those skills are embedded in the curriculum.

It is the responsibility of the Registrar to ensure that there are robust processes for dealing with academic misconduct to preserve the integrity of the College's assessment processes.

The College hosts an anti-plagiarism software support packages which learners can access through the LMS prior to the submission of their assessment material through Moodle. This facilitates a learner to reflect on the content of their assessment item and the associated referencing before final submission.

IBAT College Dublin uses SimCheck as its anti-plagiarism tool (Moodle) for non-ATU programmes, and TurnItIn for ATU programmes (Banner).
Refer to section 8.16.6 for the policy for the use of anti-plagiarism detection software.

7.15   Learner Complaints

Complaints from learners may encompass a variety of issues including complaints regarding resources, staff or peers. This procedure applies to all formal complaints (except as set out below). For a summary see Figure 7.1 below.

Complaints from learners may come to IBAT College Dublin staff from a variety of sources; these can be from general dissatisfaction which can be managed locally or a specific complaint. In the cases of a specific complaint the learner should initially refer to the relevant Programme Administration Manager, or where the complaint refers to the School, the Registrar's office. The Programme Administration Manager or the Registrar's office will explain the process as laid out in Figure 7.1, and initiate Stage 1.

Complaints made anonymously will not normally be investigated.

The following areas fall outside the scope of the complaints policy:

- Learners appealing against an admissions decision are referred to section 5.13.
- Learners appealing the decision of an Examination Board, a mitigating circumstances decision, the Academic Misconduct Committee or the Student Disciplinary Committee should refer to the Appeal Board (Chapter 8).

Complaints from members of the public are dealt with by the Managing Director. Complaints from members are staff are considered the Employees Handbook.

IBAT College Dublin provides a clear three-stage procedure for learners to complain to the College about the level of service or treatment which may have fallen short of what might reasonably be expected from the College.

All complaints are treated confidentially. The complainant, together with any friend or representative, is also required to observe confidentiality in respect of the complaint.

Learners shall not be disadvantaged for lodging a complaint in good faith. However, if a complaint is found to be malicious, the complainant may be subject to the College's disciplinary procedure.

7.15.1 Stage 1: Informal Procedure

This is the informal stage for complaint resolution. Complainants are expected to make every effort to resolve locally and informally an issue of concern.

The complainant describes the nature of the complaint to the relevant Programme Administration Manager or Student Affairs Coordinator depending on the nature of the complaint.

The Programme Administration Manager or Student Affairs Coordinator explains the complaints process to the learner and determines who best should consider the complaint and then notifies Head of School or a senior manager as appropriate.

Where possible the issue should be resolved informally between the individuals concerned normally within fifteen days and any outcome communicated to the complainant and recorded on the LMS.

Where a resolution is not possible or where the complainant feels it is not appropriate, the learner may proceed to Stage 2.

7.15.2 Stage 2: Formal Procedure

This is the formal stage for complaint investigation.

A learner may make a formal complaint if they are not satisfied with the outcome of the informal process or where the nature of the complaint is deemed serious enough to progress to Stage 2 immediately. Where an informal process has been attempted, the complainant must initiate Stage 2 within 15 days of the outcome of the informal process.

The learner must make the complaint in writing on the IBAT College Dublin Complaint Form (F7.1) and address it for the attention of the Registrar.

The Registrar or nominee acknowledges receipt of the complaint normally within five working days and determines if the complaint is within the remit of the complaint's procedure. At this stage the Registrar or nominee may meet with the complainant to clarify the nature of the complaint or gather further information prior to any investigation.

The outcome of the deliberation is communicated to the complainant normally within 21 working days.

If the complainant remains dissatisfied, then they are advised to progress to Stage 3.

7.15.3 Stage 3: Appeal against the Outcome of the Complaints Process

This stage provides an opportunity for review of the Stage 2 outcome, where the complainant requests a review of the outcome of their complaint.

The complainant may appeal the outcome of the complaints process in the following circumstances:

I. Where there was substantive irregularity in how the process was conducted.

II. Where relevant information has come to light or was overlooked that would have changed the outcome of the process.

III. Where the decision reached was unreasonable or perverse.

The complainant must appeal within 10 working days of notification of the outcome of the complaints process. The appeal is made in writing, to the Head of School, citing one of the three grounds above. The Head of School considers the appeal and if there are adequate grounds convenes an ad hoc group normally comprising the Head of School, one other member of staff and one external independent member. The group hears the appeal and makes a final judgement – this process will normally take 15 days after which time the Dean notifies the complainant of the outcome. In cases where the Dean was involved in an earlier stage the Managing Director manages the appeal.

There is no further basis for appeal within the College.

7.15.4 Stage 4: Formal Complaint to the Awarding Body

Any learner enrolled on a programme delivered by IBAT College Dublin may, where applicable, pursue a complaint directly with the awarding body (e.g., QQI for QQI awards and ATU for ATU awards). The awarding body will first determine if the learner has exhausted the College's formal procedures. If this is the case the complaint will be considered by the awarding body. If the learner is not satisfied with the outcome from the awarding body, they have access to the Office of the Ombudsman. (The Office of the Ombudsman will hear complaints regarding publicly funded bodies; the Office of the Ombudsman for QQI & ATU Awards Complaints regarding IBAT College Dublin are outside the remit of the Office of the Ombudsman.

7.15.5 Conflict of Interest

There may be special circumstances, including a conflict of interest, requiring another post-holder to undertake the functions assigned to the post-holder referred to in this policy.
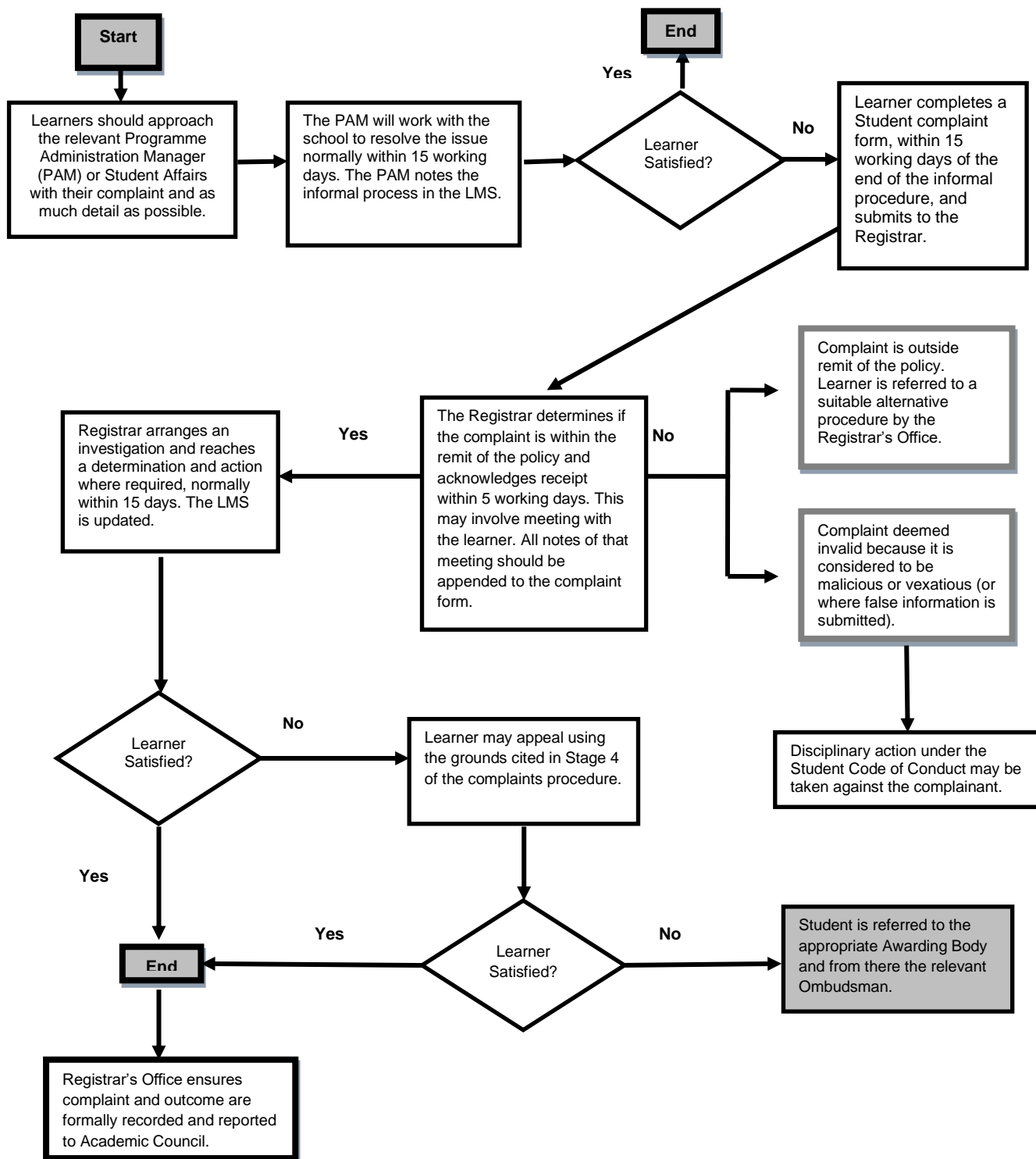
Figure 7.1: IBAT College Dublin Complaints' Procedure

7.16 Student Disciplinary Committee

The Student Disciplinary Committee considers cases where a learner has allegedly engaged in misconduct. Misconduct is defined as conduct which is intended or is likely to disrupt teaching, learning, study, research, events, recreational activities, meetings, examinations, administration or other activities. All students are expected to be considerate to the needs of fellow students, staff, visitor's to IBAT College Dublin and the wider public. Students are expected to be respectful of college activities, property, and the surrounding environment. This is elaborated in IBAT College Dublin Policy on Student Code of Conduct (AP 1.4)

7.16.1   Membership of the Student Disciplinary Committee

The Student Disciplinary Committee is chaired by the Registrar and comprises three other members as appointed by the Managing Director and an external representative where appropriate.

A member of the Registrar's office is in attendance to take a record of the proceedings.

For the purposes of student records and assigning resources and time involved to investigating cases and considering penalties, misconduct may be classified as:

- Minor infringement

- Major infringement

- Gross misconduct

This classification is based on the nature, extent, seriousness and impact of the misconduct and is agreed by the Student Disciplinary Committee. Any misconduct that could be classified as a criminal offence is automatically classified as gross misconduct. However, gross misconduct is not limited to criminal activity.

In order to support a charge under any of these heading's proof presented in support of that charge must be considered to be beyond all reasonable doubt by the Student Disciplinary Committee. This provides protection for both IBAT College Dublin and the learner. IBAT

College Dublin reserves the right to report gross misconduct to the appropriate authorities where appropriate.

7.16.2 Process

Minor infringements are normally expected to be handled locally within the school and considered by the Head of School.

Where an allegation has been received that is within the remit of the Student Disciplinary Committee the Registrar is notified. The Registrar then appoints an appropriate manager such as Head of School to investigate the incident.

7.16.3 Investigation

IBAT College Dublin retains the right to suspend a learner suspected of gross misconduct whilst the investigation into the incident is taking place. Such investigations shall be conducted as quickly as possible to limit the academic impact on the learner. In this instance the learner will be informed in writing of their suspension by the Registrar. They will be requested to cease conduct with any other parties involved during this period.

The Head of School conducts the investigation and on completion a report is issued outlining the reasons to call the learner before the Student Disciplinary Committee. The learner is notified in writing by the Registrar's office and a copy of the findings of the investigation is made available.

A learner who is the subject of the Student Disciplinary Committee is required to attend the meeting and has the right to be accompanied and to present their own case.

If a learner fails to attend or chooses not to attend the hearing, the hearing shall proceed in their absence.

7.16.4 Hearing

Following the hearing the Student Disciplinary Committee shall reach a decision on the case at hand and will apply a penalty appropriate to the offence committed. The learner shall be notified in writing of the outcome normally within 72 hours of the hearing.

In the event of the learner choosing to exercise their right of appeal, the application of the disciplinary penalty shall be suspended pending the outcome of the appeal. In the event of the learner not choosing to exercise their right of appeal, the disciplinary penalty shall be applied.

7.16.5 Penalties

In the case of minor infringements, the Registrar will issue an oral warning to the learner which shall be effective for six months. A note shall be retained on the learner's file.

In the case of major infringements, the Registrar shall issue a written warning which shall normally be effective for 12 months unless otherwise stated at the time of issue. A copy of the written warning shall be retained on the learner's file.

In the case of a second major infringement, the Registrar shall issue a final written warning that shall normally be effective for the remainder of the learner's programme of study. A copy of the written warning shall be retained on the learner's file.

It should be noted that in the case of a major infringement, the circumstances may be considered so serious as to warrant the issuance of a final warning without prior warnings. A further major infringement subsequent to the issuance of a final warning shall normally lead to the learner's expulsion. A permanent record of expulsion shall be retained on the learner's file and communicated to the relevant authorities where appropriate.

In the case of gross misconduct, the appropriate penalty is immediate expulsion. A permanent record of expulsion shall be retained on the learner's file and communicated to the relevant authorities where appropriate.

Following a Student Disciplinary Committee Hearing, a learner may be required to:

- Give a written undertaking as to their subsequent conduct within IBAT College Dublin.

- Give a verbal or written apology to the parties impacted by their behaviour.

- Cover the cost of damage to property (College or personal).

7.16.6   Appeal against a Decision of the Student Disciplinary Committee

The outcome of a Student Disciplinary Committee may be appealed on the following grounds:

- Procedural irregularity which, had it not occurred, might have impacted significantly on the validity of the original hearing and the subsequent penalty.

- New evidence which could not reasonably have been made available to the initial disciplinary hearing.

- That the penalty imposed by the disciplinary hearing was too severe bearing in mind the circumstances of the case.

The appeal must be submitted within 10 working days of notification of the outcome. It should be made in writing to the Head of School who will determine if there are grounds for appeal. If it is found that the appeal has merit an Appeal Board will sit.

7.16.7   Appeal Board

The Appeal Board considers cases where a learner has provided legitimate grounds to appeal the decision of:

- An Examination Board

- An Academic Misconduct Committee

- A Student Disciplinary Committee

Grounds for an appeal in each of the cases above can be found in sections 8.15, 8.16 and 7.16.6 respectively.

The Appeal Board is chaired by the Managing Director and comprises three persons appointed by the Managing Director, at least two of which are external with appropriate senior academic experience.

The membership has to be independent of those that dealt with the original case. Where there is a conflict of interest an alternative and appropriate post-holder may be substituted.

7.16.7.1 Legal Proceedings

In the event of a learner commencing legal proceedings or in the event of proceedings being commenced against the complainant in relation to a complaint, the above procedures may be suspended or abandoned at the discretion of IBAT College Dublin.

7.16.8 Confidentiality

If the Student Disciplinary Committee is satisfied at any stage within these procedures that misconduct has not taken place, no documentation relating to the alleged misconduct and the associated investigations shall be retained on the learner's file. The disciplinary process, once entered into, is confidential to all parties. Therefore, it is essential that any individuals involved in the process respect this paramount need for confidentiality. Breaches of such confidentiality may lead to disciplinary action being taken.

CHAPTER 8 ASSESSMENT AND STANDARDS

*ESG Standard 1.3: **Student-centred Learning, Teaching and Assessment***

Standard: Institutions should ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach.

*ESG Standard 1.4: **Student Admission, Progression, Recognition and Certification***

Standard: Institutions should consistently apply pre-defined and published regulations covering all phases of the student 'life cycle', e.g., student admission, progression, recognition and certification.

Note for 2020/21

For the Academic Year 2019/20 and 2020/21" A Contingency Plan for On-Line Delivery and Assessment" was implemented. The document was endorsed by the External Examiner, approved by the Academic Council and submitted to QQI. It can be found in the IBAT Associated Policies 2020/21.

The Contingency plan covered the BA (Hons) in Business and is valid from 13th March 2020 to the end of the 'College Closure'.

Assessment

The document is the QA record for the revised assessment strategy. The revised strategy applies only to the period of closure mandated as a result of the current global pandemic. Support for learners whilst maintaining the integrity of the award are the primary concerns.

This approach was informed by the 'Guiding Principles for Alternative Assessments' (Devised in response to the covid-19 emergency restrictions) - QQI 26 March 2020

The Contingency Plan does not apply to the award stage.

8.1   Assessment Policy

IBAT College Dublin is committed to the fair, transparent and consistent assessment of all learners registered with the College. All assessment is managed within a rigorous QA framework, which promotes effective teaching and learning and is aligned to appropriate academic standards.

The Standards and Guidelines for Quality Assurance in the European Higher Education Area has become the benchmark for QA in Europe. It states that 'the assessment of students is one of the most important elements of higher education'. The assessment of learning measures the achievements of learners, and by extension, the effectiveness of programmes. The fundamental precepts are:

1. Learners are responsible for demonstrating their learning achievement.

2. Assessment supports standards based on learning outcomes.

3. Assessment promotes and supports both effective learning and teaching.

4. Assessment procedures are credible.

5. Assessment methods are reviewed and renewed as necessary to adapt to evolving requirements.

6. Learners are well informed about how and why they are assessed.

This chapter is informed by:

- Assessment and Standards – QQI, Revised 2013.

- Quality Assuring Assessment Guidelines for Providers – QQI, Revised 2013.

- Effective Practice Guidelines for External Examining – QQI, Revised 2015.

- Guidelines for Managing Assessment Processes – IoTI, Jan 2016.

- The Policy, Guidelines and Procedures for the Granting of Reasonable Accommodations in Examinations to Students with Disabilities - Disability Advisors Working Network.

ATU Marks & Standards Policy (Doc. No: AQAE005 Rev No: 002) The IBAT College Dublin documents relevant to assessment are:

- This policy

- The Approved Programme Schedule or Programme Specification per programme.

- IBAT College Dublin Assessment Strategy (AP1.5).

- IBAT College Dublin Teaching and Learning Strategy (AP1.6).

- Assessment Workload Guidelines (AP 1.5)

- Guidelines on Assessing Group Work (AP 1.12)

- Regulations for the Management of Assessment and the Conduct of Examinations Appendix 8.1.

- Forms and Templates as referenced in this policy.

8.2 IBAT College Dublin Principles of Assessment

The College manages its assessment processes based on the six fundamental precepts above and applies the following principles:

i. Assessment is an integral part of programme design and is constructively aligned with the programme/module learning outcomes.

ii. Assessment opportunities support standards based on learning outcomes.

iii. Assessment is fit for purpose, authentic, relevant and varied.

iv. There are clear and consistent assessment criteria prepared by the examiner and these are provided to the learner at the time the assignment is set.

v. Assessment is transparent.

vi. Assessment is valid, reliable, and free from bias.

vii. The assessment framework facilitates the learner's learning and informs and supports learner progression.

viii. The assessment process is inclusive and equitable.

ix. Learners are provided with opportunities to demonstrate the extent to which they have achieved the programme learning outcomes.

x. Learners are provided with feedback on assessment that is timely and promotes learning and facilitates improvement.

xi. The management of assessment is efficient, especially regarding the amount and timing
     of assessments, takes into account learner workloads and allows time for learner
     reflection.

xii. The processes for appeals and complaints are straightforward, clearly communicated
     and executed in an efficient and timely manner.

xiii. The staff development policy and strategy that supports the College to ensure that all
     staff involved in the assessment of learners are competent to undertake their
     responsibilities.

8.3   Responsibilities for Assessment

Revisions to this chapter, policy and/or procedures may be proposed or recommended by
the Programme Board and are subject to the approval of the Academic Council.

8.3.1   The Academic Council (AC)

The AC has overall formal responsibility for summative assessment. These regulations are
subject to the approval of the AC. The College's Assessment Strategy (AP1.5) is subject to
the approval of the AC. Any individual or committee with the authority for the summative
assessment of learners enrolled on programmes receives that authority, either directly or
indirectly, from the AC.

The Examination Board has the final decision regarding assessment results. The
Examination Board is subject to periodic review of its operations by the AC and the AC
oversees appeals of decisions of the Examination Board; this responsibility is delegated to
an Appeal Board chaired by the Chair of the AC – refer to section 8.15.

The AC is responsible for monitoring the overall assessment process and ensuring issues
are addressed and good practice is sustained. The AC receives and reviews the minutes of
the Examination Boards, the Examinations Reports, which contains details on any trends or
anomalies in assessment, External Examiners Reports, Progression and Retention Report

and Annual Programme Monitoring Reports and other such reports or audits that it deems necessary to discharge its responsibilities for summative assessment.

The AC approves External Examiner nominations for appointment by the College.

Refer to section 11.9 for table of key performance indicator reports.

8.3.2 Registrar

The Registrar has executive responsibility for the overall management of assessment and conduct of examinations and is tasked with ensuring the effective implementation of policies and procedures approved by the AC.

The Registrar is responsible for ensuring all learners are properly registered for the examinations and resit examinations as appropriate and ensuring that processes covering reasonable accommodation, mitigating circumstances, academic misconduct and appeals are implemented.

The Registrar is responsible for handling, managing, and recording assessment data and compiling and maintaining the Examination Board broadsheets.

The 'Regulations for the Management of Assessment and the Conduct of Examinations' can be found in Appendix 8.1. The procedures include:

i. The organisation of examinations.

ii. Mechanisms to ensure security of assessment material, including examination papers and scripts.

iii. Arrangements for the archiving and retention of learner assessment data including, transcripts, the relevant curricula, and such information as is required to facilitate the issue of a Diploma Supplement, subject to the College's Data Retention Schedule (AP1.10), refer to Chapter 11.

8.3.3 Dean

The Dean is responsible for the College's teaching learning and assessment strategies that provide a framework within which programme and module assessment strategies are developed and to ensure that these strategies are current and informed by best practice.

The Dean is responsible for ensuring that assessment is conducted within the QA framework, including, but not limited to, managing the process of moderation and external examining.

The Dean is responsible for ensuring the Examiners Meetings and the Examination Board are conducted in accordance with these regulations.

The Dean has overall responsibility for managing programme level assessment. This includes the development of the programme assessment strategy prior to validation, refer to section 3.4.5.1, the implementation of that strategy by ensuring academic staff are assessing modules in accordance with the Approved Programme Schedule; and ensuring that academic staff fulfil their obligations in respect of marking, moderation and providing feedback to learners.

The Dean is responsible for the monitoring and analysis of learner performance to initiate enhancement activities and for liaising with external examiners to facilitate improvement.

The Dean is responsible for consulting with the teaching and assessment team to ensure coordination of all module assessment strategies. It is their role to ensure that the module assessment is aligned with the overall programme assessment strategy, to ensure the teaching team select appropriate assessment instruments to assess the learner's achievement of the learning outcomes and to determine strategies for reassessment. The teaching team is also responsible for ensuring that the policy and procedures governing assessment are properly observed, such as security of examination material, moderation and responding to external examiners. See also section 8.10 below.

8.3.6   Internal Examiners

The role and responsibilities of internal examiners are outlined in section 8.10 below.

8.3.7   Moderators and External Examiners

The role and responsibilities of Moderators and External Examiners are outlined in sections 8.10.3.2 and 8.14 below.

8.3.8   Learners

Learners must check that they are properly registered with the College for the programme for which they intend to be assessed. Each programme has a defined registration period, including deferral, recorded in the Programme Document. If a learner exceeds the maximum registration period they must be withdrawn from the programme.

Learners are responsible for demonstrating that they have achieved the learning outcomes for each module.

Learners are expected to strive for academic integrity with the support of the College and to undertake assessment tasks honestly and truthfully, shunning plagiarism and other forms of academic misconduct.

Learners are responsible for keeping up to date with the examination timetables and presenting themselves for assessment at the agreed time, noting that timetables are subject to change with reasonable notice.

8.4   Documentation

There are two documents governing assessment at programme level:

1. Assessment and Standards - this chapter

2. Approved Programme Schedule or Programme Specification

The policy, regulations and procedures laid out in this chapter apply to all programmes delivered by IBAT College Dublin and awarded by QQI. Any special regulations applying to a particular programme and agreed at validation will be recorded in the Approved Programme

Schedule which is available to teaching teams, external examiners, and the Examination Board.

Programmes Awarded by ATU are regulated by the Quality Assurance Handbook – 2022, Chapter 5 – Assessment: Taught Programmes.

All relevant policies, regulations and guidelines are made available to learners on the intranet, through Moodle and in Banner. They also are contained in the Student Handbook - refer to section 7.3.2.

8.5   Conflict of Interest

Any person involved in the IBAT College Dublin assessment process (including examiners, external examiners and invigilators etc.) must be familiar with this policy. If any such person has an actual or perceived conflict of interest (such as a staff member with access to an examination paper with a personal link or professional association to one or more learners sitting the examination, that might influence his/her ability to be objective, or where a staff member is also a learner of the College), this should be declared, in writing, to the Registrar. The Registrar will make appropriate arrangements to safeguard the integrity of the assessment process; in the case of any doubt, advice should be sought in advance from the Registrar.

8.6   Registration for Assessment

Learners who are registered with the College are automatically registered for the examination for the programme on which they are enrolled. Maximum registration periods for a programme are normally:

Programme Duration/ Minimum Registration Period (Years)	FT/PT	ECTS	Maximum Registration Period (Years)
3	FT	180	6
4/5	PT	180	10
4	FT	240	8
5/6	PT	240	12
1	FT	60/90	2
2	PT	60/90	4

Figure 8.1:   Registration Period [Note: exceptions apply for learners with exemptions]

Where a learner's registration period expires, including periods of deferral, they are notified and formally withdrawn at the next Examination Board for that programme.

Where a learner has failed a module, they will be automatically registered for the next available sitting until they have exhausted sittings (maximum of four attempts), unless formal arrangements have been made under the policy for Reasonable Accommodation - refer to section 8.8.

8.7   Deferrals

A learner may be granted a deferral of an examination, a module or a stage under the IBAT College Dublin Reasonable Accommodation Policy - refer to section 8.8. Deferral of a programme is considered in section 5.12.

In cases where a deferral has been granted, the learner will be recorded as deferred for that examination and the subsequent attempt will be treated as a first sitting for the purposes of

progression and award calculations. Any marks already awarded for completed module components in that module will be carried forward.

8.8 Reasonable Accommodation Policy

IBAT College Dublin is committed to a policy of reasonable accommodation to meet individual needs and enable full access and participation for all learners with specific needs or where exceptional mitigating circumstances temporarily prevent them participating in the academic and/or assessment process.

8.8.1 Disabilities

In the case of specific needs or an ongoing issue for learners that may affect performance, the issue must be declared to Student Affairs Office (refer to Chapter 7) as soon as practicable. The Student Affairs Office will liaise with the learner, the School and the Registrar's office. Supporting documentation must be supplied in advance of any arrangements being made. Appropriate mitigation will be considered in consultation with the Dean. All learners granted reasonable accommodations will be registered with the Registrar's office. The Student Affairs Office is responsible for liaising with the School to ensure agreed supports in respect of teaching and learning are made available.

IBAT College Dublin is a member of AHEAD and undertakes to apply the accommodations as described in 'The Policy, Guidelines and Procedures for the Granting of Reasonable Accommodations in Examinations to Students with Disabilities' – Disability Advisors Working Network.

8.8.2 Mitigating Circumstances

Learners should seek advice and support offered by the College via the Student Affairs Office in circumstances where an assessment is missed or their performance may have been adversely affected due to a health, family or financial problems.

In the case of missing an assignment deadline, the learner must notify the lecturer who will direct them to the Programme Administration Manager who may arrange for an extension or advise the learner to apply for consideration of mitigating circumstances - refer to section 8.8.2.1. Where a learner has not communicated with the College staff a late penalty will be applied - refer to section 8.9.

In the case of an examination where a learner knows in advance that they are going to miss the examination, they must apply to the Registrar's office for authorised absence from the examination via a formal application for the consideration of mitigating circumstances (section 8.8.2.1).

In the case of missing an examination due to an unforeseen circumstance or being taken ill during an examination, then the learner must apply for the consideration of mitigating circumstances (see section 8.8.2.1) as soon as they are well enough to return to College.

In cases of an ongoing issue, a learner may apply for a leave of absence, a deferral or an alternative assessment or additional supports in cases involving disability. An alternative assessment will be aligned to the same learning outcomes and be of the same standard as the original assessment.

8.8.2.1   Application for Consideration of Mitigating Circumstances

To apply for consideration the learner is required to fill out the Request for Mitigation Form [F8.1] available from the Registrar's office and submit it to the Registrar's office with all relevant paperwork. The form is screened for eligibility by the Registrar's office and if it is deemed valid will be passed to the Registrar for consideration, prior to the appropriate Examination Board.

Where there is a suite of examinations at the same time, a learner may not select to take some and present mitigation for others, unless there were special circumstances.

Where a learner is taken ill just before or during an examination the invigilator should be notified, and the circumstance recorded in the Invigilator's Report. The learner may fill out the Mitigating Circumstances Form on their return.

In all cases medical certification will be required – such certification must be issued by recognised practitioners and dated at the time of the illness and not be retrospective.

Where a learner presents at an examination, they have deemed themselves fit to take that examination.

The Registrar and Dean will meet to consider those applications that the Registrar has approved for the consideration of mitigating circumstances.

They determine:

- If the circumstances presented were exceptional and may have affected performance.

- The degree to which the performance may have been affected.

- The actions taken to mitigate the effect on performance.

The typical outcomes where a case is upheld are:

- The learner is allowed to defer the examination.

- Penalties for late submission may be lifted or reduced.

- Consideration will be made in respect of borderline cases, where there is other evidence the learning outcomes have been achieved.

In all cases the nature of the mitigating circumstances is confidential and the Examination Board is provided with sufficient information to discharge their duty.

The Programme Administration Manager will note the decision and liaises with the Registrar's office to update the LMS.

All applications for reasonable accommodations and mitigating circumstances are recorded and an overall, anonymised, analysis is included in the Registrar's Examination Report to the AC - refer to section 11.9.

Deferrals are not indefinite, learners who defer an examination must take that examination at the next available sitting or apply to renew the deferral. The learner's registration status must also be taken into consideration.

8.9   Extensions and Late Submission of Assessed Coursework

A learner may apply for an extension to the deadline for an element of continuous assessment under the College's policy for reasonable accommodation.

Extensions are considered only where written application is submitted to the lecturer in advance of the deadline with supporting evidence as to why the extension is warranted (e.g., medical certificate). Extensions to coursework may be approved by the Programme Administration Manager who will consult with the Dean as appropriate. Technical problems, such as computer failure or viruses, are not deemed legitimate reasons for late submission or non-submission of work. The only exception is if the College's system for submission of coursework is not operating and in those cases a report will be sent from IT to the Registrar's office and Dean to ensure learners are not disadvantaged.

If an extension has not been granted and work is submitted after the extended due date, late submission of assignments is penalised as follows:

- 10% penalty for assignments submitted within three days of the submission deadline.
- 20% penalty for assignments submitted within one week (seven days) of the submission deadline.

Later submissions, i.e. after one week, will not normally be accepted.

Learners are expected to retain a copy of all submitted coursework.

8.10 Preparation, Marking and Moderation of Assessment

The responsibility for the assessment of learners is within the Academic School.

- The Module Leader is responsible for managing assessment processes at the module level supported by the Dean.

- The Moderator supports the Module Leader and Head of School by providing an internal review of the appropriateness of the assessment.

- The External Examiner provides public reassurance as they review the assessment process and safeguard standards.

Detailed responsibilities for these roles can be found in sections 8.10.3.1, 8.10.3.2 and 8.14.1.

The Dean is responsible for the appointment of appropriately qualified Module Leaders and Moderators and recommending appropriately qualified External Examiners for appointment by the AC and/or awarding bodies.

8.10.1.   Marking Principles

IBAT College Dublin uses a criterion referenced marking system. Each module is marked by the Internal Examiner(s) against a set of agreed criteria informed by the appropriate awards standards and set out in a published marking scheme. Marks are awarded as specified in the appropriate Approved Programme Schedule, as published in the Student Handbook and are provisional until they have been verified and agreed at the Examination Board which ultimately makes decisions regarding awards.

Marks are awarded on the basis of an individual's performance. Assessment determines a learner's individual achievements of the intended learning outcomes. Marks are expressed as percentages.

To ensure validity and reliability of assessment, IBAT College Dublin staff undertake staff-development activities in teaching and assessment as described in section 6.4.1 and Chapter 10. Strategies to support staff in the assessment process include peer review of both teaching and assessment. Double-blind marking and moderation are practices that support these development activities.

8.10.2 Marking Processes

For individual, high-stakes assessment instruments the Module Leader must provide a grading scheme to the Moderator and External Examiner prior to the approval of the assessment task.

All assessment instruments are marked according to the agreed grading scheme and aligned to the relevant grade criteria.

Marks are included on the assignment or script and are clearly annotated.

8.10.2.1 Feedback

For assessment to be effective 'as and for' learning, formative, timely and personalised feedback is essential. Feedback provides a transparent evaluation of the learner's performance regarding the assessment and is benchmarked against published criteria.

Internal Examiners:

- Must ensure that they supply considered, personalised and formative feedback using the Assessment Feedback Form [F8.2].

- Must supply feedback not more than two weeks after the agreed submission date unless otherwise agreed with the Dean and learners are notified.

- May use generic feedback to highlight common successes and problems; this should be delivered as soon as marking is complete and, in a classroom, setting.

Programme Administration Managers support the Internal Examiners by:

- Facilitating communication and distribution of examination material between examiners, moderators and External Examiners where appropriate.

- Monitoring the submission of coursework as part of the learner success and academic retention strategy (refer to section 6.3) and support the Internal Examiners.

8.10.2.2 Double Marking

Where double marking is required such as postgraduate projects or dissertations, IBAT College Dublin uses double-blind marking to ensure reliability. The Internal Examiners mark

independently of each other and fill out individual feedback sheets. On completion of the process the markers consult and arrive at an agreed mark. Where agreement cannot be reached, or the individual marks differ by more than 10% the Moderator and Dean work with the Internal Examiners to facilitate resolution.

Where consensus cannot be reached the Dean will liaise with the Chair of the appropriate Examination Board to appoint an additional 'third' marker. On completion of the marking process the third marker will have sight of the internal markers feedback forms and taking all feedback into consideration will arrive at a final mark. The process by which the final mark is agreed is carefully documented and lodged with the Registrar so that the External Examiner is able to follow the process.

Procedures for the management of assessment, including preparing assignment specifications and communicating provisional results can be found in the Regulations for the Management of Assessment and the Conduct of Examinations – Appendix 8.1.

8.10.3   Responsibilities for Preparation, Marking and Moderation

8.10.3.1   Module Leader's Responsibilities

The lecturer responsible for teaching and assessing a module is termed Module Leader for the purposes of the academic administration of a module. Normally there is one lecturer per module but where a module has more than one lecturer, then one lecturer is assigned responsibility for coordinating the assessment and other academic administrative functions.

The Module Leader is responsible for:

- The preparation and coordination of all assessment instruments for that module.
- Consulting with the teaching team in advance of the commencement of teaching, ensuring the preparation of examination papers in good time and ensuring the paper is moderated before it is submitted to the external examiner.
- The security of the examination paper as it is prepared and submitted to the Registrar's office.

- Ensuring the assessment material is marked, moderated and the provisional results are uploaded to the LMS.

- Ensuring the learners are supplied with feedback within the published timescales and that scripts and assignments are sent to the Registrar's office for verification.

- Liaising with the External Examiner regarding content, learning outcomes and standards.

- Ensuring that they themselves are familiar with all assessment policies and procedures and be able to advise learners regarding reasonable accommodation.

- Taking account of feedback from the External Examiner.

- Monitoring assessment trends, completing a Module Review and Development Form (section 4.3.2 and F4.1) and feeding into the appropriate Programme Board.

- Ensuring that the assessment is managed in accordance with instructions laid out in the Regulations for the Management of Assessment and the Conduct of Examinations (Appendix 8.1).

8.10.3.2   *Moderator's Responsibilities*

The role of the Moderator is to support the Module Leader by independently checking that the assessment instrument assesses the learning outcomes, and that successful learners have attained the standards required for the level of the module as described in the validation document.

The Moderator is responsible for:

- Reviewing the paper or assignment prior to submission to the External Examiner, as an internal evaluation to ensure the paper provides an appropriate assessment of the module learning outcomes and is appropriate to the level of the stage [F8.3

-].

- Raising any issues with the Module Leader or teaching team and if there are unresolved issues, liaising with the Dean who will make the final determination supported by a subject expert where required.

- Assessing the learner's work, post assessment, to determine if the learning outcomes have been attained and that the marking is appropriate.

- Reviewing the examination scripts for completeness of marking, annotation and sufficient formative feedback.

- Completing the Moderator's Report [F8.3] on completion of the assessment process.

A minimum sample size will be agreed with the External Examiner as appropriate for the size and maturity of the programme. The sample size should not be less than 10% or 10 scripts whichever is the larger - refer to 8.10.4 below. The moderator will normally select an additional random sample in excess of the minimum to moderate.

In the event of a difference of opinion between the Moderator and the examiner the Dean will liaise with the team to achieve resolution.

8.10.4   Material for External Examiner

A sample of at least 10% of assessment material is sent to the External Examiner prior to the Examination Board in good time to allow the examiner to respond in advance of the Examination Board.

Criteria for the selection of material to be sent to External Examiner:

- The sample should be sent after moderation and be appropriately annotated*.

- The sample should contain examples of all assessment instruments contributing to the final assessment mark for that module.

- The sample should represent at least 10% of the cohort, but no fewer than 10 learners' work.

- The sample should include all failed work and borderline cases with examples from the middle of each classification.

All learner work that contributes to the overall final assessment should be available on request to the External Examiner. Where practical demonstrations are assessed, and where

they represent a significant component (i.e. >25%) of a module then a representative sample of these will be recorded.

*Appropriate annotation is comprehensive in that:

- It justifies the mark awarded.

- Is respectful.

- Is formative.

8.11 Broadsheets

All marks are recorded in the LMS and presented to the Examination Board on formal broadsheets.

- The Dean is responsible for checking that all moderated module marks have been properly uploaded to the LMS in advance of the Internal Examination Board.

- The Programme Administration Manager provides an additional final verification of the inputted data prior to the submission of the module data to the Registrar's office via the LMS.

- The Registrar's office is responsible for:

    o Compiling and maintaining the Examination Board broadsheets.

    o Ensuring that the system is populated with all registered learners for that module and that the broadsheet includes the module calculation as per the appropriate Approved Programme Schedule.

    o Updating the broadsheet to reflect agreed outcomes from the Examination Board.

8.12 Examination Boards

8.12.1 Internal Examiners Meeting

An Internal Examiners Meeting is convened at the completion of every stage of a programme. Moderated results are presented to this meeting, verified by the Programme Administration Manager. The purpose of the meeting is to give the Internal Examiners an opportunity to:

- Review and discuss their findings.

- Consider overall trends in module marks, averages etc.

- Review the overall profile of learners.

- Ensure that the results presented are complete and accurate.

- Prepare the draft broadsheet of results for presentation to the Examination Board.

The Internal Examiners Meeting may influence, but not compel, assessors to review their assessment findings. Marks are not changed at this meeting unless they are factually incorrect.

Where there may be, for example, a module with a grade distribution which is persistently and significantly inconsistent with others, it will be investigated and if mitigation is required this will be discussed with the Examining Team and External Examiner and a solution proposed if appropriate. Any adjustments proposed are recommended to the Examination Board. No changes to marks are made at the Internal Examiners Meeting.

This meeting is chaired by the Dean. An External Examiner may attend this meeting, by invitation, or at their own request. This meeting is minuted and the minutes made available to the External Examiners and Examination Board as required.

8.12.2   Examination Board

The Examination Board is convened at the completion of every stage in a programme to consider all assessment findings, including the findings of repeat/supplemental assessment and to determine assessment results for each of the learners presented.

The Examination Board has the final decision regarding assessment results.

Assessment results presented to the Board have been marked, moderated, verified and samples seen by the External Examiner. The Examination Board considers overall trends in module outcomes and then considers each learner's profile to determine progression or an award.

The Examination Board is chaired by the Dean and follows the Internal Examiners Meeting. It is a formal board convened to make determinations regarding progression or awards.

The Examination Board considers overall trends in module marks, averages, etc. before reviewing individual performance. Where issues, such as anomalies or evidence of significant systematic bias, raised at the Internal Examiners meeting have been addressed and when the Examination Board is satisfied that there are no further issues then the learners' individual performances are considered.

The Examination Board reviews each learner's profile of marks and reaches a determination based on the regulations in section 8.13 below.

The AC oversees the Examination Board. It receives minutes of the Examination Boards, External Examiner Reports and receives an Examination Report from the Registrar - refer to section 11.9. The Appeal Board, which hears appeals of Examination Board decisions, is a sub-committee of the AC.

8.12.2.1   Preparation for an Examination Board

The dates of the Examination Board are agreed by consultation with the External Examiners and communicated to all members including the awarding body in good time.

The Examination Board is supplied with:

- The programme assessment strategy and Approved Programme Schedule.
- A draft broadsheet of results, complete with all verified marks.
- A short report on trends in module marks.

8.12.2.2   Examination Board, Frequency of Meetings, Membership and Quorum

The Examination Board comprises:

- All Internal Examiners who have a role in the assessment of the programme
- External Examiners
- Dean.

Programme Administration Managers and a representative of the Registrar's Office are in attendance. A representative of the awarding body may attend the Examination Board but does not contribute to the deliberations of the Examination Board.

To be quorate there should be:

- A sufficient number of the programme's assessors to deliberate competently upon the assessment findings presented.
- At least one External Examiner must be present where awards are to be made.

The Chair will determine if the Examination Board is quorate and if not the Examination Board must be reconvened.

There may be rare and exceptional circumstances where an External Examiner is unable to attend the Examination Board. Where they have visited the College, examined the assessment findings and agree with the recommendations recorded on the draft broadsheet of results, they may provide a written report to be read out at the Examination Board by a delegate independent of the College and appointed by the Registrar with the agreement of the External Examiner. The delegate then reports on the meeting direct to the External Examiner.

Where an External Examiner becomes incapacitated during their term of office, or unable to attend the Examination Board owing to unforeseen circumstances, a replacement External Examiner will be appointed.

8.12.2.3 Post Examination Board

On completion of the Examination Board, the broadsheet is signed by the members of the Examination Board and retained by the College in compliance with the College's Data Protection and Record Management Policy (AP1.9), refer to Chapter 11. The Registrar is responsible for maintaining these records.

The LMS is updated to reflect the outcome of the Examination Board. The signed broadsheets are sent, by the Registrar's office, to the awarding body and transcripts are issued from the LMS when formally released by the Dean. The Registrar signs the academic transcripts and the Dean oversees the publication of results.

The minutes of the Examination Meeting are retained by the Registrar's office and subject to the College's Data Protection and Record Management Policy (AP1.9).

8.12.2.4.   Confidentiality

The proceedings and deliberations of meetings of Boards of Examiners are strictly confidential. Excepting legitimate reporting requirements, no person who has attended or observed a meeting of a board of examiners may disclose to any other person a decision of the board or any document, information or opinion considered, conveyed, or expressed at the meeting.

8.13 Examination Board Decisions – Assessment Regulations

The Examination Board is formal and deliberative. Decisions regarding progression and awards are made at the Examination Board in the presence of External Examiners. The Examination Board should satisfy itself that the learners' work has been appropriately marked and classified, that the prescribed learning outcomes have been attained and that the assessment regulations as described in this document are applied alongside any special regulations as recorded in the Approved Programme Schedule.

Where there are decisions to be made requiring academic judgement such as borderline cases for awards or, in rare cases, the readjustment of a module mark to mitigate a systematic trend that may indicate a bias (positive or negative) then the Chair attempts to arrive at a decision by consensus. Where a consensus cannot be reached the majority, ruling is taken. No one member of the Examination Board has more influence than another. Where there is disagreement, the minutes should reflect the deliberation and the outcome without identifying those involved.

In the unusual event that an adjustment has had to be made to compensate for a significant systematic error, a supporting rationale is to be recorded in the minutes so that the Programme Board and the AC are informed for the purpose of monitoring and follow-up.

All trends are reflected in the Registrar's Examination Report (refer to section 11.9) to monitor trends in retention, progression and awards and benchmarked against other providers where the data is available for the purposes of comparison and vigilance against any tendency toward grade inflation.

8.13.1 Examination Board Decisions Regarding Progression

IBAT College Dublin marks each assessment and module as a percentage. The pass mark for modules at IBAT College Dublin is 40%, unless otherwise stated in the Approved Programme Schedule or Programme Specification.

A pass in a module is a positive statement of achievement of the stated Minimum Intended Module Learning Outcomes. A learner may not reattempt a module they have passed with the intention of achieving a better mark.

8.13.2 Stage Progression

IBAT College Dublin uses a percentage point average system, this is defined as the credit-weighted mean of the percentage values for the constituent modules. The percentage point value is the same as percentage except for marks below 35 where it is zero. A candidate must pass all modules in a stage to progress to the next stage of the programme with the following exceptions:

I.   Where exemption from part of the programme has been agreed on admission - refer to Chapter 5.

II. Where the Examination Board permits a pass by compensation.

III. Where in exceptional circumstances a candidate is permitted to progress carrying failed modules (credit deficit) to be passed during the subsequent stage.

Where a candidate has failed or is just below pass in each of a string of independent modules in the same stage, the results are reinforced and compensation or trailing with credit deficit is not appropriate.

8.13.3   Pass by Compensation

Where a learner has marginally failed to demonstrate attainment of the minimum intended module learning outcomes, a pass by compensation may be allowed subject to the following conditions:

1. The learner has been assessed for all stage modules and no module in the stage has been failed outright (i.e., <35%).

2. The results of all modules in the stage are from first attempts, in the case of full-time learners, the results are from the same sitting.

3. Up to one third of the credit for the stage: e.g., 20 credits in a 60-credit stage, can be compensated.

4. To apply the compensation rule the stage aggregate of credit-weighted excesses of percentage marks (>40) is greater than or equal to twice the stage aggregate of credit-weighted deficits of marks (<40).

Compensation may be applied only to enable a learner to pass a stage (at the award stage, a learner who passes by compensation remains eligible for honours, etc.).

Compensation does not change the result of the modules passed in that way. When reporting module passes by compensation, the actual result is returned, e.g., 37%, along with an indication that the module pass has been granted by compensation. Pass by compensation does not preclude an honours award.

8.13.4   Progression with Credit Deficit

In exceptional circumstances a candidate may be permitted to progress to the next stage of a programme carrying a failed module(s). This is subject to any special regulations for that

programme reflected in the Approved Programme Schedule or Programme Specification, and is considered on a case-by-case basis using the following criteria:

I. The failed modules are no more than 16% of a stage (10 ECTS of a typical 60 ECTS stage).

II. The candidate has demonstrated, as determined by the Examination Board, an otherwise strong performance across the stage that would indicate a reasonable expectation of achieving the minimum intended learning outcomes for the failed module in addition to the workload in the subsequent stage.

Where this is allowed, the candidate must retrieve the failed module(s) within the next stage. The additional workload cannot be used as mitigation for further accommodation.

8.13.5 Reassessment

Where a candidate fails to pass an examination or assessment component the following may apply:

I. The candidate is required to resit the failed component of the module. The marks for all other complete components are carried forward.

II. The candidate is required to retake the full module, this includes attendance and all coursework. Previous marks awarded for completed components are not carried forward.

III. The candidate is required to resit stage, i.e., resit certain elements of the stage, previous marks for completed components awarded are carried forward at the discretion of the Examination Board which will also determine the attendance requirements.

IV. The candidate is required to repeat stage, i.e., repeat the full stage of a programme with attendance, previous marks awarded in that stage are not carried forward.

There is a maximum of four attempts for a module, i.e., two iterations of the module. Where a candidate does not pass a core module at the last attempt they are withdrawn and deemed to have failed the programme. Where a candidate has exhausted sittings on an elective module the module may be substituted with an alternative elective.

Reassessment instruments are prepared, by the examiner, in advance of the Examination Board and for unseen assessment are not the same as the original assessment.

When a candidate has passed all of the modules in a stage the Examination Board allows them to progress to the next stage or at the final stage determines an award.

Where a candidate has demonstrated extremely poor performance by failing the majority of modules with low marks the Examination Board may decide, at its discretion, to terminate the registration of the candidate and remove them from the programme. In this case, the candidate is deemed to have failed the programme. The Examination Board should ensure consistent treatment of all candidates in these cases.

8.13.6 Suspension and Withdrawals

A candidate may be suspended or withdrawn from a programme for disciplinary reasons such as Severe Academic Misconduct (see section 8.16) or a penalty determined by the Student Disciplinary Committee (section 7.16). Fitness-to-practice criteria may be defined in some programmes and agreed at validation informed by professional recognition. All such regulations should be clearly stated in the Approved Programme Schedule or Programme Specification and be communicated to learners, teaching teams and Examination Boards.

A candidate may elect to withdraw from a programme at any time.

8.13.7 Examination Board Decisions Regarding Awards

The Examination Board reviews the overall profile of the candidates to determine the classification of an award. All major, minor and supplemental awards including special-purpose awards which have a volume of at least 60 ECTS are classified.

The classification of awards is based on the credit-weighted mean value of the modules comprising the award stage as defined in the Approved Programme Schedule.

For honours classification - any classification higher than a Pass - shall be made based on first attempt grades. Candidates may not repeat for honours.

Classification is determined by the appropriate Examination Board and is informed by the award calculation. A borderline zone is determined around classification boundaries to allay the effects of measurement uncertainty and to ensure that the award is based on an academic decision and not merely on computation. At IBAT College Dublin the borderline is defined as within +/- 1% of a classification boundary, unless otherwise stated in the Approved Programme Schedule or Programme Specification.

In such cases the Examination Board should briefly discuss the merits of the candidate and whether the mark accurately reflects the candidate's achievement. A candidate may drop a classification as well as be promoted, in each case the rationale for promotion or demotion is documented. When the Examination Board decision has been made to change a mark, the broadsheet is adjusted by the Registrar's office to reflect that decision.

Criteria to assist in determining the outcome of borderline cases for undergraduates:

- Within 1% (percentage point average) of the classification boundary.
- Demonstrate continued improvement over the programme in respect of the Minimum Intended Programme Learning Outcomes.
- Have the greater number of modules (adjusted for credit weighting if appropriate) in the higher classification.

Criteria to assist in determining the outcome of borderline cases for postgraduates:

- Within 1% of the classification boundary.
- Have the greater number of modules (adjusted for credit weighting if appropriate) in the higher classification.

In some very exceptional circumstances, and with the agreement of the Chair and External Examiners, a learner may be called for a *viva voce*. The learner must be given adequate notice and be informed of the learning outcomes to be determined. The *viva voce* is undertaken by the Module Leader and one External Examiner. A member of the Registrar's office chairs the *viva voce*.

8.13.7.1 Percentage Point Values (PPA) and Corresponding Award Classifications

Table 8.1: Percentage Point Values and Corresponding Award Classifications

Classification: Higher Certificates (Level 6) and ordinary Bachelor's Degrees (Level 7) awards	Percentage Point Value (PPA) boundary values	Description 2009-2010 and following
Distinction	70%	Indicative descriptor: Achievement includes that required for a Pass and in most respects is significantly and consistently beyond this
Merit Grade 1	60%	Indicative descriptor: Achievement includes that required for a Pass and in many respects is significantly beyond this
Merit Grade 2	50%	Indicative descriptor: Achievement includes that required for a Pass and in some respects is significantly beyond this
Pass	40%	Definitive descriptor: Attains all the minimum intended programme learning outcomes

Classification: Honours Bachelor's degrees (Level 8) awards	PPA boundary values	Description 2009-2010 and following
First-Class Honours	70%	Indicative descriptor: Achievement includes that required for a Pass and in most respects is significantly and consistently beyond this
Second-Class Honours Grade 1	60%	Indicative descriptor: Achievement includes that required for a Pass and in many respects is significantly beyond this
Second-Class Honours Grade 2	50%	Indicative descriptor: Achievement includes that required for a Pass and in some respects is significantly beyond this
Pass	40%	Definitive descriptor: Attains all the minimum intended programme learning outcomes

Classification of Postgraduate Diploma (Level 9)	PPA boundary values	Description 2009-2010 and following
Distinction	70%	Indicative descriptor: Achievement includes that required for a Pass and in most respects is significantly and consistently beyond this
Merit	60%	Indicative descriptor: Achievement includes that required for a Pass and in many respects is significantly beyond this
Pass	40%	Definitive descriptor: Attains all the minimum intended programme learning outcomes

Classification of Taught Master's degrees (Level 9)	PPA boundary values	Description 2009-2010 and following
First-Class Honours	70%	Indicative descriptor: Achievement includes that required for a Pass and in most respects is significantly and consistently beyond this
Second-Class Honours	60%	Indicative descriptor: Achievement includes that required for a Pass and in many respects is significantly beyond this
Pass	40%	Definitive descriptor: Attains all the minimum intended programme learning outcomes

8.13.7.2   Embedded Awards

Where a learner is registered for an award and exits from that award before completing it,

they may be made an alternative award subject to the following conditions:

1. That there is an embedded award validated for that programme.

2. The learner has successfully completed all modules required for that award and

   accumulated sufficient ECTS in the modules of the embedded awards.

3. The learner applies to the Office of the Registrar to receive the Exit Award.

The award may be classified as outlined in Table 8.1 as appropriate.

This is only accessed by learners who enrol on a principal programme and exit early but

have been assessed as having met the requirements for the lower NFQ level award.

8.14 External Examiner Policy

IBAT College Dublin appoints External Examiners who are internationally recognised experts

in their subject areas and are from institutions with excellent academic reputations. IBAT

College Dublin works closely with External Examiners to assure standards, to enhance

teaching, learning and assessment and to support programme development.

The External Examining Process Precepts:

1. External examining is a QA mechanism employed by the College that supports public confidence in academic qualifications.

2. The external examining process offers an objective interface: a principal outcome of external examining is the introduction of an independent element into the procedures for the assessment of learners.

3. An external examiner is an independent expert who is a member of the broader community of practice within the programme's field of learning and whose accomplishments attest to his/her likelihood of having the authority necessary to fulfil the responsibilities of the role.

4. The main functions of the External Examiner (or External Examiner team) are outlined in section 8.13.1.

5. The scope of operation of the External Examiner is agreed with the College. It may be extended, for example, to provide advice and guidance to the programme team. An external examiner may be invited to comment on the design, structure and content of a programme and its constituent components.

6. An External Examiner's term of appointment is sufficiently long to allow him/her to assess trends, and sufficiently short to provide diversity and maintain the required level of independence.

8.14.1 Role of External Examiners

The role of the External Examiner is to assure academic standards and the quality of teaching, learning and assessment. The External Examiner confirms that the academic standards of modules and the awards to which they lead are consistent with the academic outcomes specified and are comparable to those achieved in the subject nationally. The process assures the fairness, validity, and rigour of assessment. Feedback provided by the External Examiner facilitates the academic departments to enhance teaching, learning and assessment and the overall learning experience.

The External Examiner undertakes to:

a. Review the appropriateness of the Minimum Intended Programme Learning Outcomes, and other programme objectives.

b. Probe the actual attainment of learners (actual programme learning outcomes) using information agreed with and supplied by the College.

c. Compare and contrast both the Minimum Intended Programme Learning Outcomes and the actual attainment of learners with the relevant awards standards, with the NFQ, and with corresponding data from other programmes in the same discipline in other higher education institutions in Ireland and internationally.

d. Determine whether or not the applied procedures for assessment are valid, reliable, fair and consistent.

e. Review the appropriateness of the programme assessment strategy and the assessment procedures and, flowing from this, consider subsidiary module assessment strategies.

f. Review key assessment tasks prior to their assignment in light of the programme and module assessment strategies and learners' prerequisite learning. Where key tasks include key continuous assessment tasks, it might not be feasible to review them prior to assignment, but they should still be reviewed by the External Examiner.

g. Report findings and recommendations to the College and awarding body as appropriate.

8.14.1.1   Extent of the External Examiner's Authority

The External Examiner does not mark or remark assessments; their primary role is to verify that standards are achieved.

Where an External Examiner determines that a mark or series of marks is not appropriate, they liaise with the Internal Examiner and Dean. Where there is an issue with the Internal Examiner and Moderator not agreeing with the External Examiner then the Dean are informed and will facilitate a resolution. In very exceptional circumstances the Dean may appoint a senior academic, independent of the College to arbitrate. This process will be managed by the Registrar.

8.14.2   Nominating External Examiners

The Dean identifies potential External Examiners, reviews their experience against the criteria and liaises with them to determine their willingness to act as an External Examiner for IBAT College Dublin. The Dean then nominates them for appointment and provides the Managing Director with a rationale for the nomination and a CV of the proposed examiner. Where the Managing Director endorses the nomination and is satisfied that it meets the criteria for appointment the application is forwarded to the AC to approve the nomination for appointment by the College or awarding body where appropriate.

8.14.3   Appointment of External Examiners

At least one independent expert External Examiner is appointed for each award programme. The appointment is for three years. In some cases, normally to provide continuity in an examining team where appointments were made concurrently, the tenure of one External Examiner per programme may be extended for an additional year, subject to Registrar's approval, on behalf of the AC.

External Examiners are expected to attend all Examination Boards, at a minimum one per programme per annum.

If there are several External Examiners as members of a programme examining team, they are assigned, by agreement, to a module or group of modules as determined by the Dean.

IBAT College Dublin reserves the right to recommend termination of an External Examiner's appointment at any time. This will be a decision made by the AC and presented in writing to the awarding body with the reason for termination such as non-engagement with the agreed process. Payment to External Examiners is made on receipt of their annual report.

8.14.3.1 The Criteria for the Appointment of External Examiners

Prior to appointment of an External Examiner, the AC must be satisfied that the proposed External Examiner:

- Possesses academic and professional qualifications that are appropriate to the discipline, programme or subject to be examined and at a minimum; and should not, unless in exceptional circumstances, be below the level of qualification to be awarded on the basis of the examinations in question.
- Has appropriate academic standing and expertise and has sufficient academic experience to adjudicate on comparability of standards.
- Has the capacity to discharge their duties in good time and is not examining at multiple centres.

Where an External Examining team is appropriate, it is expected that that expertise will be complementary. In such cases representation from industry or a relevant professional body may be appointed to provide additional insight, provided that they are supported by an academic member of the team.

An individual who has retired, but who remains active in academic life and continues to engage in teaching, research or other academic activities relevant to the extern examiner role, is eligible for appointment as an External Examiner.

External Examiners may not be selected from:
- IBAT College Dublin staff.
- Staff who have worked in, or have had a significant relationship with, IBAT College Dublin within the last five years.
- The same institution as their predecessor unless there is an adequate reason acceptable to the AC.

An External Examiner who has acted previously should not normally be re-appointed until at least five years have elapsed since their previous appointment.

The External Examiner must declare that there is no known conflict of interest prior to taking up their appointment.

Once formally appointed, the Registrar will write to the External Examiner confirming their appointment, dates, role and responsibilities. The Dean is responsible for ensuring the External Examiner and Programme Team are properly inducted in the external examining process. The Dean is responsible for ensuring that the External Examiner has sight of all assessment material, as agreed and in good time before the assessment date. The Registrar's office is responsible for ensuring the External Examiner is supplied with all assessment materials required. For information to be sent to External Examiners please refer to Appendix 8.2 External Examiner - Information, Documentation and Induction.

8.14.4   External Examiners Reports

On completion of the assessment process and after the final External Examination Board for a stage or award each External Examiner will produce an annual report [F8.4] and submit it to the Registrar. The report is laid out to satisfy the AC that:

- The External Examiner was provided with sufficient information in good time to discharge their duties effectively.

- The assessment process complies with the College policies and regulations.

- The assessment strategy and assessment instruments are fit for purpose.

- The marking was fair, consistent, and transparent.

- The quality of the learner work is comparable to other institutions nationally.

- The External Examiner is satisfied that previous recommendations were properly considered, and any issues have been resolved.

In addition, the External Examiner provides specific feedback regarding the assessment to the lecturers and makes recommendations as appropriate.

All External Examiner Reports are reviewed by the Dean. The Dean compiles a response to the External Examiner acknowledging comments and providing a response in respect of recommendations made. This response is endorsed by the Managing Director and sent to the External Examiner. Copies of all External Examiner Reports and responses must be kept

by the Registrar to ensure the recommendations are properly considered and are implemented where appropriate.

Where the External Examiner has an issue with the institutional management of the assessment process then the Registrar compiles an additional response. The External Examiner may make a confidential report directly to the Managing Director where it is deemed necessary. This should be in addition to the annual report and the Board of Governors informed.

On completion of the process the Registrar compiles a summary of all External Examiner comments, recommendations and actions from the reports for information to the AC. The AC minutes go to Board of Governors.

The College will publish the names and affiliation of all External Examiners and make External Examiner Reports available to staff, learners, stakeholders, and awarding bodies.

8.15 Assessment Appeals' Procedures

This policy is limited to appeals against the published result of an assessment of a learner's academic work i.e., appeals can only be made against results issued from an Examination Boards.

8.15.1   Grounds for an Appeal

An assessment appeal will only be considered on the following grounds:

1. Procedural irregularity: Where there is evidence of substantive irregularity in the conduct of the assessment process.

2. Extenuating circumstances –

    a) A prior circumstance emerged of which the Examination Board was not aware.

    b) Or an extenuating circumstance of which the Examination Board was aware but had not considered because the submission was deemed too late.

Appeals disputing the academic judgment of the Examiners are not allowed.

8.15.2 Procedures for Appealing an Examination Board Decision

Learners are encouraged to view their examination scripts before requesting a verification or making an appeal.

8.15.3 Process for Viewing Scripts

All learners are entitled to view their marked examination scripts. Applications to view corrected examinations scripts must be received by the Programme Administration Manager not later than seven working days after the date of the publication of results or in the case of an unsuccessful appeal, not later than seven working days after the date of the publication of the result of the appeal. The application to view scripts should be made in writing or *via* email.

1. Only the registered learner may view the examination script and only on production of a valid student identity card.

2. Learners may view their scripts in the presence of a member of the Registrar's office, Programme Administration Manager or person designated by the College.

3. Learners may not be accompanied and may not annotate, take an image of, or remove any examination material.

4. If an error is found on the examination script, the learner should invoke the verification process below.

8.15.4 Verification

A learner may request a verification of their results within 10 working days of the publication of their results. A reason for the verification request must be supplied. There is an administration fee for each verification, to be reimbursed if the verification determines an incorrectly recorded mark.

The Registrar's office carries out a verification to ensure that all marks were complete and accurate, and the Examination Board decision was correctly recorded.

8.15.5   Appeal

There is an administration fee for each appeal, to be reimbursed if the appeal is successful.

8.15.5.1   Appeal Procedure

The candidate must submit the appeal in writing to the Registrar, with the appeals fee and stating the grounds for the appeal, within a period of seven working days after the official release of the examination results. The Registrar will acknowledge receipt of the appeal and evaluate it. If the Registrar finds that there are grounds for an appeal then the appeal is sent to the Registrar's office, where the formal appeals process will be undertaken. If the appeal is submitted regarding an irregularity in the exams process managed by the Registrar's office, then the Dean will manage the process.

In each case a verification step (section 8.15.4 above) is carried out before the appeal process is started.

The Registrar's office sends the appeal to the relevant College respondent normally within 24 hours of receipt of the appeal from the candidate. The Dean must pass all relevant documents to the Registrar's office normally within two working days of the date received from the Registrar's office and a date set for the Appeal Board meeting as soon as possible.

The Appeal Board is chaired by the Managing Director and is described in section 7.16.7.

8.15.6   Outcome of the Appeal

The appeal is either accepted or rejected. The Registrar's office will record the minutes of the Appeal Board and the detail of the outcome including steps taken to revise marks. This will be appended to the relevant Examination Board minutes.

The Registrar's office will write to the learner informing them of the outcome normally within seven working days of the Appeal Board decision.

Where an appeal is upheld and found in favour of the learner the appeals fee will be reimbursed.

Where a learner remains dissatisfied with the outcome of an appeal and can provide evidence of procedural irregularity, a complaint may be made to the College using the complaints procedures laid out in section 7.15.

8.15.7 Conflict of Interest

There may be special circumstances, including a conflict of interest, requiring another post-holder to undertake the functions assigned to the post-holder referred to in this policy.

8.16 Academic Misconduct

As members of the National Academic Integrity Network, we will classify any alleged academic impropriety in accordance with the definitions of the network to facilitate annual reporting by the Registrar. These are.

- Examination Infringement
- Plagiarism
- Contract Cheating
- Infringements of Work-Based Placement
- Research Misconduct

Refer to section 8.18 for a definition of these terms and other definitions to further distinguish them. Where plagiarism or collusion is suspected the examiner must mark the work and then present a case for an investigation of academic misconduct by using the form [F8.5]. The case may include reference to plagiarism detection software, but it should be noted that whilst such software supports the detection of plagiarism, it does not prove it and therefore cannot be the sole reason for an allegation of academic misconduct. Where the case is supported by the Dean it is referred to the Registrar.

Where cheating in an examination is suspected, the invigilator records the incident in the Invigilator's Report. On completion of the examination the issue is brought to the attention of the Registrar who will determine if there is a case and advise the next steps. Refer to the

Regulations for the Management of Assessment and the Conduct of Examinations, Appendix 8.1.

The Registrar reviews all academic misconduct cases presented and makes a judgement if there is a *prima facie* case to answer. The Registrar's office informs the learner of the allegation of academic misconduct and invites them to an Academic Misconduct Committee.

8.16.1 Academic Misconduct Committee

An Academic Misconduct Committee is convened to hear all cases of academic misconduct. The case is heard by a panel chaired by the Registrar and comprises of the Dean and two members of academic staff not involved in the assessment of the learner, with a member of the Registrar's office in attendance as recording secretary.

The learner is notified in writing that a case for academic misconduct has been raised. The learner is formally invited to the hearing and is allowed to bring one companion. The accompanying person may not contribute to the meeting; no recording devices are allowed in the meeting.

The case and evidence are reviewed, the learner is interviewed, and an outcome is determined. Possible outcomes include:

1. There is no case to answer.

2. Poor academic practice is found.

3. Academic misconduct is found.

4. Severe academic misconduct is found.

Where the outcome is academic misconduct or severe academic misconduct, it is recorded on the learner record for the duration of the programme unless there is some mitigating factor determined by the Academic Misconduct Committee. Where a case is not found or in the case of poor academic practice, no record is kept. However, in the case of poor academic practice it is advised that learners are directed to take information literacy classes – refer to section 7.14.5.

8.16.2　　Poor Academic Practice

Poor academic practice is handled at School level. It may arise from a lack of understanding of academic protocols or a misunderstanding of expected academic conventions of the discipline. However, it does not apply if:

I.　There is any indication that the learner intended to gain an unfair advantage or had the intention to deceive the examiner.

II.　The learner had already been found guilty of a similar offence of poor academic practice and could therefore be reasonably expected to have familiarised themselves with the academic practice of the discipline.

8.16.3　　Academic Misconduct

Academic misconduct includes plagiarism and collusion and is characterised as an intention to gain unfair advantage or deceive the assessor.

8.16.4　　Severe Academic Misconduct

Severe academic misconduct includes:

I.　Any case where a learner has previously been penalised for academic misconduct.

II.　Taking notes into or using any unauthorised device in an examination, even if they are not used.

III.　Impersonating another person during an examination or arranging for another person to impersonate any individual during an examination.

IV.　Purchasing material from 'essay sites' to submit as own work.

V.　Misconduct within a dissertation or thesis of a taught postgraduate programme.

VI.　Where the College suspects that any of the underlying data used by the learner has been either falsified or fabricated.

8.16.5　　Penalties

In all cases where poor academic practice or academic misconduct is found, the Registrar notifies the School and they must arrange for the learner to:

- undergo training in good academic practice approved by the Dean.

- attend information literacy classes arranged by the School or Library- refer to section 7.14.5.

Penalties for academic misconduct include but are not limited to:

1. Resubmission of the work as a second attempt with a capped mark.

2. Resit an examination for a capped mark.

3. Resit all examinations in a series for capped mark.

4. Suspension.

5. Expulsion.

The Registrar must inform the Dean of the outcome of any Academic Misconduct Committee where a penalty has been imposed on a student. The Dean can then arrange for the student to attend an Academic Best Practice & Information Literacy Workshop.

Where the outcome of the Academic Misconduct Committee is pending at the Examination Board the broadsheet should reflect 'Pending' against the learner status. Academic misconduct should not be recorded on a learner record unless found. In exceptional circumstances where a determination is delayed due to investigation or an appeal the awarding body is notified.

Appeals against the decision of an Academic Misconduct Committee are heard by the Appeal Board under the process described in section 7.16.7.

8.16.6   Policy for the use of plagiarism detection software

Text-matching software is commonly used as a screening tool for work submitted for assessment, and it may also be used as an educational tool. The software can be used:

(i) Formatively, to facilitate discussion about good academic practice, correct citation techniques and identify learners in need of extra support at an early stage.

(ii) As a deterrent to plagiarism; and

(iii) As a detection tool.

IBAT College Dublin recognises that there is a clear distinction between the academic and disciplinary aspects of using these tools. Refer to Chapters 6 and 8, Teaching and Learning and Assessment and Standards, respectively.

In alignment with the principles of fairness, consistency and transparency in assessment, IBAT College Dublin applies such software as a matter of course to all assignments. Information about plagiarism and good academic practice is introduced in induction material and classroom activities.

It is the responsibility of the Dean to ensure all learners understand that on submission of their assignments the software is used to assist the detection of plagiarism. In line with the IBAT College Dublin Data Protection Policy (Chapter 11) no personal information may be included in the submission, and learner numbers and module codes are used to identify learners.

IBAT College Dublin recognises the limitations of using plagiarism detection software, for example:

- The software may be limited in detecting matches to sources not available on the internet.
  - Or search password-protected essay banks
- Failure to detect work which is copied by translation from a non-English source.
- Failure to detect matching images, including graphs and mathematical equations inserted as images etc.

In many cases the software highlights correctly cited references or innocent matches. Therefore, examiners must carefully review originality reports to assess whether the work does contain plagiarism; the software does not obviate the need for careful checking of the report to distinguish between innocent matches and plagiarism.

Where plagiarism is suspected the assessor may, as matter of judgement, invoke the Academic Misconduct procedures (see section 8.16).

The assessor will determine the extent of the learner's contribution and award marks appropriately. This may result in a lower mark than may otherwise have been the case. However, no marks may be deducted. Marks may only be deducted as an outcome of an Academic Misconduct Committee, see section 8.15.

8.17 Awards and Conferring

8.17.1 Awards and Parchments

Awards are determined at meetings of an Examination Board.

The examination broadsheet is signed by the Examination Board and retained by IBAT College Dublin. Final results are submitted to the awarding body, in the case of QQI submitted to the QBS system, then awards may be made. QQI may have an observer at the Examination Board; the Registrar's office is responsible for sending QQI a schedule of Examination Board dates annually.

Parchments are prepared by the awarding body and issued at a conferring ceremony arranged and managed by the Registrar.

8.17.2 Conferring Protocols

The IBAT College Dublin conferring protocol is prepared by IBAT College Dublin informed by the relevant awarding body. The wording for the awards is subject to approval by the awarding body and is signed off annually. Robes and hoods comply with the awarding body guidelines which advise on the colour of gowns, epitoges, hoods and caps to be worn.

8.17.3 European Diploma Supplement

On successful completion of their studies, learners are entitled to receive a Diploma Supplement. The Diploma Supplement facilitates the academic and professional recognition of qualifications (diplomas, degrees, certificates etc.).

This Diploma Supplement follows the model developed by the European Commission, Council of Europe and UNESCO/CEPES. The purpose of the supplement is to provide

sufficient independent data to improve the international 'transparency' and fair academic and professional recognition of qualifications (diplomas, degrees, certificates etc.).

The Diploma Supplement provides additional information regarding the learner's award which is not available on QQI parchments such as the skills and competencies acquired and entry requirements and access opportunities to the next stage of education.

It is designed to provide a description of the nature, level, context, content and status of the studies that were pursued and successfully completed by the individual named on the original qualification to which this supplement is appended. It should be free from any value judgements, equivalence statements or suggestions about recognition. Information in all eight sections should be provided. Where information is not provided, an explanation should be given as to the reason why. This is provided by the Registrar's office.

8.18 Glossary

In the context of this document, a **learner** is a registered student of IBAT College Dublin. Prior to registration, the term **applicant** is used. In the context of examinations, the term **candidate** may be used. The term **student** is used where there is public reference to a service to learners or an artefact such as Student Affairs, Student Handbook, Student Identity Card, etc. However, the term student and learner are interchangeable.

Learning Outcome – A statement of what a learner is expected to know, understand and/or be able to demonstrate after completion of a process of learning.

Awards Standards – Awards standards describe standards of knowledge, skill or competence to be acquired, and where appropriate, demonstrated, by a learner before an award may be made. These may be specific to a discipline area or generic by level of award.

Assessment Instrument – A tool designed to assess a particular learning outcome. One assessment instrument can measure more than one learning outcome, but care is taken in

the assessment strategy to ensure that Learning Outcomes are not over assessed, ideally not more than once per module.

Assessment Strategy – A short statement, prepared at validation, describing the strategy used to determine if a candidate has achieved the learning that outcomes should be available for each module /module assessed. The strategy includes the alignment of the assessment instrument used to the learning outcome measured (constructive alignment).

Award Level – A level on the NFQ describing the level of knowledge, skill and competence relevant to the programme as described in the programme standards *and level indicators.*

Reasonable Accommodation – Ensures IBAT College Dublin has the processes in place to meet individual needs and enable full access and participation for all learners with specific needs or where exceptional mitigating circumstances temporarily prevent them participating in the academic and/or assessment process.

Mitigating Circumstances are exceptional and serious circumstances which are outside of the learner's control, normally unforeseeable and unpreventable which cause the learner to perform less well in coursework or examinations than might have been expected on the basis of other work, fail to meet submission deadlines or fail to attend an examination.

Board of Examiners – Comprises all examiners involved in the assessment of learners. All examiners are responsible for the fair, transparent and consistent assessment of learners. The examiners meet post-examination at an Examiners Meeting and Examination Board.

- **Examiner's Meeting** – The meeting of all internal examiners at the completion of a stage. To review the overall profile of learners, to ensure the broadsheet is complete and accurate and to make recommendations for progression or awards in preparation for the External Examination Board.

- **Examination Board** – The formal board convened at the completion of a stage to review the overall profile of learners and make recommendations to the AC regarding

progression or awards. External Examiner(s) are present. Where degree classifications are determined the board may also be referred to as **Awards Board**.

Borderline – Where a candidate is within a certain range of an award classification borderline – normally +/- 1%.

Broadsheet – the formal record of marks as presented to an Examination Board.

Broadsheet template – the LMS electronic broadsheet, populated with registered learners and award calculations as per the appropriate Marks and Standards.

Module – A discrete element of an academic programme, with a set of defined Learning Outcomes and an assessment schedule. A module can be described by its level and volume (expressed in credits). A module may comprise individual components for assessment; these should be agreed at validation and reflected in the broadsheets. A programme is made up of a series of modules arranged in progressive stages and set at appropriate levels of the framework.

Core Module – A required module or module on a programme. Where a candidate exhausts sitting for a core module they cannot progress in the programme and are withdrawn.

Elective Module – A module or module chosen from a prescribed list of modules. Where a candidate exhausts sitting on an elective module, an alternative elective may be substituted to allow progression.

Module Component – A discrete element of a module, aligned to specific learning outcomes, for which marks are awarded (individually or cumulatively) and represented on the awards broadsheet. A module should comprise no more than three components on a broadsheet. When a component has been passed it should not be subject to reassessment as the learner has successfully demonstrated achievement of the Learning Outcomes. Module components can only be changed by the agreement of the awarding bodies.

Approved Programme Schedule – This document is agreed at validation or review and sets out the assessment conditions, these will include pass mark, module component breakdown, module weightings with award calculation and any special regulations for the programme. Approved Programme Schedules are used in conjunction with, and do not supersede these regulations.

Module Leader - A member of IBAT College Dublin academic staff, responsible for setting and marking assessment in their relevant subject area. They are responsible for ensuring the agreed assessment strategy is applied, that assessment instruments are aligned with the learning outcomes, and that the assessment process complies with agreed IBAT College Dublin policies and processes. The Module Leader works with the Dean to recommend learner marks to the Examination Board.

Moderator – A member of IBAT College Dublin academic staff, appointed by the Dean to moderate the assessment internally and ensure that the assessment instruments are aligned with the module learning outcomes, that the marks awarded are consistent with the relevant standards and that the marks submitted are accurate and complete.

External Examiner – An External Examiner is an independent expert who is a member of the broader community of practice within the programme's field of learning and whose accomplishments attest to his/her likelihood of having the authority necessary to fulfil the responsibilities of the role. In research degree programmes, the term 'External Examiner' is used to refer to an 'External Assessor'.

Academic Misconduct – For the purposes of the QAH academic misconduct aligns with the definitions as provided from the National Academic Integrity Network and required by Registrar's to report annually. These are as follows.

- **Examination Infringement:** Possession of book(s), notes, or electronic storage and retrieval devices; possession of writing on his/her person upon entering the examination hall; use or

attempted use of books, memorandum, notes or paper; aiding or attempting to aid another candidate; obtaining or attempting to obtain aid from another candidate; communication, or attempted communication, in any way, with another candidate; removal of answer books from the examination hall whether used or unused.

- **Plagiarism:** the practice of taking another person's work or ideas and passing them off as one's own ... the inclusion of another person's writings or ideas in any formally presented work. (including essays, theses, projects, laboratory reports, examinations, oral, poster or slide presentations) which form part of the assessment requirements for a module or programme of study, without due acknowledgement, either wholly or in part, of the original author or source of the material through appropriate citation. Plagiarism occurs where ideas are presented falsely, either implicitly or explicitly, as being the original thought of the authors.

- **Contract Cheating:** Usage of an essay mill; submission of an assessment that is not the original work of the student; when a person uses a third-party service(s) to help them produce academic. work where such input is not permitted and whether or not payment or favour is involved.

- **Infringements on Work Based Placement:** Pending definition from NAIN.

- **Research Misconduct:** Unacceptable or improper behaviour in any part of research.

Further clarification relating to the classifications above are:

- **Self-Plagiarism** - a type of plagiarism in which the learner reuses portions of a previously written text while authoring a new work. In a research context the ethical issue of self-plagiarism is significant as it can infringe upon a publisher's copyright. In an assessment context where the learner has received credit for the original work, it cannot be resubmitted for assessment for a credit bearing award.

  "Credit shall not be earned twice for the same learning achievement (in the sense that this should not lead to two awards at the same level for essentially the same learning)" - -Principles and Operational Guidelines for the Implementation of a National Approach to Credit in Irish Higher Education and Training – NFQ 2006

- **Collusion** - The act of collaborating with someone else on an assessment exercise which is intended to be wholly the candidate's own work, or the act of assisting someone else to commit plagiarism.

- **Cheating** – Acting dishonestly in order to gain an advantage in an examination. Examples include, referring to notes, communicating with others during the examination, impersonation at an examination, wrongly obtaining secure assessment material, behaving in any way such as to undermine the integrity of the Assessment Process.

Progression – A candidate has achieved the required learning outcomes for a stage of a programme and may progress to the next stage. The term progression may also be used to monitor learners progressing to a higher award i.e., progressing from a Bachelor's to Master's programme.

Retention – A term used to measure the percentage of learners who progress within a programme and continue on to the next stage.

Resit – Where an element of a module such as an examination is re-attempted. The marks for all other components are carried forward.

Retake – The full module is retaken including attendance and all coursework. Previous marks awarded for components are not carried forward.

Repeat – This usually applies to a learner who is required to repeat a full stage of a programme.

Learner Management System (LMS) – The formal College records system where the learner status and marks/grades are maintained. A learner is deemed registered at IBAT College Dublin when their status is set as active on the LMS. The system is managed by IBAT College Dublin Registrar's office.

Stage - Stages of a programme are separated by barriers to progression such as a set of terminal examinations. The final stage of a programme is called the award stage where all modules contribute to the final award.

Validation – In this context validation refers to the validation of the programme for delivery at IBAT College Dublin and awarded by QQI or ATU. The programme, learning outcomes, awards standards, admissions criteria, and any other regulation as laid down at validation by agreement with the relevant awarding body.

CHAPTER 9   COLLABORATIVE ARRANGEMENTS AND OTHER PARTIES INVOLVED IN EDUCATION AND TRAINING

ESG Standard 1.4: **Student Admission, Progression, Recognition and Certification**

Institutions should consistently apply pre-defined and published regulations covering all phases of the student "life cycle", e.g., student admission, progression, recognition and certification.

ESG Standard 1.8: **Public Information**

Institutions should publish information about their activities, including programmes, which is clear, accurate, objective, up-to date and readily accessible.

All collaborative arrangements or other relationships with external bodies, both in Ireland and abroad, offered through or by the College are organised with reputable bodies and are subject to appropriate internal and external QA procedures.

This chapter details the policy and procedures which should be followed for the development, approval and ongoing quality management of programmes operated in collaboration with other organisations nationally or internationally.

This chapter is informed by:

- Statutory Quality Assurance Guidelines developed by QQI for use by all Providers – QQI April 2016.

- Statutory Quality Assurance Guidelines – Sector Specific for Independent/Private Providers – QQI 2016.

- Collaborative Programmes, Transnational Provision and Joint Awards – QQI 2012.

- Registered Education Provider Program Handbook – Project Management Institute - November 2017).

IBAT College Dublin has established partnerships with:

- Quality and Qualifications Ireland

- Atlantic Technological University (ATU)

- Arden University

In addition, the College liaises with professional bodies to secure recognition for its programmes, in particular the professional/professional programmes:

- Project Management Institute

The nature of all collaborative arrangements and the full current programme offering can be viewed in the IBAT College Dublin Prospectus and on the College website.

Revisions to this chapter, policy and/or procedures are subject to the approval of the Academic Council.

9.1   Approval for Collaborative Arrangements

In proposing collaborative arrangements, the College implements an approval process to mitigate any reputational risk to the College, the sector and /or the national qualifications system associated with particular prospective providers, awarding bodies and other third parties.

All collaborations regarding the delivery of academic programmes must be approved by the AC and the Board of Governors. In reaching its decision, the Board of Governors will be advised by the SMG (on strategic development) and the Audit Sub-Committee (on risk assessment). Clear and appropriate policies and procedures for the QA of collaborations with clearly articulated responsibilities must be agreed and underpinned with a formal agreement.

Collaborative arrangements will vary in nature from delivery of programmes developed in partnership with an awarding body, to a study centre arrangement. The application for approval by the AC is prepared by the Dean or the function proposing the collaboration. All applications for approval must be arranged to cover the following key headings (these are further elaborated in Appendix 9.1):

1. Legal, reputation and compliance requirements

2. Resource, governance and structural requirements

3. Programme development and provision requirements

The due diligence exercised must take account of the overall suite of education and training provision offered by the proposed collaborator. The Dean is responsible for academic due diligence. The Managing Director(s) is responsible for undertaking financial and legal due diligence. All due diligence reports and associated paperwork are submitted to the AC with the final proposal for approval.

Where a collaborative arrangement is agreed procedures must be put in place to monitor and review the effectiveness of those arrangements. Any review agreed with a collaborating body, must be periodic, two-way and there should be a facility to schedule a review where there is a doubt or concern regarding the quality of the arrangement.

The Registrar is responsible for maintaining all formal agreements and QA arrangements and agreeing a schedule of review.

9.2 QQI Policies on Transnational, Collaborative Provision, and Joint Awards

IBAT College Dublin does not currently offer any formal collaborative, transnational programmes, or joint awards validated or awarded by QQI. However, the College is informed by these polices when considering collaborative provision.

Were the College to make a strategic decision to pursue such a development, it will necessitate a change of scope to any agreed procedures. To facilitate this change, IBAT College Dublin will submit to QQI, a supplementary document to describe the QA processes required to support collaborative or transnational programmes and/or joint awards, as relevant, under the criteria defined in QQI's policies' document. Where relevant, QA procedures for Collaborative Provision, Transnational Provision and Joint Awards will be submitted to QQI as part of an application for change of scope.

9.3 Collaborative Arrangements with Atlantic Technological University (ATU)

A strategic partnership between IBAT College Dublin and Atlantic Technological University (ATU) was officially established on July 20, 2023, following formal approval at the ATU Academic Council meeting in June 2023.

ATU courses are delivered within the ATU Quality Assurance and Enhancement framework and awarded by ATU. IBAT is primarily responsible for day-to-day operations, under ATU's Quality Assurance oversight, additionally including applicant queries/processing, student support, and finance related queries. It is important to note that ATU strictly authorises entry on to the programme based on the defined entry requirements.

Applicants who register on programmes under the auspices of this strategic partnership hold the status of being a student at both institutions. Tuition and provision of student services take place from IBAT Dublin Campus

The following documents define the collaborative arrangements and agreed policy and procedures for the delivery of validated programmes:

- ATU and IBAT College Dublin Memorandum of Agreement – July 2023.

- ATU and IBAT College Dublin Partnership Agreement – March 2024.

- Quality Assurance Handbook and all ATU QA policies and processes

All documents and agreements are retained by the Managing Director. ATU is subject to review by Quality and Qualifications Ireland

(QQI) – to assess the maintenance of academic standards and transnational education –

The overall arrangement for the collaborative partnership between IBAT College Dublin and ATU is subject to review at least every five years.

The Dean is responsible for ensuring all programmes at IBAT College Dublin awarded by ATU are delivered in accordance with the agreed conditions as laid out in the documents referred to in this chapter.

The Registrar is responsible for ensuring that all programmes delivered are properly validated, for maintaining all associated documentation, ensuring the integrity of the data produced and keeping adequate records.

9.4 Accreditation and Coordination of English Language Services

IBAT College Dublin is a recognised Accreditation and Coordination of English Language Services (ACELS) School and is a member of the Marketing English in Ireland (MEI) association.

ACELS is a legacy function of QQI and responsible for the development and management of an inspection/recognition scheme for English Language Teaching organisations (ELTs) nationally. ACELS recognition is granted on an annual basis. A certificate of recognition is issued to each recognised ELT organisation each year. ACELS publish a list of recognised schools annually (http://www.acels.ie/schools).

The College operates under the 'Regulations Governing the Recognition of English Language Teaching Organisations 2020' and the operation is described in the IBAT College Dublin Documented Curriculum Framework 2021 (DCF).

The recognition process includes a site visit and inspection of the IBAT College Dublin English Language School facilities. The full current programme offering can be viewed in the IBAT College Dublin Prospectus and on the College website.

9.5 Project Management Institute Qualifications

IBAT College Dublin is an Approved Training Partner (ATP®) of the Project Management Institute (PMI). PMI allocates credits for the College's Diploma in Project Management, which is designed, delivered and assessed by IBAT College Dublin to PMI specifications. To

ensure continuing quality of the programmes, PMI review the college, and selected courses, on a three-yearly basis. It is also noted that all recognised education providers are subject to periodic audit by PMI as described in the Recognised Education Provider Handbook, and providers may be selected for audit based on customer feedback, or PMI may randomly select an organisation for audit.

PMI contact the College approximately 12 weeks before IBAT College Dublin approval is due to expire and the College must submit the appropriate application for re-approval prior to the approval expiry date. The re-approval process is normally a desk-based procedure.

It is the responsibility of the Dean to ensure all PMI qualifications are delivered in accordance with the Recognised Education Provider Handbook.

The Registrar is responsible for ensuring that all recognition is current and maintained and is responsible for maintaining all associated documentation, ensuring the integrity of the data produced and keeping adequate records.

9.6   External Expertise

IBAT College Dublin has occasion to engage external, independent, national and international experts from time to time. These include:

- Membership of Committees
  - o The AC
  - o Board of Governors
  - o Audit Sub-Committee of Board of Governors
- Advisory
  - o Expert Advisory Committee
- Expert Panels
  - o Internal Review
  - o Programme Review with Awarding Bodies
- External Examiners

When selecting and proposing external experts, independence and appropriate expertise must be reviewed, ethical considerations and conflict of interest actual or perceived must be considered and declared by the proposed panel member.

External Examiners and panel members for programme review are subject to the approval of the AC.

For external review processes, the College engages with, and is guided by, the procedures for the relevant awarding body for the appointment of Experts. For External Examiner appointments refer to described in section 8.14.

The Registrar is responsible for maintaining a record of the names and affiliations of expert panellists, examiners and other external experts associated with the College.

9.7 Peer Relationships with the Broader Education and Training Community

IBAT College Dublin has substantial engagements with peers across the GUS group and participates in the Group Level Academic Strategy meetings, to continue to explore potential partnerships and developments.

It is a strategic imperative that IBAT College Dublin engages with the broader education and training community, by attendance at conferences and membership of academic groups or committees. In all cases the reputation of the College is considered, and any formal arrangement is subject to the approval of the AC - see section 9.1 above.

CHAPTER 10   STAFFING, STAFF DEVELOPMENT AND SCHOLARSHIP

ESG Standard 1.5: ***Teaching Staff***

Institutions should assure themselves of the competence of their teachers. They should apply fair and transparent processes for the recruitment and development of the staff.

IBAT College Dublin considers the quality of its people to be a critical success factor, which includes the capacity to attract, develop and retain management and staff with the necessary talent and expertise required to support the continuing academic and commercial development of a successful organisation.

The College is committed to clear, transparent, and fair processes for staff recruitment and conditions of employment that recognise the importance of teaching. The College is committed to the selection of employees in a consistent and professional manner irrespective of age, race, gender, or disability. The College strives to:

- Provide opportunities for and promote the professional development of teaching staff.
- Encourage scholarly activity to strengthen the link between education and research.
- Encourage innovation in teaching methods and the use of new technologies.

This chapter lays out the policy and procedures to ensure that staff engaged in delivering or supporting all programmes are appropriately qualified for their role and that there are appropriate measures to ensure this and to monitor and assure the proficiency of all staff.

IBAT College Dublin is responsible for the quality of its staff and for providing them with a supportive environment that allows them to carry out their work effectively.

The College ensures that academic and administrative staff have sufficient experience and expertise to fulfil their designated roles and thereby enhance the teaching and learning environment for learners.

The College is responsible for the supervision and monitoring of the performance of staff, both teaching and non-teaching, including arranging such staff development activity as shall be necessary or desirable in relation to the provision of the programmes and the obtaining of qualifications by learners.

This chapter considers the QA processes in ensuring staff are properly qualified and supported in respect of delivery of academic programmes and providing learner support. Polices and legislation covering staff recruitment and Human Resource policies are considered in the College's Human Resources Policy for Staff Recruitment, Management and Development (AP1.8).

This chapter is informed by:

- Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) – 2015.
- Statutory Quality Assurance Guidelines developed by QQI for use by all Providers – QQI April 2016.
- Statutory Quality Assurance Guidelines - developed by QQI for Independent/Private Providers coming to QQI on a Voluntary Basis – QQI 2016.
- National Strategy for Higher Education 2030 – HEA 2011.

Revisions to this chapter, policy and/or procedures are subject to the approval of the Academic Council.

10.1 Staff Recruitment

When the need for a position is identified, a job analysis, job description and person specification are produced. The job description outlines the roles and responsibilities of the position including the main activities and reporting relationships involved in its performance. The person specification sets out the requirements of the job in terms of qualifications, skills, and experience. Refer to the Human Resources Policy for Staff Recruitment, Management and Development (AP1.8).

For academic positions, only candidates who satisfy the minimum criteria specified are considered for appointment. Applications are screened by the Dean and a shortlist of qualified candidates is drawn up. Those on the shortlist are invited to interview. An appropriate interview panel is constituted which normally includes the Registrar and Dean. The selection process will include a presentation to appraise teaching ability. Where feasible the presentation is made to panel of peers; a lecturer evaluation is completed and shared with the interview panel. This is considered a key element of the evaluation of the candidate.

All academic appointments are subject to:

- The approval of the Board of Governors.

- Authenticity of academic qualifications and/or professional recognition.

- Satisfactory references, at least one of which is an academic reference.

- Approval of ATU for those engaged in the delivery of ATU programmes.

10.2 Criteria for Appointment of Academic Staff

IBAT College Dublin has established the following criteria for the appointment of academic staff. Normally a lecturer is required to have a qualification above the level at which they are being appointed to teach, and the minimum academic criteria are set at:

- An honours degree (2.2 or higher) in a relevant Level 8 programme (NFQ), or equivalent in a discipline relevant to programmes.

- Three years' relevant post-qualification experience.

- Excellent communication and presentation skills.

All new hires will be expected to have a teaching qualification (formerly was a desirable requirement) or as a condition of employment acquire a formal teaching qualification. Lecturers will be supported to acquire this formal qualification. Our preferred qualifications and providers are the:

(i)   The TuS Level 9 Special Purpose Award, 10 Credit Certificate in Designing and Adapting Coursework for Blended and Online Learning

&/or

(ii)   Digital Badge Awards from Open Courses, endorsed by the National Teaching & Learning Forum.

Desirable:

- Postgraduate qualification.

- Relevant teaching, course design, and/or research experience.

- Supervision of projects at undergraduate level and possibly postgraduate level.

- Specific specialised experience - Experience of delivering a blended &/or online programme and the technologies used will form part of all recruitment interviews going forward.

10.3 Induction

All new staff undertake a general induction. It is the responsibility of the Dean to ensure such inductions are undertaken.

- Introduction to the organisation including background, ethos, structures, strategies and plans.

- Academic and administration procedures and regulations (including equality and diversity policy).

- Overview of the IT systems.

- Overview of safety requirements.

In addition, it is the responsibility of the Dean to ensure all academic staff, Registrar's office staff and Programme Administration Managers undergo an academic induction that covers:

- Roles and responsibilities of academic staff, including pedagogical expectations, teaching, learning and assessment strategies.

- The Quality Assurance Handbook - Policies and Procedures.

- Other relevant material from awarding bodies.

- Learner supports available.

- Staff development opportunities.

- Programme Document and Approved Programme Schedule.

Academic staff with limited teaching experience are assigned a mentor from the academic faculty to support them in the first academic year and provide guidance on pedagogy and assessment.

Induction on blended and online programmes will involve attendance initially existing lecturers and staff at a ½ Workshop on why IBAT are adopting this pedagogical approach in certain courses, informing participants on the BL pedagogical approach adopted by the college, the policies and frameworks used to guide BL practice, and drive QA and decision making.

IBAT College Staff members will be joined by external experts to impart best practice on different aspects of BL programme and module design and delivery. Going forward the Educational Technologist will be responsible for this specific training.

10.4 Staff Appraisal

Staff appraisal at IBAT College Dublin is a formal process managed through an accessible team performance management system application. It supports the review of the performance of roles, the achievement of goals and objectives and the implementation of staff development plans by line managers. It also focuses on future goals, objectives and development plans in the context of evolving operational responsibilities and career development, and feeds back to staff on their strengths and on areas requiring improvement.

Each member of staff has agreed individual goals and objectives. The process is supported by semi-formal reviews, carried out to review progress and updates based on evolving business plans and objectives, and a formal annual appraisal.

In addition to the formal appraisal all staff meet periodically with their line manager to provide and receive feedback.

Academic feedback, gathered across all programmes, both formally by paper-based questionnaires and informally by an ad hoc Moodle based electronic feedback form, feeds into the processes for continually monitoring performance.

Staff appraisal at IBAT College Dublin contributes to:

- The maintenance and enhancement of academic, professional, and technical standards for staff.
- The maintenance and enhancement of pedagogical standards for teaching staff.
- Preparing to benchmark staff profiles (at programme level) with those of similar providers where information is available.
- Collection and use of regular and timely learner and other relevant feedback on teaching staff.
- Identifying requirements for pedagogical training and certification of teaching staff.
- Performance management.

The above feeds into the quality enhancement agenda.

The Dean is responsible for the annual appraisal of lecturers. The Programme Administration Manager produces a report on each lecturer having reviewed the feedback on lecturers and the ongoing peer review conducted by the CPD Coordinator. They are tasked with observing the lecturer in their delivery of both FTF and online components and producing a report on the effectiveness and engagement observed. In this report recommendations on how to improve engagement are made.

10.5 Communication

Communication to staff and feedback from staff is disseminated and collected both formally and informally. Staff will liaise with their manager in the first instance who arranges formal or semi-formal briefing sessions to ensure all staff are up to date with the requirements of the QAH, polices and other relevant information. An Academic Calendar is published weekly highlighting key meetings and events. Formal communication is also facilitated through boards and committees.

Academic staff are full members of the following boards and committees:

- The AC – four seats for elected staff, academic and support staff

- Programme Boards

- Examination Boards

- Programme Development Team

- Class Representatives Meetings

- Admissions Committee

- Academic Misconduct Committee

- Student Disciplinary Committee

The minutes of the meetings above are available on the College intranet for all staff, both full and part-time.

Formal structured feedback at programme level is collated from staff using the Module Review and Development Form (refer to section 4.3.2) as a mechanism to evaluate learning and teaching resources, the library and the academic environment as well as proposing changes to the programme.

10.6 Training

Training and development needs are identified in the appraisal process or they may be responsive to an identified need.

Staff are periodically trained in the following:

- Policies and procedures for all awarding bodies and professional bodies as appropriate.

- Training on programmes and learner recruitment, with admissions staff.

- Admissions procedures and policies, and the evaluation of RPL (see section 5.7 and 5.8).

- Intercultural awareness to promote international learner integration.

- Diversity training with staff encouraged to think in terms of inclusiveness at all levels (publicity material, course design, social activities, etc.).

- Student supports – to ensure learners are advised of appropriate supports by lecturing staff.

- Assessment.

- New initiatives in teaching and learning.

- Health and safety and welfare.

10.7 Staff Development

IBAT College Dublin is committed to providing staff development for all staff – see the College's Human Resources Policy for Staff Recruitment, Management and Development (AP1.8). The Staff Development Policy for academic staff is aligned with the College's quality enhancement policy (refer to Chapter 1) and broadly covers the following areas:

1. Pedagogy
2. Assessment
3. Continuing Professional Development
4. Research/scholarly activity

Newly qualified staff, or staff with limited academic or teaching experience, are assigned a mentor for at least one year, depending on the volume of teaching - refer to section 10.3.

The appraisal scheme (refer to section 10.4) provides a systematic mechanism to identify and address staff development requirements.

Plans for staff development are developed in the context of all the education and training activities and related services provided by the College. This includes those education and training activities leading to awards of ATU and professional bodies such as the Project Management Institute, so that the overall commitments of staff are taken into account by the provider.

In addition, with the advent of blended and online programme the lecturer shared Lecturer Common Room is being reviewed and additional content and resources included to facilitate the dissemination of best practice and by facilitating engagement through Communities of Practice and other initiatives, e.g. The What Works and Why project aimed to build digital literacy and engagement for students and teachers in Irish higher education.

10.7.1   IBAT College Dublin Training and Development Fund

All staff have access to support and opportunities for development, whether they are internally provided or are formal qualifications delivered externally. Staff members wishing to be supported by the IBAT College Dublin Training and Development Fund are required to complete an Application Form (F10.1), and attach a copy of a syllabus, course description or conference details, as appropriate. All applicants must have discussed their training needs (during their development planning) and have the support of their line manager before submitting an application. In considering the application, the individual's line manager is required to indicate how the proposed programme of study/conference participation will maintain or improve the staff member's skills or knowledge relevant to their current duties. The application is then provided to SMG for consideration.

Eligible staff include:

- All permanent staff.

- All full-time contract staff.

- Part-time staff who have completed one year of service.

- Part-time academic staff who have completed two semesters of teaching on accredited programmes.

10.7.2   Staff Development in Pedagogy

The aim of staff development in pedagogy is to enhance the quality of the learning experience for all learners at the College, be they full-time, part-time or flexible learners and to encourage innovation in teaching methods and the use of new technologies.

In accordance with the College's staff recruitment and development policy, new permanent full-time academic staff appointees, who do not hold a recognised framework-aligned qualification in learning, teaching and/or assessment, are required to undertake one within a time frame agreed with the Dean. Part-time academic staff appointees, who do not hold such a qualification will be supported to undertake an appropriate qualification with the agreement of the Dean and in line with their terms of employment.

For support to be approved, the training must be demonstrably aligned to the Teaching and Learning and/or Assessment Strategies - refer to section 10.7 and Chapter 6.

The College also arranges short courses or seminars internally on various topics related to pedagogy or quality enhancement, such as seminars on assessment provided by External Examiners, or intercultural awareness etc.

Membership of organisations such as National Forum for the Enhancement of Teaching and Learning in Higher Education or The Association for Higher Education Access & Disability also provides an opportunity for staff development in pedagogy.

10.7.4   Continuing Professional Development

Continuing Professional Development (CPD) is undertaken at both the subject specific and professional level and in areas related to the academic's own subject area for delivery of IBAT College Dublin programmes. Staff are required to maintain a high level of currency in

both aspects of the teaching role. Staff are encouraged and supported, by the Training and Development Fund (section 10.7.1), to access CPD at subject level.

10.7.5 Staff Development in Research and Scholarly Activity

In line with the National Strategy for Higher Education 2030 '*Every student should learn in an environment that is informed by research, scholarship and up-to-date practice and knowledge. The roles of teaching and research should be afforded parity of esteem. This should be reflected in resource allocation, in promotion criteria, and in the metrics used to assess performance at individual, institution and system level.*'

IBAT College Dublin is committed to encourage scholarly activity, as appropriate, to strengthen the link between education, teaching and research.

Engagement with scholarship is a difficult metric and staff are encouraged in this regard by the publication of a Research and Scholarship register held by the library. This register captures and records all activity classified as research or scholarship undertaken by the staff of the College and includes publications, book reviews, research projects and the professional application of disciplinary knowledge.

CHAPTER 11   INFORMATION, DATA MANAGEMENT AND PUBLIC INFORMATION

*ESG Standard 1.7: **Information Management***

Institutions should ensure that they collect, analyse and use relevant information for the effective management of their programmes and other activities.

*ESG Standard 1.8: **Public Information***

Institutions should publish information about their activities, including programmes, which is clear, accurate, objective, up-to date and readily accessible.

11.1   Scope

IBAT College Dublin is committed to the collection of reliable information and data and its analysis to support informed decision making and to ensure the College can establish what is working well and what needs attention in an accessible and timely manner.

Data is collected where it will add value and reflects the context and mission of the College.

Procedures are in place to ensure accuracy, security and integrity of data and information obtained and are described in this chapter. This chapter should read be in conjunction with the IBAT College Dublin:

- Data Protection and Record Management Policy (AP1.9)

- Data Retention Schedule (AP1.10)

- ICT Security Policy (AP1.19)

This chapter is informed by.

- Statutory Quality Assurance Guidelines developed by QQI for use by all Providers – QQI April 2016.

- Statutory Quality Assurance Guidelines developed by QQI for Independent/Private Providers coming to QQI on a Voluntary Basis. QQI April 2016.

- Standards and Guidelines for Quality Assurance in the European Higher Education Area ESG – 2015.

- Publications from the Office of the Data Commissioner- GDPR Preparedness Kit.

Revisions to this chapter, policy and/or procedures are subject to the approval of the Board of Governors.

11.2 Information and Data Management

11.2.1   Responsibilities for Data Management

The Registrar has overall responsible for the veracity, completeness and confidentiality of all learner data held in the LMS. The Registrar is the appointed Data Protection Officer.

The IT Manager is responsible for the maintenance and security of the IT systems and providing documentation to support the LMS and any other data management system holding personal data.

The Dean is responsible for the preparation of reporting templates and ensuring that where learner data is used for reporting, monitoring, and benchmarking, the information derived is robust, transparent and traceable - see section 11.9.

The SMG is responsible for ensuring that all staff are aware of data security measures when using the College's IT and data management systems.

11.2.2   Data generated by IBAT College Dublin

The College collects and generates data to facilitate informed decision making and comparisons with similar providers as a benchmarking exercise to support the College's quality enhancement agenda.

Such information includes:

- Admissions data

- Information about learners (see section11.4)

- Assessment data

- Progression and retention data

- Award Data and classifications.

- Learner surveys

- Graduate surveys

Information gathered and data collected is verified, analysed and used responsibly. It is the responsibility of the AC to oversee all academic reports generated by the College and ensure that stakeholder representation, including learners, are involved in the monitoring and enhancement processes.

A table of reports and data collected and by whom is laid out in Table 11.1, section 11.9.

Reports such as the Progression and Retention Report, first destination surveys or trends in award classifications are used as key performance indicators to facilitate self-evaluation and benchmarking within the sector or similar providers where such information is available. The College has identified colleges with which to benchmark performance and is currently establishing procedures to ensure such comparisons are valid and meaningful. The College is committed to establishing relationships within the sector to share information and contribute to research that will benefit the College's enhancement agenda.

Other sources of information for benchmarking includes:

- Higher Education Authority reports such as:

  o Graduate Outcomes - What Do Graduates Do?

  o Completion Analysis - A Study of Progression in Irish Higher Education 2013/14 – 2014/15

  o Staff Analysis

  o Higher Education System Performance 2014-2017

- HEFCE Register (Higher Education Funding Council for England)

- Higher Education Statistics Agency

A significant source of data for reports is the LMS described in section 11.4. The Registrar is responsible for the integrity and veracity of the data held and reports generated from the LMS.

The Registrar is responsible for providing accurate and timely information to awarding bodies as required and appropriate, refer also to section 4.6.

11.3 Dissemination of Information

Some information gathered or produced by or about the College is made available to the public on the College website or the websites of awarding bodies – see sections 4.5, 4.6 and 11.8.2 and in the prospectus (see Chapter 5).

Information, relevant to current learners (section 11.4) can be accessed via the College intranet/Student Portal.

Information of interest to staff such as the minutes of the Board of Governors, the AC, Audit Sub-Committee, etc. are available on the shared drive accessible to staff both full-time and part-time.

Confidential information such as Examination Board broadsheets are kept securely (see section 11.5) and shared only as appropriate and with awarding bodies via a secure transfer system.

11.4 The Learner Management System (LMS)

IBAT College Dublin uses a bespoke LMS to maintain and secure learner records including:

- Providing reports required for internal quality management and improvement.
- Generating data required for, and compatible with, external regulatory, professional or national systems as appropriate.

- Generating statistical and other reports to meet internal and external information requirements, for example, on the QQI database of programmes and awards as prescribed by the legislation.

11.4.1   Responsibilities for the LMS

The Registrar is responsible for ensuring learners are properly registered on the system and for the integrity and veracity of the data held on the LMS.

Authorising rights of access and right to amend data is the responsibility of the Registrar.

The IT Manager is responsible for the maintenance, security, and documenting of processes of the LMS.

Information held on the LMS is subject to the College's Data Protection and Record Management Policy (AP1.9).

11.4.2   Information held on the LMS

On registration with the College learners are enrolled on the programme to which they applied and were admitted - refer to Chapter 5.

The LMS holds personal information and learner records such as:

- Personal details
- Contact information.
- Correspondence
- Assessment results
- Stages completed and progression.
- Modules and electives
- Awards conferred.
- Award classification

The LMS is organised in a number of modules which group data in accordance with various themes: Admissions, learner details, assessment, attendance and financial.

The LMS provides a record of the progression of learners through the programme; learners are enrolled on modules and for examinations and reassessment where appropriate. On completion of the Examination Board, learners are progressed to the next stage of the programme and the determination of the Examination Board recorded.

In addition, confidential personal data such as disciplinary records, reasonable accommodations and assessment results are held on the LMS.

The LMS allows for an audit to be produced of changes made to learner records. It identifies the field altered, the date the change was made and by whom.

1. Student Recruitment personnel may access and amend pre-enrolment data and assign learner identification numbers.

2. Programme Administration Managers have full access to learner records and are authorised to make the following amendments:

   - Personal Details: Updates and corrections.

   - Enrolment on modules core and elective.

   - Entering and verifying assessment data prior to Examination Boards.

   - Adjusting learner's status to pending, pending the outcome of an Academic Misconduct Committee or a deferral decision etc.

   - Issuing transcripts after the publication of results.

   - Other activities with the agreement of the Registrar.

3. Registrar's office personnel have full access to learner records and are authorised to make the following amendments:

   - Registering learners to programmes.

   - Personal Details: Updates and corrections.

- Revising assessment records as authorised by an Examination Board.

- Progressing learners from stage to stage.

- Adjusting learners' status to reflect the outcomes of Academic Misconduct or deferrals etc.

- Withdrawing learners from a programme.

- Issuing transcripts and other activities, such as requests for confirmation of learner status, etc.

11.5 Records Maintenance and Retention

Refer to the Data Protection and Record Management Policy (AP1.9) and the Data Retention Schedule (AP1.10).

The Registrar has overall responsibility for maintaining learner records.

- Academic performance and achievement details for programmes, modules and assessments completed by learners are recorded by the College and maintained indefinitely in the LMS; this facilitates the certification of learners' work through the accrediting bodies as well as facilitating access, transfer and progression for learners.

- All marks achieved by learners in assessments are recorded and maintained on the LMS.

- Electronic copies of all Examination Board broadsheets are maintained digitally indefinitely, to facilitate the provision of transcripts and reprints of Diploma Supplements.

Each department is responsible for the retention of its files for the durations indicated in the Data Retention Schedule (AP1.10).

11.5.1   Backup systems

Backup of all network drives are performed on a daily basis with off-site storage to ensure that data can be recovered. Backup logs are checked on a daily basis to ensure the correct data backup has occurred.

The LMS is backed up every night to another server, additionally the databases are also backed up within a historic archive on an external (off-site) backup device. Each daily backup is segregated into separate folders for each day of the month, and then archived again for the last day of each month.

Both soft and hard copy of records including minutes of committees, Examination Boards, External Examiners reports, and examination broadsheets are filed securely and maintained, soft copies are backed up and secured on the College servers and retained in accordance with the Data Retention Schedule (AP1.10).

Hard copies of all attendance sheets are retained in a secure designated area with restricted access. The electronic record is stored in the LMS. Hard copies are retained for the duration of the learner's studies.

Hard and soft copies of learner assessment scripts are archived, with hard copies stored within a secured dedicated storage location, while soft copies are archived in the LMS.

Records for destruction are disposed of appropriately using a professional and accredited shredding company.

11.6 Data Protection

The Registrar is the appointed Data Protection Officer.

Data Protection is the safeguarding of privacy rights of individuals in relation to the processing of personal data. The legislation regulates the collection, processing, keeping and disclosure of personal data and to give individuals access to their data. IBAT College Dublin respects the privacy and Data Protection rights of its learners, staff and other data subjects by complying with its obligations under such legislation.

The IBAT College Data Protection Policy is informed by the current legislation governing data protection and the processing of Personal Data:

- The Data Protection Act 1998 (The Principal Act)

- The Data Protection (Amendment) Act 2003

- The Data Protection Bill 2017, and any subsequent published act

- The General Data Protection Regulation (GDPR) May 2018.

- ePrivacy Directive, Revised Draft Oct 2019

11.7 Freedom of Information

IBAT College does not fall within the remit of the Freedom of Information Acts, 1997-2014.

11.8 Copyright Guidance

IBAT College Dublin is a teaching and learning college. It is not engaged in research activities and the commercialisation and innovative outcomes of such endeavours.

As Blended and online learning requires the varied use of different learning activities its essential that IBAT College lecturers receive guidance on the appropriate use of material and the correct citation of sources.

Upon appointment as a lecturer each lecturer contract has a copyright clause. It states.

"The copyright and all other intellectual property rights in connection with any work created or developed by you in connection with your employment shall be the property of the College. You must ensure that no such work misappropriates the proprietary information or infringes the copyright of any person. It is a condition of employment that you assign all rights of copyright, both current and future, to the College for the full period of the copyright, including extensions and renewals thereof. For projects of particular sensitivity, you may be required to sign special confidentiality agreements. In such cases of particular sensitivity, you may be required to undertake, you shall not seek to or accept any commercial advantage, including employment, from knowledge gained about such projects for a defined period (not exceeding 12 months) following the ending of your employment for whatever reason".

To clarify what this means all lecturers receive a copy of the booklet produced by the Intellectual Property Office of Ireland, titled, "General Information Concerning: Copyright &

Related Rights". The booklet is a general guide and is not a legal interpretation of the law relating to copyright. It informs all on what copyright is, its types, who owns it, rights afforded by copyright material, how to identify copyright material ©, how long copyright lasts, what is not covered by copyright, the objective of the primary piece of legislation governing copyright, The Copyright and Related Rights Act 2000

At induction all lecturers are given examples from the College Librarian on what's permissible, for example, quoting or distributing materials for their lectures they are instructed they can use up to 5%, but no more than 1000 words, of essays, articles, or stories, of a single copyrighted work. And the work must be cited wherever used.

In addition, we are a Licensee for our English and Higher Education School with the Irish Copyright Licensing Agency CLG. Beside all photocopiers in both our campuses our Licence Certificate and User Guidelines are displayed.

11.8 Public Information

IBAT College Dublin is committed to publishing clear, accurate, objective, up-to-date and easily accessible information for all stakeholders on the College website (www.ibat.ie). about the suite of programmes on offer at the College. The information provided meets the requirement to furnish information to prospective and enrolled learners.

Public information issued by or about IBAT College Dublin includes:

1. College Mission and Strategy.

2. Information regarding education and training programmes including non-accredited programmes:

    a. Programme Information

    b. Arrangements for the protection of enrolled learners

    c. Terms and conditions

    d. Tuition and all associated fees

    e. Pre-enrolment Information

3. QA policies and procedures:

   a. Quality Assurance Handbook

   b. Details of External Examiners

4. Partnerships and collaborations

5. Reports from QA or programme evaluations, this includes, but is not limited to:

   a. Re-engagement

   b. Validation

   c. Revalidation

   d. Institutional review

   e. Annual Quality Review.

The Registrar is responsible for ensuring that all information in the public domain is clear, accurate, objective, up to date and easily accessible and for ensuring that reports issued for formal evaluations including College enhancements are published in a timely manner.

Such information is made available on the College website, intranet or in the Student Handbook, the College Prospectus and other marketing material.

Arrangements for marketing material and third-party websites for the purposes of advertising programmes are described in sections 5.2 and 5.3. It is the responsibility of the Marketing Manager to ensure that all such information is current and properly approved by the Registrar.

11.8.1   Information Provided to Learners

11.8.1.1   Registrar

It is the responsibility of the Registrar to ensure all relevant programme and award information is made available on the College website to prospective learners and that it is current, honest, transparent and facilitates comparison.

11.8.1.2 Dean

It is the responsibility of the Dean to ensure all relevant programme and award information is available to enrolled learners in the Student Handbook and Module Guides - refer to sections 7.3.2 and 7.3.3.

The information is checked when the documentation is being prepared and/or updated, by a number of staff, Marketing Manager, Registrar's office, Programme Administration Managers and Student Recruitment Manager. A review is also conducted formally on an annual basis prior to production of the College Prospectus by the Registrar and Dean. This ensures accuracy is maintained to enable prospective learners to have clear, transparent information to facilitate comparison and better decision making.

Such information includes:

- Whether or not a programme leads to an award.

- The name of the awarding body.

- The title of the award; whether the award is recognised in the NFQ and if so, the award type and NFQ level.

- Whether the programme is subject to procedures for access, transfer, and progression and if so, what these are.

- Details of the PEL arrangements in place, should PEL be a requirement.

Prior to enrolment all learners have access to information including:

- Programme information:
  - o Programme learning outcomes.
  - o Entry requirements
  - o Access, transfer and progression
  - o Commencement dates
- Admission procedures
- Fees

- Any additional non-discretionary costs

- Terms and conditions

- Arrangements for the protection of enrolled learners

International learners are also informed of:

- Contact details of Student Affairs to help with queries.

- Attendance requirements

- Medical Insurance

- Additional expenses such as GNIB fees

- Estimate for cost-of-living expenses in Dublin, course materials etc.

This information is either available to all on the College website or included in the learners' offer letter and enrolment information.

In addition, learners, through the Class Representative system have access to reports and minutes of appropriate boards and committees and External Examiners Reports are made available to learners through the VLE, Moodle.

11.8.2   IBAT College Dublin Website

The IBAT College Dublin website is used as the primary tool to communicate public information. In addition to marketing information (Chapter 5) and programme information above, other information available on the website includes information on upcoming events, news, College activities and the relevant support services attached to a programme. In addition, the College publishes details of learner support services (academic and non-academic) available to enrolled learners such as accommodation options, welfare information and career development services.

Blog articles on the website, with contributions from support, academic and admissions staff as well as shared content from other online sources, are curated by the Marketing Manager and provide learners with supplementary information related, but not limited to further study

options, career development advice, sourcing accommodation, managing stress and examination preparation.

Links to third-party websites are present on the website for the general public, e.g., information purposes on awarding bodies or regulatory bodies. Other third-party websites referred to on the IBAT College Dublin website facilitate payments, for example. Guidance is provided to the visitor when they are leaving the IBAT College Dublin website. Agent websites are checked by the Marketing Manager - refer to section 11.8.

11.9 Quality Indicators and Key Performance Indicators

The table, which follows, provides a summary of the key performance indicator reports.

Table 11.1:   A summary of the key performance indicator reports

Report	Author	Frequency	Proposed by	Approved by
Admissions Report	Registrar (Student Recruitment Manager)	3 times per year	Admissions Committee	Academic Council
External Examiners Overview Report	Registrar	Annually	Programme Board	Academic Council
Examination, Progression and Retention Report	Registrar	Annually	Programme Board	Academic Council
Learner Feedback Report	Dean	Annually	Programme Board / Class Representatives Meeting	Academic Council
Alumni Report	Dean	Annually	Managing Director	Academic Council
Academic Staff Report	Dean	Annually	Programme Board	Academic Council
Annual Programme Monitoring Report	Dean	Annually	Programme Board	Academic Council
Resources and Facilities	Facilities Manager and Librarian	Biannually	SMG	Academic Council
Annual Self-Assessment Report (ASAR)	Dean	Annually	Head of School	Academic Council
Annual Quality Report	Registrar / Dean	Annually	Head of School	Academic Council

APPENDICES

Appendix 1.1 List of Associated Polices and Standard Operating Procedures

Appendix 1.2 References

Appendix 3.1 QQI Core Validation Criteria

Appendix 3.2 Headings from the Overall Template for Presenting an Application for Validation

Appendix 3.3 Checklist and Notification for New Programmes

Appendix 8.1 Regulations for the Management of Assessment and the Conduct of Examinations

Appendix 8.2 External Examiner - Information, Documentation and Induction

Appendix 9.1 Approval for Collaborative Arrangements for the Development and /or Delivery of Academic Programmes

FORMS AND TEMPLATES

F3.1   Programme Proposal Template

F3.2   Proposed Programme Resource Requirements

F 4.1   Annual Module Review and Development Plan (MRDP)

F4.2   Annual Programme Report Template

F4.3   Programme Action Plan Template

F4.4   Minor Changes to Programme Approval Form

F5.1   Learner Applicant Interview Form

F7.1   IBAT College Dublin Student Complaint Form

F8.1   Request for Mitigation Form

F8.2   Assessment Feedback Form

F8.3a   Internal Moderator's Assessment Approval Form & Report

F8.4   IBAT College Dublin External Examiners Annual Report

F8.5   Academic Misconduct

F8.6   External Examiner Fee Claim Form

F10.1 IBAT College Dublin Training and Development Fund Application Form

---

F10.2 Template for brief overview of the delivery mode of each module in the programme.

F10.3 Template for mapping programme content to the delivery mode.

F10.4 Template for mapping assessment content to the delivery mode.

Appendix 1.1   List of Associated Polices and Standard Operating Procedures

1   Associated Policies (APs)

AP 1.1   IBAT College Dublin Risk Management Policy

AP 1.2   IBAT College Dublin Recognition of Prior Learning (RPL) Policy and Guidelines

AP 1.3   IBAT College Dublin English Language Recognised Equivalence

AP 1.4   IBAT College Dublin Policy on Student Code of Conduct

AP 1.5   IBAT College Dublin Assessment Strategy

AP 1.5b   Assessment Workload Guidelines

AP 1.6   IBAT College Dublin Teaching and Learning Strategy

AP 1.7   IBAT College Dublin Quality Enhancement Plan

AP 1.8   Human Resources Policy for Staff Recruitment, Management and Development

AP 1.9   College Data Protection and Record Management Policy

AP 1.10   Data Retention Schedule

AP1.11   IBAT College Dublin Access, Transfer and Progression Requirements

AP 1.12   Guidelines on Assessing Group Work

AP 1.13   Contingency Plan for On-Line Delivery and Assessment

AP 1.14   Policy on Recording of Oral or Visual Presentations

AP1.15   IBAT College Dublin Blended and Online Learning Policy

AP1.16   IBAT College Dublin Deferral Policy

AP1.17   IBAT College Dublin Social Media Protocol / Etiquette

AP1.18   IBAT College Dublin standards for materials and resources

AP1.19   IBAT College Dublin IT Security User Policy

AP1.20   IBAT College Dublin IT Password Policy V1.3

AP1.21   IBAT College Dublin Attendance, Punctuality & Engagement Policy

2.   Standard Operating Procedures

SOP 2.1   Evaluating an Admission for Entry to an Academic Programme

SoP 2.2   Nomination Procedure for Staff and Learner Representatives to the Board of Governors

SOP 2.3   Procedures for Registration to a Programme at IBAT College

SOP 2.4   The 5 Stage Model of e-moderating – Teaching online and supporting online learning

SOP 2.5   Moodle Page Set-Up Checklist

3.   Operating Protocols and Procedures

OPP 3.1   Protocol on Dealing with Queries from the Press and Press Releases

OPP 3.2   Protocol on the College Being Notified of the Death of a Student

OPP 3.3   Protocol on the College expelling a Student

OPP 3.4   Protocol on addressing the Planning questions and key considerations in Stage 1 (Analysis) of ADDIE (ISD)

Appendix 1.2　　References

1. Standards and Guidelines for Quality Assurance in the European Higher Education Area - ESG 2015
2. Policy on Quality Assurance Guidelines - QQI April 2016
3. Statutory Quality Assurance Guidelines developed by QQI for use by all Providers - QQI April 2016
4. Statutory Quality Assurance Guidelines developed by QQI for Independent/Private Providers coming to QQI on a Voluntary Basis - QQI April 2016.
5. Policy on Monitoring - QQI Dec 2014
6. Policy for Cyclical Review of Higher Education Institutions – QQI Feb 2016
7. Re-engagement with QQI Policy and Criteria for Renewed Access to QQI Validation for Voluntary Providers of Higher Education and Training – QQI Jun 2014
8. Re-engagement with QQI - Overarching Policy for All Providers – Jun 2014
9. Policies and Criteria for the Validation of Programmes of Education and Training - QQI Nov 2017
10. Programme Validation Manual for Programmes of HET and Apprenticeships (FET and HET) (Edition 3, 2018)
11. Policy and Criteria for Making Awards - QQI 2014
12. Policy for Determining Awards Standards - QQI 2014
13. NFQ Awards - Grid of Level Indicators
14. ECTS User Guide - 2015
15. National Strategy for Higher Education 2030 - HEA 2011
16. Assessment and Standards - QQI Revised 2013
17. Quality Assuring Assessment Guidelines for Providers - QQI Revised 2013
18. Effective Practice Guidelines for External Examining - QQI Revised 2015
19. Guidelines for Managing Assessment Processes - IoT Jan 2016
20. QQI Policy Restatement - Policy and Criteria for Access, Transfer and Progression in Relation to Learners for Providers of Further and Higher Education and Training- NQAI 2003, Restated 2015
21. Policy and Criteria for Facilitating the Academic Recognition of Foreign Qualifications – QQI Jun 2015
22. Principles and Operational Guidelines for the Recognition of Prior Learning in Further and Higher Education and Training (NQAI, 2005)
23. The Code of Practice for Provision of Education and Training to International Learners – QQI 2015
24. Collaborative Programmes, Transnational Provision and Joint Awards – QQI 2012
25. The Irish Council for International Students (ICOS) – www.icosirl.ie (Accessed 24th July 2020)
26. Association for Higher Education Access & Disability (AHEAD)
27. The Policy, Guidelines and Procedures for the Granting of Reasonable Accommodations in Examinations to Students with Disabilities" - Disability Advisors Working Network
28. *The UK Quality Code for Higher Education – QAA http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code*

Appendix 3.1   QQI Core Validation Criteria

1 THE PROVIDER IS ELIGIBLE TO APPLY FOR VALIDATION OF THE PROGRAMME

a. The provider meets the prerequisites (section 44(7) of the 2012 Act) to apply for validation of the programme.

b. The application for validation is signed by the provider's chief executive (or equivalent) who confirms that the information provided is truthful and that all the applicable criteria have been addressed.

c. The provider has declared that their programme complies with applicable statutory, regulatory and professional body requirements.

2 THE PROGRAMME OBJECTIVES AND OUTCOMES ARE CLEAR AND CONSISTENT WITH THE QQI AWARDS SOUGHT

a. The programme aims and objectives are expressed plainly.

b. A QQI award is specified for those who complete the programme.
   - I. Where applicable, a QQI award is specified for each embedded programme.

c. There is a satisfactory rationale for the choice of QQI award(s).

d. The award title(s) is consistent with unit 3.1 of QQI's Policy and Criteria for Making Awards.

e. The award title(s) is otherwise legitimate for example it must comply with applicable statutory, regulatory and professional body requirements.

f. The programme title and any embedded programme titles are
   - I. Consistent with the title of the QQI award sought.
   - II. Clear, accurate, succinct and fit for the purpose of informing prospective learners and other stakeholders.

g. For each programme and embedded programme
   - I. The minimum intended programme learning outcomes and any other educational or training objectives of the programme are explicitly specified.
   - II. The minimum intended programme learning outcomes to qualify for the QQI award sought are consistent with the relevant QQI awards standards.

h. Where applicable, the minimum intended module learning outcomes are explicitly specified for each of the programme's modules.

i. Any QQI minor awards sought for those who complete the modules are specified, where applicable.
   - I. For each minor award specified, the minimum intended module learning outcomes to qualify for the award are consistent with relevant QQI minor awards standards.

3 THE PROGRAMME CONCEPT, IMPLEMENTATION STRATEGY, AND ITS INTERPRETATION OF QQI AWARDS STANDARDS ARE WELL INFORMED AND SOUNDLY BASED (CONSIDERING SOCIAL, CULTURAL, EDUCATIONAL, PROFESSIONAL AND EMPLOYMENT OBJECTIVES)

a. The development of the programme and the intended programme learning outcomes has sought out and taken into account the views of stakeholders such as learners, graduates, teachers, lecturers, education and training institutions, employers, statutory bodies, regulatory bodies, the international scientific and academic communities, professional bodies and equivalent associations, trades unions, and social and community representatives.

---

b. The interpretation of awards standards has been adequately informed and researched; considering the programme aims and objectives and minimum intended programme (and, where applicable, modular) learning outcomes

     i. There is a satisfactory rationale for providing the programme.

     ii. The proposed programme compares favourably with existing related (comparable) programmes in Ireland and beyond. Comparators should be as close as it is possible to find.

     iii. There is support for the introduction of the programme (such as from employers, or professional, regulatory, or statutory bodies).

     iv. There is evidence of learner demand for the programme.

     v. There is evidence of employment opportunities for graduates where relevant.

     vi. The programme meets genuine education and training needs.

c. There are mechanisms to keep the programme updated in consultation with internal and external stakeholders.

d. Employers and practitioners in the cases of vocational and professional awards have been systematically involved in the programme design where the programme is vocationally or professionally oriented.

e. The programme satisfies any validation-related criteria attaching to the applicable awards standards and QQI awards specifications.

4 THE PROGRAMME'S ACCESS, TRANSFER AND PROGRESSION ARRANGEMENTS ARE SATISFACTORY

a. The information about the programme as well as its procedures for access, transfer and progression are consistent with the procedures described in QQI's policy and criteria for access, transfer and progression in relation to learners for providers of further and higher education and training. Each of its programme specific criteria is individually and explicitly satisfied. Programme information for learners is provided in plain language. This details what the programme expects of learners and what learners can expect of the programme and that there are procedures to ensure its availability in a range of accessible formats.

c. If the programme leads to a higher education and training award and its duration is designed for native English speakers, then the level of proficiency in English language must be greater or equal to B2+ in the Common European Framework of Reference for Languages (CEFRL19) in order to enable learners to reach the required standard for the QQI award.

d. The programme specifies the learning (knowledge, skill and competence) that target learners are expected to have achieved before they are enrolled in the programme and any other assumptions about enrolled learners (programme participants).

e. The programme includes suitable procedures and criteria for the recognition of prior learning for the purposes of access and, where appropriate, for advanced entry to the programme and for exemptions.

f. The programme title (the title used to refer to the programme): -

i. Reflects the core intended programme learning outcomes and is consistent with the standards and purposes of the QQI awards to which it leads, the award title(s) and their class(es).

ii. Is learner focused and meaningful to the learners.

iii. Has long-lasting significance.

g. The programme title is otherwise legitimate; for example, it must comply with applicable statutory, regulatory and professional body requirements.

5 THE PROGRAMME'S WRITTEN CURRICULUM IS WELL STRUCTURED AND FIT-FOR-PURPOSE

a. The programme is suitably structured and coherently oriented towards the achievement by learners of its intended programme learning outcomes. The programme (including any stages and modules) is integrated in all its dimensions.

b. In so far as it is feasible the programme provides choice to enrolled learners so that they may align their learning opportunities towards their individual educational and training needs.

c. Each module and stage is suitably structured and coherently oriented towards the achievement by learners of the intended programme learning outcomes.

d. The objectives and purposes of each of the programme's elements are clear to learners and to the provider's staff.

e. The programme is structured and scheduled realistically based on sound educational and training principles.

f. The curriculum is comprehensively and systematically documented.

g. The credit allocated to the programme is consistent with the difference between the entry standard and minimum intended programme learning outcomes.

h. The credit allocated to each module is consistent with the difference between the module entry standard and minimum intended module learning outcomes.

i. Elements such as practice placement and work-based phases are provided with the same rigour and attentiveness as other elements.

j. The programme duration (expressed in terms of time from initial enrolment to completion) and its full-time equivalent contact time (expressed in hours) are consistent with the difference between the minimum entry standard and award standard and with the credit allocation.

6 THERE ARE SUFFICIENT QUALIFIED AND CAPABLE PROGRAMME STAFF AVAILABLE TO IMPLEMENT THE PROGRAMME AS PLANNED

a. The specification of the programme's staffing requirements (staff required as part of the programme and intrinsic to it) is precise, and rigorous and consistent with the programme and its

defined purpose. The specifications include professional and educational qualifications, licences-to practise where applicable, experience and the staff/learner ratio requirements. See also section (12c).

b. The programme has an identified complement of staff (or potential staff) who are available, qualified, and capable to provide the specified programme in the context of their existing commitments.

c. The programme's complement of staff (or potential staff) (those who support learning including any employer-based personnel) are demonstrated to be competent to enable learners to achieve the intended programme learning outcomes and to assess learners' achievements as required.

d. There are arrangements for the performance of the programme's staff to be managed to ensure continuing capability to fulfil their roles and there are staff development opportunities.

e. There are arrangements for programme staff performance to be reviewed and there are mechanisms for encouraging development and for addressing underperformance.

f. Where the programme is to be provided by staff not already in post there are arrangements to ensure that the programme will not enrol learners unless a complement of staff meeting the specifications is in post.

7 THERE ARE SUFFICIENT PHYSICAL RESOURCES TO IMPLEMENT THE PROGRAMME AS PLANNED

a. The specification of the programme's physical resource requirements (physical resources required as part of the programme and intrinsic to it) is precise, and rigorous and consistent with the programme, its defined purpose, and its resource/ learner-ratio requirements. See also (12d).

b. The programme has an identified complement of supported physical resources (or potential supported physical resources) that are available in the context of existing commitments on these e.g., availability of:

> i. suitable premises and accommodation for the learning and human needs (comfort, safety, health, wellbeing) of learners (this applies to all of the programme's learning environments including the workplace learning environment)

> ii. suitable information technology and resources (including educational technology and any virtual learning environments provided)

> iii. printed and electronic material (including software) for teaching, learning and assessment.

> iv. suitable specialist equipment (e.g., kitchen, laboratory, workshop, studio) – if applicable

> v. technical support

> vi. administrative support

> vii. company placements/internships – if applicable

c. If versions of the programme are provided in parallel at more than one location each independently meets the location-sensitive validation criteria for each location (for example staffing, resources and the learning environment).

d. There is a five-year plan for the programme. It should address.

  i. Planned intake (first five years) and

  ii. The total costs and income over the five years based on the planned intake.

e. The programme includes controls to ensure entitlement to use the property (including intellectual property, premises, materials, and equipment) required.

8 THE LEARNING ENVIRONMENT IS CONSISTENT WITH THE NEEDS OF THE PROGRAMME'S LEARNERS

a. The programme's physical, social, cultural, and intellectual environment (recognising that the environment may, for example, be partly virtual or involve the workplace) including resources and support systems are consistent with the intended programme learning outcomes.

b. Learners can interact with, and are supported by, others in the programme's learning environments including peer learners, teachers, and where applicable supervisors, practitioners, and mentors.

c. The programme includes arrangements to ensure that the parts of the programme that occur in the workplace are subject to the same rigours as any other part of the programme while having regard to the different nature of the workplace.

9 THERE ARE SOUND TEACHING AND LEARNING STRATEGIES

a. The teaching strategies support achievement of the intended programme/module learning outcomes.

b. The programme provides authentic learning opportunities to enable learners to achieve the intended programme learning outcomes.

c. The programme enables enrolled learners to attain (if reasonably diligent) the minimum intended programme learning outcomes reliably and efficiently (in terms of overall learner effort and a reasonably balanced workload).

d. Learning is monitored/supervised.

e. Individualised guidance, support and timely formative feedback is regularly provided to enrolled learners as they progress within the programme.

10 THERE ARE SOUND ASSESSMENT STRATEGIES

a. All assessment is undertaken consistently with Assessment Guidelines, Conventions and Protocols for Programmes Leading to QQI Awards

b. The programme's assessment procedures interface effectively with the provider's QQI approved quality assurance procedures.

c. The programme includes specific procedures that are fair and consistent for the assessment of enrolled learners to ensure the minimum intended programme/ module learning outcomes are acquired by all who successfully complete the programme.

d. The programme includes formative assessment to support learning.

e. There is a satisfactory written programme assessment strategy for the programme as a whole and there are satisfactory module assessment strategies for any of its constituent modules.

f. Sample assessment instruments, tasks, marking schemes and related evidence have been provided for each award-stage assessment and indicate that the assessment is likely to be valid and reliable.

g. There are sound procedures for the moderation of summative assessment results.

h. The provider only puts forward an enrolled learner for certification for a particular award for which a programme has been validated if they have been specifically assessed against the standard for that award.

11 LEARNERS ENROLLED ON THE PROGRAMME ARE WELL INFORMED, GUIDED AND CARED FOR

a. There are arrangements to ensure that each enrolled learner is fully informed in a timely manner about the programme including the schedule of activities and assessments.

b. Information is provided about learner supports that are available to learners enrolled on the programme.

c. Specific information is provided to learners enrolled on the programme about any programme-specific appeals and complaints procedures.

d. If the programme is modular, it includes arrangements for the provision of effective guidance services for learners on the selection of appropriate learning pathways.

e. The programme considers and accommodates to the differences between enrolled learners, for example, in terms of their prior learning, maturity, and capabilities.

f. There are arrangements to ensure that learners enrolled on the programme are supervised and individualised support and due care is targeted at those who need it.

g. The programme provides supports for enrolled learners who have special education and training needs.

h. The programme makes reasonable accommodations for learners with disabilities.

i. If the programme aims to enrol international students it complies with the Code of Practice for Provision of Programmes to International Students and there are appropriate in-service supports in areas such as English language, learning skills, information technology skills and such like, to address the particular needs of international learners and enable such learners to successfully participate in the programme.

j. The programme's learners will be well cared for and safe while participating in the programme, (e.g. while at the provider's premises or those of any collaborators involved in provision, the programme's locations of provision including any workplace locations or practice-placement locations).

12 THE PROGRAMME IS WELL MANAGED

a. The programme includes intrinsic governance, quality assurance, learner assessment, and access, transfer and progression procedures that functionally interface with the provider's general or institutional procedures.

b. The programme interfaces effectively with the provider's QQI approved quality assurance procedures. Any proposed incremental changes to the provider's QA procedures required by the programme or programme-specific QA procedures have been developed having regard to QQI's statutory QA guidelines. If the QA procedures allow the provider to approve the centres within the provider that may provide the programme, the procedures, and criteria for this should be fit-for-the-purpose of identifying which centres are suited to provide the programme and which are not.

c. There are explicit and suitable programme-specific criteria for selecting persons who meet the programme's staffing requirements and can be added to the programme's complement of staff.

d. There are explicit and suitable programme-specific criteria for selecting physical resources that meet the programmes physical resource requirements and can be added to the programme's complement of supported physical resources.

e. Quality assurance is intrinsic to the programme's maintenance arrangements and addresses all aspects highlighted by the validation criteria.

f. The programme-specific quality assurance arrangements are consistent with QQI's statutory QA guidelines and use continually monitored completion rates and other sources of information that may provide insight into the quality and standards achieved.

g. The programme operation and management arrangements are coherently documented and suitable.

h. There are sound procedures for interface with QQI certification.

Appendix 3.2   Headings from the Overall Template for Presenting an Application for Validation – QQI

1 Provider Details

1.1 Contextual information about the provider and its other programmes

1.2 An outline of the programme and identification of the QQI award(s) to which it designed to lead.

2 Educational and training objectives and minimum intended programme and module learning outcomes.

2.1 Programme aims and objectives.

2.2 Rationale for the choice of QQI named award stem sought and for the named award title.

2.3 QQI awards standards used.

2.4 Minimum intended programme learning outcomes.

2.5 Minimum intended module and (where applicable) stage learning outcomes

2.6 Mapping the MIPLOs against the QQI awards standards and demonstrating consistency.

2.7 Comparing the MIPLOs with those of comparable programmes.

2.8 Mapping the MIMLOs against the QQI awards standards.

3 Programme concept, implementation strategy, and its interpretation of QQI awards standards

3.1 Rationale for providing the programme.

3.2 Profile of learners that would be enrolled (target learners)

3.3 Education and training needs met by the programme.

3.4 Alignment of the programme with the professional/occupational profile if the programme is a professional one.

3.5 How the programme and its intended programme learning outcomes were conceived, researched and developed.

3.6 Interpretation of the awards standards and research supporting the programme's aims, objectives and the MIPLOs.

3.7 Involvement of employers and practitioners in the design of a vocationally oriented programme: process and outcomes

3.8 Comparison with other programmes (of other providers)

3.9 Evidence of support for the introduction of the programme

3.10 Evidence of learner demand for the programme

3.11 Evidence of employment opportunities for graduates

3.13 Five-year plan for the proposed programme

4 Access, transfer and progression procedures, criteria, and arrangements for the programme

4.1 Information to be made available to learners about the programme.

4.2 Entry procedures and criteria for the programme including procedures recognition of prior learning.

4.3 Programme-specific transfer (outward) procedures and criteria

4.4 Identified transfer and progression destinations.

4.5 Professional accreditation of the programme

4.6 Detail the credit system used for the programme.

5 Written Curriculum

5.1 Outline of the curriculum

5.2 Rationale for the curriculum structure

5.3 Rationale for the programme's duration, credit allocation

5.4 Indicative timetable and its rationale

5.5 Integrated learning opportunities and assessment in light of the MIPLOs

5.6 Programme teaching and learning (including formative assessment) strategy.

5.7 Integration, organisation and oversight of work-based learning

5.8 Programme learning environment.

5.9 Programme-specific arrangements for monitoring progress and guiding, informing and caring for learners.

5.10 Programme summative assessment strategy

5.11 Proposed programme and stage schedules

6 Module Documentation

7 Programme Staff

7.1 Dean and board

7.2 Complement of staff (or potential staff)

7.3 Arrangements for the interface for work placement of employer-based personnel involved in apprenticeship or traineeship programmes.

7.4 Programme-specific staff performance management arrangements

7.5 Arrangements for approval of staff who will have a formal role in this programme.

7.6 CVs for the programme's key staff (e.g., the Dean) and for the identified complement of staff.

7.7 Recruitment plan for staff not already in post

8 Physical resources

8.1 Specification of the programme's physical resource requirements

8.2 Complement of supported physical resources (or potential ones)

8.3 Company placement resources

8.4 Criteria for approving a new centre where the programme may be provided (only if applicable)

8.5 Entitlements to use the property required.

9 Programme management

9.1 Documented procedures for the operation and management of the programme

9.2 Supplementary QA procedures for the programme

9.3 Mechanisms to keep the programme updated and how it will be updated in consultation with stakeholders.

9.4 Compliance with special validation criteria or requirements attached to the applicable awards standards.

9.5 Membership and terms of reference for the programme board

9.6 Collaborative provision

9.7 Apprenticeship coordinating provider role.

9.8 Transnational provision

10 Proposed Programme Schedule

Appendix 3.3   Checklist and Notification for New Programmes

**PROGRAMME DESIGN AND DEVELOPMENT AT
IBAT COLLEGE DUBLIN
- CHECKLIST AND NOTIFICATION -**

Department submitting new programme	Programme Sponsor/Contact person

Programme (Name, Code & Level) being modified

PART I	GENERAL INFORMATION
Nature of Development	☐ New ☐ Change ☐ Removal
Programme Type	☐ Under-graduate ☐ Post-graduate ☐ Short/Professional ☐ English Language
Named Award	select award select award standard
Programme Title	select programme title select programme title
Award Type	select award type
Award Class	select award class
Level	select award level
ECTS Credits	select total credits
First Intake	select month select year
Final Permitted Intake	select month select year
Venue for Delivery	

☐ *Introduction of a new award title*

☐ Submission Document Approved

Marketing/Public Information

☐ Target learner Group identified

Admission Campaign (First Intake)

☐ Admission Criteria

Direct Entry

RPL

☐ Programme Details for Website

Specific Information (from Submission)

Potential Career(s)

Testimonial(s)

☐ Prospectus Information

LMS Set-up

☐ Approved Modules

☐ Programme Code

Physical Academic-Support Facilities

☐ Classrooms Identified

☐ IT laboratories

☐ Software

☐ Library Resources

☐ Additional Resources

(Planning for and) Programme Delivery

☐ Approved Course Schedules

☐ Assessment Schedules/Plan

☐ Staff Identified for the programme

☐ Proposed Timetables

☐ Induction Scheduled/Planned

☐ Programme Board identified and scheduled

☐ Class Reps identified

☐ Moodle Set-up

or *Changes to an existing programme* (please tick all that apply)

☐ Change of title of an existing award

☐ Addition of a Module to an existing award

☐ Deletion of a Module from an existing award

☐ Move a Module(s) from one semester to another

☐ Change to Module title(s) within an existing award

☐ Change to credit allocation across modules

☐ Change to contact hours

☐ Change to allocation of marks

☐ Change to admission process (e.g. direct entry to CAO)

☐ Change to delivery mode

☐ Other (please specify) _____

Implementation Required (please tick one only)

☐ Immediately   ☐ As soon as possible   ☐ Pre-commencement of next academic year

IMPLICATIONS FOR OTHER PROGRAMMES/PROGRAMMES

Will the withdrawal have implications for other programmes offered by/at the College?	**YES** ☐ **NO** ☐
If **YES**, provide details of all courses and the connection	

CONFIRMATION OF APPROVAL PROCESS/SIGNATURES (Type Name and Initial)

_____   _____

Chair of Programme Development Team   *Date*
(if new programme, or as result of revalidation)

_____   _____

Dean   *Date*

_____   _____

Registrar   *Date*

_____   _____

Chair – Academic Council/Director   *Date*
(Only required in the case of <u>New</u> Award Titles)

_____   _____

Chair –Board of Governors   *Date*
(Only required in the case of <u>New</u> Award Titles)

Appendix 8.1   Regulations for the Management of Assessment and the Conduct of Examinations

1. Provision to Learners of Information Regarding Assessment

Learners have access to all assessment regulations including any special regulations pertaining to their programme and these Regulations for the Management of Assessment and the Conduct of Examinations, on registration with IBAT College Dublin. There is a link to all relevant regulations in the Student Handbook and links to the IBAT College Dublin Learner Portal - Registrar's office and Exam's office. The Dean is responsible for ensuring all such information is made available to learners. The Registrar is responsible for ensuring the currency of the regulations on the IBAT College Dublin website and relevant pages.

In advance of the examination sessions, the examination timetables are displayed in the College and online through the student portal pages. It is the responsibility of the Registrar's office to ensure these are communicated in good time and any revisions are clearly communicated. It is the candidate's responsibility to ensure that they are aware of the date, time and location of their examinations.

Continuous assessment schedules are agreed with the Dean It is the responsibility of the Dean to ensure all continuous assessment schedules and submission deadlines are made available to learners via the relevant Moodle pages. It is the learner's responsibility to ensure that they are aware of the continuous assessment schedule and submission details.

2. Managing the Assessment Process

(i) Preparation of assignment specifications

Prior to the start of the semester the Module Leaders submit the coursework specification for their module to the Programme Administration Manager. This coursework specification includes a description of the assignment, word count, the mark breakdown, submission date and other

relevant information for the learner. The Internal Examiners are required to draft the assignments and resit assignments in a secure environment. Once agreed with the Moderator (refer 8.10.3.2) where applicable, the assignment specifications are sent to the Dean, Programme Administration Manager. The scheduling of assessment is reviewed by the Dean to ensure a workload balance for the learners.

The Dean, supported by the Programme Administration Manager ensures any assignments subject to the scrutiny of the External Examiner are sent to the External Examiner in good time, with a deadline for feedback if applicable.

The assignments, including submission requirements and deadlines are released to learners through the Student Portal, overseen by the Programme Manager.

(ii) Submission of Assignments

It is the learner's responsibility to ensure that they to submit all assignments by the deadline following the specific instructions for that assignment.

All assignments are required to be submitted in soft copy via the relevant Moodle page and through the plagiarism detection software:

• SimCheck for all non- ATU programmes & TurnItIn for ATU Programmes

Proof of submission, as a receipt, is automatically generated and must be retained by the learner. Learners are required to retain a copy of all assignments for their records.

Assignments submitted after the due date will attract a marking penalty unless an extension has been granted refer to QAH section 8.9.

Where a hardcopy is required it must be submitted via the reception where a receipt will be issued, the assignment logged and kept securely until collected by the relevant Programme Administration Manager. The learner must retain the receipt and a copy of the assignment.

(iii) Marking Continuous Assessment

All assignments submitted via Moodle will have been assessed by anti-plagiarism software. This process results in a report that assists the lecturer to determine if the assignment has been properly referenced. Refer to QAH section 8.16.6 for the policy on the use of plagiarism detection software.

Penalties for exceeding the stated word count are applied by the Internal Examiner. The policy on a word count should be communicated to learners in the Student Handbook and be referenced in the assignment specification. See Appendix 8.1, section 7 for the IBAT College Dublin Supplemental Policy on Word Count.

Lecturers will mark the assignment and provide feedback to learners normally within two weeks of the submission deadline, all continuous assessment is returned before the commencement of examinations or the final summative assignment. Feedback is recorded on the Assessment Feedback Form [F8.2]. In addition, assignments may be annotated either electronically or on a printout of the submitted assignment. Moderation applies to all significant elements of continuous assessment, as per section 8.10.3.2 of the QAH. This will be notified to the assessor by the Dean.

Where alleged academic misconduct may have occurred, the examiner is required to mark the assignment and follow the Academic Misconduct policy laid out in section 8.16 of the QAH.

On completion of marking and moderation, provisional results are communicated to students via Moodle. These results must be clearly marked as provisional, as they are still subject to confirmation by the relevant Examination Board.

Results from continuous assessments are entered into the College's LMS, by the assessor and this verified, against the marked assignments by the Programme Administration Manager.

3 Examinations

(i) Responsibilities Relating to Examinations

The Registrar is responsible for the overall integrity of the assessment process. In particular, it is the responsibility of the Registrar's office supported by the Programme Administration Manager to make arrangements that:

I.   Accommodation is arranged for holding examinations, including any arrangements required to support students with special needs.

II.   Invigilators are appointed and trained for each examination, at each examination hall.

III.   Examination papers are printed in sufficient time and securely stored.

IV.   The official examination timetable is communicated to students in advance of the commencement of the examination session.

V.   An examination register is provided as the official record of the attendance of each student registered for the examination.

VI. All examination papers, and a sample of continuous assessment, are provided to the relevant External Examiners under secure conditions or for review on-site.

(ii) Security of Assessment/Examination Material

College examination material is kept secure at all times. Internal Examiners are required to draft the examination papers in a secure environment. The draft examination papers are transferred to the Registrar's office or Programme Administration Manager electronically using a previously agreed and communicated password.

The Registrar's office ensures that all examination papers, including model answers, and marking schemes are tracked, recorded and retained in a secure manner.

The Registrar's office ensures the secure transportation and distribution of examination papers between the office, the examinations hall, and the release of scripts to the relevant internal examiner.

When the scripts have been released the Internal Examiners are responsible for the safe-handling, storage and security of those scripts. Examiners are required to take appropriate precautions to ensure that scripts or assignments should not be unnecessarily exposed to risk of access, loss, theft or destruction; for example, scripts or assignments should never be left unattended in a public area or in a vehicle.

On completion of the marking and moderation process the scripts are returned to the Registrar's office for retention by the Registrar's office in accordance with the College Data Protection and Record Management Policy (AP 1.9).

(iii) Registering for Examinations

Learners are entered automatically by the College (to examinations of their taught programme) subject to their having complied with all College registration requirements and regulations.

Where a learner has deferred an examination or assessment it is their responsibility to check with the Programme Administration Manager that they are re-registered for the next sitting after their deferral period has lapsed.

4 General Regulations for the Conduct of Examinations

I.   Candidates are required to arrive at the examination room at least fifteen minutes before the start of the examination.

II.   No candidate is admitted to the examination room more than thirty minutes after the start of the examination and no candidate may leave the examination during the first thirty minutes of the examination.

III.   All candidates are required to present their student card at all examinations.

IV.   Candidates are not allowed to bring into the examination room, or have in their possession while in the examination, any computing equipment including electronic organisers, programmable calculators, mobile phones, books, note paper or any source of information that might influence examination performance. Any unauthorised material found by the invigilator is deemed as a

breach of exam regulations and treated as such (whether the material is relevant to that examination or not).

V. Candidates must ensure they have no written material on their person (including any part of their body) as this is assumed to be in breach of examination regulations and treated as such (whether the material is relevant to that examination or not).

VI. Candidates are reminded that severe sanctions are attached to any breach of exam regulations.

VII. Personal effects such as coats or bags must be deposited wherever the invigilator directs.

VIII. Candidates must comply with the instructions printed on the examination paper and on the answer book. Candidates are reminded to put their name, student ID number and module on each answer book.

Conduct during Examinations.

I. Candidates may not use electronic dictionaries, reference books or notes during the examination.

II. Candidates may not bring blank paper into the examination room - all paper is supplied by the invigilators.

III. Candidates wishing to leave the examination room temporarily may not do so unless accompanied by an invigilator. In any event, no person may enter or leave the examination room without the invigilator's permission, and any derogation from that position is recorded in the invigilator's report. The invigilator's report notes the times candidates have left and returned to the examination room.

IV. It is the responsibility of each candidate to ensure that they have an adequate supply of pens, pencils, etc. required for an examination. The borrowing of such materials from another candidate is not permitted during an examination.

V. A candidate must not, on any pretext whatsoever, speak to, or have any communication with, any other candidate; such communications are regarded as a breach of the examination's

regulations. If a candidate needs to ask a question or obtain an extra answer booklet, they should raise their hand to get the attention of the invigilator.

VI.   Candidates must have a current student ID card visible on their desks at all examinations.

VII.   Each candidate must sit at the desk indicated by the invigilator but must not turn over the examination paper on the desk until requested to do so by the invigilator.

VIII.   At the end of the examination, each candidate is required to remain in their place until the invigilator has collected their answer book. It is the responsibility of each candidate to ensure that their answer book, additional books and loose paper or graphs are secured together, appropriately labelled and handed to the invigilator.

5. Communication of Results

The date for release of module and stage results (both provisional and final) is published on the annual Academic Calendar.

Provisional module results are released after the relevant Examination Board and having been 'signed off for release' by the Registrar. Results are formally submitted to the awarding body, by the Registrar's office, after the AC has determined that all processes and procedures have been followed.

Results are released online, and a transcript of results is also issued to the postal address provided by the student.

6. Archiving Examination Data

All material is subject to the IBAT College Data Protection and Record Management Policy (AP1.9) - refer to Chapter 11. All assessment submissions should be securely retained for as long as necessary, and always while there is the possibility of appeal. In so far as practical for the intended purpose, this material includes scripts, continuous assessment submissions, dissertations, recordings of

performances etc. material or electronic. The intended purpose is to maintain an adequate trace of evidence of the learner's performance. The retention policy should not prevent students' work from being returned with feedback but may require that some of it is collected again at the end of the module.

The Programme Document including the learning outcomes and the curriculum, the Approved Programme Schedule, and all learner transcripts are retained by the College permanently to facilitate the issue of a Diploma Supplement on request.

7. IBAT College Dublin Supplemental Policy on Word Count

The purpose of limiting a piece of assessment to a specified word count limit is to give learners clear guidance of the maximum length of a piece of assessed written work, the amount of effort expected and therefore the level of detail they should go into and how they should allocate time to one assignment in relation to others. Writing to set word count limits is a skill required within some professions, as well as an academic skill. Word limits are set appropriate to the learning outcomes.

I. An assessment specification is published for each assignment clearly specifying a maximum word count. The margin for tolerance is +/- 10%.

II. If an executive summary or abstract is required, then a separate word count for this should be specified.

III. The penalty for exceeding the word count should also be stated. There is no mandatory penalty other than that nothing after the word limit has been reached will be marked. Likewise, a failure to meet the maximum word limit may result in lower marks based on the quality of the work because the learner may not have included the necessary information required for the assessment to meet the learning outcomes.

IV. Lecturers may, at their discretion, provide feedback on the additional but unmarked material.

V. The word count **includes** everything in the main body of the text from the introduction to the conclusion including headings, tables, citations, quotes, lists and footnotes.

VI.   The word count **does not include** the cover page, table of contents, executive summary, list of references and appendices, unless it is clearly stated in the assessment specification that this assignment is an exception to the rule.

VII.   Appendices should be kept to a minimum and only contain reference materials illustrating and supporting arguments fully made in the main body of the work. Any other material included in appendices, except where specifically requested in the coursework instructions, will not be marked.

VIII.   Learners should avoid attempts to work around the policy by excessive use of diagrams, hyphenation or the use of screen shots, except where specifically allowed such as IT programmes for example.

IX.   The word count must be clearly and correctly stated on the title page of the assignment. Where the word limit is exceeded a line should be drawn in the text indicating the point at which the word limit has been reached. Incorrectly stating the word count constitutes an assessment offence and will result in further action.

Appendix 8.2 External Examiner - Information, Documentation, and Induction

On approval of an External Examiner and prior to induction the following material will be supplied:

Programme Title

Dates of Appointment: Start to end

Contract and dates of Examination Boards and Programme Boards

Invitation to Induction

Name and contact details of all relevant IBAT College Dublin staff including:

- Dean.
- Other members of External Examining Team for that programme where applicable

Documentation Supplied:

- Programme Document
- Approved Programme Schedule
- Assessment Schedule/Student Handbook
- Assessment Regulations (Chapter 8 of the IBAT College Dublin QAH)
- Extern Report Template
- Effective Practice Guidelines for External Examining QQI Revised Feb 2015
- Past External Examiner Reports, including trends in assessment outcome, retention data etc.
- Other programme-based reports as required (e.g., Annual Reports, response to External Examiners etc.)

The External Examiner will agree with the Dean what material is to be pre-approved:

- A minimum of all Exam Papers
- Continuous assessment usually if worth at least 30% of a module at Award Stage

The External Examiner will agree with the Registrar's office:

- A schedule of times for receipt of material, feedback forms and deadlines for feedback.

External Examiners' Induction will cover:

- The College's policy on external examining and reporting requirements
- The mission of the College and its context
- Overall structure of the programme
- Programme assessment strategy
- IBAT College Dublin Principles of Assessment including learning-outcome-based criterion-referenced assessment.
- Grading scheme, award calculation and classifications
- Any professional requirements, recognition and consequence of that recognition in the context of educational requirements for entry into the profession, and how the programme prepares learners for entry into the relevant profession.

- Minimum intended programme learning outcomes and any benchmarking exercise carried out, by the College, on similar programmes.
- Relationship of minimum intended programme learning outcomes to the award standard and to the National Framework of Qualifications
- Opportunities to meet with Programme Team and students for CPD, or attending presentations, etc.
- For overseas Externs who are not familiar with the NFQ an additional overview of the NFQ and its comparability to other HE Qualifications Frameworks is arranged.

Externs are informed that:

- The College will publish the names and affiliations of all External Examiners.
- The College will include External Examiner reports in College reports – this may include a synopsis, abstract or summary with reference to the full report.
- The College will make all reports available to Class Representatives, learners and staff.
- The College will use these reports to enhance the quality of programme provision and the College's own QA.
- The College will not use extracts from External Examiner reports for any non-academic purpose.

Reporting

In addition to Exam boards, meeting with programme team and annual reports where the Extern has a particular concern at programme school or institutional level they should meet with the Registrar.

Attendance at Examination Boards

External Examiners are expected to attend all relevant Examination Boards. The absolute minimum required attendance is one Examination Board per annum.

Appendix 9.1 Approval for Collaborative Arrangements for the Development and /or Delivery of Academic Programmes

The following is a summary of indicative areas that voluntary providers should consider before determining whether to enter into a collaborative arrangement with another provider:

Legal, reputation and compliance requirements

- Is the provider a legal entity, with education and training as a principal function? Is the legal entity a clearly identified legal person, having rights and responsibilities under law?
- Has the provider clearly specified its dependencies, collaborations, obligations, parent organisations, and subsidiaries?
- Has the provider declared any third-party relationships and partnerships?
- Does the provider comply with applicable regulations and legislation in all jurisdictions in which it operates?
- Is the provider in good standing in the qualifications systems and education and training systems in any jurisdictions in which it operates (or in which its parents or subsidiaries operate) or enrols learners, or in which it has arrangements with awarding bodies, QA agencies, qualifications authorities, ministries of education and training, professional bodies and regulators?

Resource, governance, and structural requirements

- Is the provider stable and in good financial standing?
- Does the provider have a reasonable business case for sustainable provision?
- Does the provider have fit-for-purpose governance, management, and decision-making structures?
- Does the provider have arrangements for providing required information to the voluntary provider?
- Does the provider have the capacity to deliver education and training as demonstrated through experience and a track record in providing education and training programmes?
- Does the provider have sufficient resources, as well as corporate, structural, and internal quality assurance systems in place, to sustainably provide education and training programmes?

Programme development and provision requirements

- Does the provider have a fit-for-purpose and stable complement of education and training staff?
- Does the provider have fit-for-purpose premises, facilities and resources?
- Does the provider have structures and resources to underpin fair and consistent assessment of learner achievement?
- Does the provider have arrangements for the protection of enrolled learners?

FORMS AND TEMPLATES

F3.1   Programme Proposal Template

Part 1 – Proposed Programme Details

Date submitted to Academic Council:

Date submitted to Senior Management Group:

1. Programme Manager
2. Proposed membership of Programme Development Team:
3. Programme Title:
4. Award title and embedded awards (if applicable):
5. Award type (major, minor, special purpose or supplementary):
6. NFQ level:
7. ECTS volume:
8. Accrediting body (where relevant for professional courses):
9. Programme duration and mode of delivery (full-time, part-time, online):

Part 2 - Proposed Programme Information

1. Rationale for the Programme:
2. Unique features of the proposed programme:
3. Alignment with College strategic plan:
4. Proposed arrangements for access, transfer, and progression:
5. A brief description of the graduate attributes
6. Demand for the programme:
7. Programme aims and objectives:
     I.   Proposed DRAFT Minimum Intended Programme Learning Outcomes:
     II.   Proposed DRAFT MIPLOs for any embedded awards:
8. Outline structure and content:
9. Please include any documentation, graduate surveys that would support this application.

F3.2   **Proposed Programme Resource Requirements**

For review and approval of the Senior Management Group and Academic Council

Date submitted to Academic Council:

Date submitted to Senior Management Group:

Refer to QQI Validation Criteria 6 and 7

- Criterion 6 - There are sufficient qualified and capable programme staff available to implement the programme planned.
- Criterion 7-There are sufficient physical resources to implement the programme as planned.

Part 1 Programme Team

1. Dean:
2. Programme Administration Manager:
3. Teaching team: - please attach outline CV including academic qualifications, teaching qualifications/experience.
    - I.   In contract:
    - II.   Yet to be sourced:
    - III.   Anticipated SSR over 5 years:
    - IV.   How does this programme complement or enhance current faculty expertise?

Part 2 Physical Resources

1. Requirements for library and information services:
2. IT requirements:
3. Any specialised resources required e.g.:
    a. Guest Lecturers
    b. Programme Materials
4. Learner supports are available and aligned with target learner profile e.g.:
    a. Careers Support
    b. Internships

Module Title and Code: Click here to enter text.

Module Leader/Lecturer   Click here to enter text.

Date Prepared: Click here to enter a date.

Provisional Data and Commentary

Number of students registered on the module:	Click here to enter text.		
Number of students passed at first attempt:	Click here to enter text.	**%** of students passed at first attempt:	
Number of students withdrawn:	Click here to enter text.	% of students withdrawn:	
Average mark (excluding withdrawals):	Click here to enter text.	Standard Deviation:	
Number of students passing on resit:	*Click here to enter text.*		

Total % Students eligible to progress to next stage including resits: Click here to enter text.

1.   Comment on the effectiveness of the module teaching and learning strategy. Include new plans and ideas from staff development.

Click here to enter text.

Actions:

Click here to enter text.

2.   Comment on the effectiveness of the assessment strategy

Click here to enter text.

Actions:

Click here to enter text.

3.   Summarise student feedback – (reference source, survey, direct feedback etc.):

Click here to enter text.

Actions:

Click here to enter text.

4A.   Comment on resources available for the delivery of this module – VLE, online learning materials and activities, text books etc.

Click here to enter text.

Actions:

Click here to enter text.

4B.   Specifically in respect of the Technology Enhanced Learning aspects of the module – Did you find the technologies used to be accessible and a contributory factor in the attainment of the module learning outcomes?

Click here to enter text.

Actions:

Click here to enter text.

5.   Comment on centrally provided resources, library provision, careers and student support services, facilities etc.

Click here to enter text.

Actions:

Click here to enter text.

6.   Comment on anything else you believe requires note or attention:

Click here to enter text.

7.   Proposals for changes to definitive parts of modules (i.e., requiring formal approval)

Click here to enter text.

8.   The book list is up to date for this module and the reading list has been sent to the library.
 Choose an item.

Submitted on behalf of teaching team by:

Module Leader (Name): Click here to enter text.   Date: Click here to enter a date.

Module Review and Development Plan endorsed by:

Choose an item.   Date: Click here to enter a date.

NOTE – This review is a review of the **module performance NOT student performance**. The form will normally be filled out at the first terminal assessment point and therefore it is understood that the data will be provisional.

F4.2   Annual Programme Monitoring Report

Title of Programme   Click here to enter text.

Level on NFQ   Choose an item.

Awarding Body

Academic Year   2016/17

Intakes included   **All intakes**

DELETE italics when submitting form.

1.   Summary

Executive Summary in no more than 300 words. Pick out any significant events, reviews etc. Comment on high level trends e.g., no. of enrolled learners, progression and awards data.

2.   Admissions

2.1   Admissions Data

Use data supplied by the recruitment team and cross check with registered students on the LMS. Comment on all admissions for the academic year. Comment on withdrawal data within first month of registration, enrolment on 31st Oct for September entry.

Programme Code		Total	RPL	Mature	EU	Non-EU

Table 1.   Admissions Data from *specify dates*

2.2   Threats and Opportunities

Comment on recruitment trends and forecasts.

3.   Progression and Retention

Use data from the LMS and test against assessment data. Comment on withdrawal, deferral and pass rates. Measure retention as those registered in the next stage and compare with pass rates (i.e. those eligible to progress).

3.1   Data

Comment on trends and compare with HEA non-progression reports.

3.2   Completion Data

Analyse completion data per programme. Ensure direct entries are <u>not</u> included.

Report on and analyse award classifications as a <u>% of total awards.</u> – benchmark against:
- *QQI Programmes – HEA data - where current.*
- *Where possible also benchmark against subject data.*

Award Classification	%

Table 4 Award Classifications 2016/17

4   Stakeholder Feedback

4.1 Student Survey

Analyse the results of the student survey (include % response rate), ensure all actions are included in Programme Action Plan – note the communication mechanism used to brief <u>all</u> learners on outcome and actions taken.

4.2 Student Representative Meetings

As above – append minutes.

4.3 Lecturer Feedback

Include an analysis of all MRDPs for the programme.

4.4 External Examiner Feedback

Summarise the Extern reports for this programme. Ensure all actions have been included in Programme Action Plan. Append the Externs Reports <u>and</u> formal response from Programme Leader to the Extern. Confirm that learners have had access to the Extern reports.

5.   Teaching, Learning and Assessment

5.1   Attendance

Tabulate and comment on attendance data per module:

Programme Stage	
Module	**%**

Table 5 – Module Attendance

5.2 Effectiveness of the Teaching, Learning and Assessment Strategy

In addition to an analysis of the TL&A, include recommendations for enhancement, and feedback from MRDPs. Particular attention on the Technology Enhanced Learning components of the programme need to be considered.

Comment on learner engagement with assignment (include data). What retention strategies were triggered this year, comment on effectiveness.

Have there been significant issues regarding academic misconduct? Appeals etc.

5.3 Resources

5.3.1 Staff and Staff Development

Staff changes, strengths, issues etc. Recommendations for staff development (both pedagogy and subject specific).

5.3.2   Library

Library resources and skills input for this programme.

5.3.3   Careers and Professional Development

Is the careers support adequate, are there opportunities for professional recognition etc.

6.   Learner Support and Environment

Physical resources such as rooms, furniture and audio visual. Comment on supports from Student Affairs.

7.   Graduate Performance

Anecdotal data in the first instance re employment of latest graduate cohort. First destination surveys introduced Dec 2017. Comment on any noteworthy alumni achievement.

8.   Industry Engagement

Guest speakers and other industry input. Employability skills audit, comment on currency of the programme for industry requirements- are there any skills lacking in the programme, are they adequately assessed.

9.   Programme Action Plan

Refer to effectiveness of last year's actions plan. Have actions identified impacted on module KPI's.

Include the following appendices

- *Student Representative Minutes*
- *Extern Reports*
- *Programme Board Minutes*

Programme Title: **Code:**   **Accreditor:**

Recommendations for the Programme – Ratified by Programme Board					
Recommendation	Action		By Whom	When	Progress
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					

F4.4   Minor Changes to Programme Approval Form

Title of Existing Module/Programme: _____

Code(s):   _____

Date Validated or Reviewed: _____

Validating Body: _____

Managing Programme Board :   _____

Please list ALL programmes affected by this module change:

Programme Title	Programme Code

Description of and Rationale for change:

Where the proposed change includes the removal of a module or learning outcome comment on how this impacts on the overall programme(s) learning outcomes. Comment on any changes to the overall assessment of the programme(s). No more than 1 page should be appended to this section.

Appendices required:

- Copy of the existing module descriptor with deletions highlighted.
- Copy of the proposed module descriptor with changes highlighted.
- Programme schedules of all programmes affected.
- Revised programme schedules of all programmes affected with changes highlighted.

Approved By:

	Name	Signature	Date
Dean/Programme Code			
Dean/Programme Code			
Dean (Chair)			
Academic Council (Chair)			

Received by Registrar's Office:

Procedural Guidelines (*please delete this text from the form when sending on*):

If a module leader wishes to make a minor change to a module, they must fill out this form F4.4. Particular emphasis should be focussed on the rationale for change.

All appendices must be included with changes highlighted and submitted to the Dean.

The programme teams of the ALL programmes affected by this module, should approve the change, this approval is evidenced by the Dean's signature. The completed form is sent (by the Module Leader) to the appropriate Programme Board (more than one if more than one programme is affected) and the recommendation is then evidenced by the minutes and the signature of the Chair of the PB.

If approval is obtained by the PB the complete form and appendices are sent (by the Dean) to the Academic Council for approval. Once ratified it is sent to the Registrar who records the changes and sends it on to any external accreditor for their approval processes:

- *QQI as appropriate*

On completion of these processes the Registrar:

- *Reports final approval back to Dean*
- *updates LMS, Registry and Examinations Office etc.*

F5.1   **Learner Applicant Interview Form**

Applicant Name   Click here to enter text.

Applicant Number   Click here to enter text.

Programme Applied for   Choose an item.

Portfolio Includes   Choose an item.

And   Choose an item.

Interview conducted by: Click here to enter text.

And: Click here to enter text.

Interview on: Click here to enter a date.

Notes: Click here to enter text.

Academic rationale for RPL decision: Click here to enter text.

English Language Qualification: Choose an item.

Grade or Equivalent Qualification: Click here to enter text.

Recommendation: Choose an item.

Conditions: Click here to enter text.

Recommended by (Academic):   _____

Recommended by (Registrar's Office):   _____

F7.1 IBAT College Dublin Student Complaint Form

Please type below and the boxes will expand.

Name

Id Number

Programme of Study

Stage of Programme (year 1 etc.)

My complaint is:

I have attempted to resolve my complaint locally and I have communicated with the following people:

This did not resolve my complaint because.

This is the evidence supporting my complaint, and I have attached copies of any relevant documents. Please ensure you include names and dates where possible.

To resolve my complaint, I would like the following to happen:

I confirm that all details supplied are correct to my knowledge, that I have read the College Complaints Policy, and that I have already tried to resolve the matter locally.

Signature:

Date:

F8.1 Request for Mitigation Form

NAME: **ID NUMBER:**

PROGRAMME / YEAR:

Please refer to the IBAT COLLEGE DUBLIN Policy on Mitigating Circumstances in your Learner Handbook and in the current Quality Assurance Handbook.

This form applies to application for mitigation to be considered prior to or at an Examination Board. If an Examination Board has already confirmed the results of your assessment you should consult the Academic Appeals Procedures in your handbook. This form should be submitted before the beginning of an assessment period. Late requests for mitigation will not be considered without a credible and compelling explanation as to why the request was not made before the beginning of the assessment period.

Describe the nature of the circumstances or events that you believe have affected, or are affecting, your performance or ability to complete assessments by the due date:

F8.1 Request for Mitigation Form

A. COURSEWORK AFFECTED

Module Code	Title	Due date	Submitted?
			Y/N
			Y/N
			Y/N

B. EXAMINATIONS OR OTHER ASSESSMENTS AFFECTED

Module Code	Title	Date of exam	Taken?
			Y/N
			Y/N
			Y/N

SUPPORTING DOCUMENTATION

To allow for a thorough consideration of your request, it is essential that supporting documentation is attached; failure to do so may affect the outcome of your request. Supporting documentation should be independent and time-specific to the circumstances for which you are requesting mitigation. Please tick the relevant box.

☐ Letter from medical practitioner

☐ Letter from Counselling Service

☐ Police Report

☐ Other (please specify) …………………………………………

Should you be unable to provide supporting documentation please provide the reason why, and indicate when such documentation will be available:

………
………

Please ensure that any hard copy supporting documentation is contained in a sealed envelope which is clearly labelled.

I confirm that all information given or referred to above is true and that I believe there has been a significant adverse effect on my performance as a result of the circumstances and/or events described. I also consent to the disclosure of my personal data by the College support services so that this request can be considered (if identified above).

SIGNATURE:

DATE:

F8.2   Assessment Feedback Form

Title of Assessment: Click here to enter text.

Assessment Type: **Choose an item.**

This assignment has been designed to measure the following learning outcomes:

Click here to enter text.

The following skills have been demonstrated by successful completion of this assignment:

Choose an item.

Name: Click here to enter text. Feedback received: Click here to enter a date.

Your mark of X% is in the Choose an item.grade category – this means it: Choose an item.

The strong points in your assignment are:

Click here to enter text.

You lost marks because:

Click here to enter text.

You could have improved your grade if you had:

Click here to enter text.

You need to work on:

Click here to enter text.

If you have failed this assignment you need to:

Click here to enter text.

This form should be completed for each assessment for a module prior to sending the assessment brief to the External Examiner for approval. The Module Descriptor, exam paper / assessment brief, criteria and marking scheme should accompany this form.

Assessment Writer Name:

Assessment Reviewer (s) Name:

Pre-Approval Moderation Assigned By: Carina Fagan, Dean.

Module Information (please ensure all sections are complete)

  Module:

  Module Code:

  Programme(s):

Pass Mark (%):	
Design Rationale Commentary (optional):	
Are appendices required?	
Confirmation that appendices/tables have been submitted.	

Pre-Approval of Course Assignments on _INSERT PROGRAMME NAME.

Validity Question	YES/ NO	Commentary (optional)
1. Is there is clear alignment between the Course Assignment Assessment Tasks and the Learning Outcomes in the module descriptor?		
2. Which Learning Outcomes are fully covered by the Course Assignment Assessment Tasks?	N/A	

3. Is the assessment task synoptic i.e. does it provide full coverage across all learning outcomes (optional)?		
4. Are there defined assessment criteria or holistic grade descriptors for each assessment task within the Course Assignment?		
5. Do the assessment tasks use terminology and command verbs that align with the module descriptor and level of the module, using Anderson and Krathwohl's (2001) Bloom's(1956) Revised Taxonomy of Educational Objectives? Or other valid taxonomy? Including the appropriate level according to the **QQI NFQ Level Indicators.**		
6. Is the assessment task free from common item-flaws such as construct irrelevance, compounded questions, unnecessary cognitive loading and bias?		
7. Does the structure and layout provide the students with		

clear access to the important elements of the task?		
8. Are the task instructions clear and unambiguous?		
9. Do students have access to information about how the quality of their work will be judged? i.e. mark scheme.		
10. Is the assessment design valid in terms of technical accuracy within the field or discipline, as verified by a peer reviewer? 11.		
12. Is the mode and method assessment appropriate for the type of learning (i.e. knowledge, professional behaviours or skills), being assessed?		
13. Do the assessment tasks and corresponding rubrics or grade descriptors/schemes meet all the conditions of valid and reliable assessment? (fair, valid, reliable, authentic, sufficient, manageable, current).		
14. Has a verbal discussion with peer reviewer taken place? (if yes, please insert date of call or meeting). Has peer		

feedback been provided on the design of the assessment tasks?		
15. Were any changes amendments to the design implemented following the peer review? If, yes, please provide commentary.		
16. Has the assessment designer (lecturer) or the peer reviewer suggested any proposed changes to the module content, design or descriptor during this process? If, yes, please provide commentary and confirm if the feedback should substantively inform the next programmatic review.		
Summary of feedback from the Reviewer to the Writer and any changes made to the Course Assignment, because of the peer review.		

Final Version Sign-off

Assessment Writer (Lecturer):

Date

Reviewer 1 (Peer Lecturer):

Date:

Reviewer 2: (Peer Lecturer):

Date:

Verification Sign-Off

Programme Leader:
Date:

Final Internal Approval Decision and Commentary:

```


```

Dean: Date:

Registrar: Date:

External Examiner Comments

Please indicate your satisfaction (or otherwise) that the learning outcomes are being assessed, including any comments in relation to the syllabus/module content/assessment structure for consideration in future.

```


```

Examiner Overall Comments on Feedback

Please indicate any overall comments you have on recommendations made. Comments should include long-term recommendations for module content update/exam paper structure changes if necessary.

External Examiner Sign-Off: **Date:**

Overall Actions

Please indicate what actions are required to the module as a result of External Examiner and Examiner feedback, e.g. module descriptor changes, comments for next programmatic review etc.

External Examiner's Report 201X-1X

IBAT College Dublin

Date						
Programme Details	Programme Reference[1]					
	Award Title:					
	Area Of Specialisation (ISCED CODE):					
	Main Modes of Delivery Offered:					
	Stage (1,2,3,4,…, or Award Stage):					
	Semester (if applicable indicate whether first or Second):					
Classification Distribution and Trend		Current Year	Previous Year	Previous Year	Previous Year	Previous Year
	% H1/D					
	% H21/M1					
	% H22/M2					
	% P					
Completion Rate Data	Number who started the programme					
	Number who started the stage					
	Number who completed the stage (i.e. attempted final stage examinations)					
External Examiner Details	Name					
	Main Employment					
	Email address					
	Other contact details					

Please consult *Effective Practice Guideline for External Examining Revised 2015* **and** *Assessment and Standards Revised 2013* **for more detailed information concerning expectations.**

This template is filled out by the Registrar's Office before forwarding the template to the External Examiner for inclusion with their Annual Report.

IBAT College Dublin External Examiners Annual Report

20__-20__

This report will be used for quality assurance and enhancement. It will be circulated to Dean, academic staff, incorporated in reports to Academic Council and available to learners. A copy will also be sent to your successor. Please do not refer to any learners or staff by name.

Section A

Name of Examiner: Click here to enter text.

Affiliation: Click here to enter text.

Programme: Choose an item.   Modules Examined:

Dates of Exam Boards attended: Click here to enter a date. Click here to enter a date.

Date of Reassessment Board attended: Click here to enter a date.

Section B

		Select YES/NO
1	Are the learning outcomes for this module and programme appropriate to the stage and level of the award?	Choose an item.
2	Have the learners who successfully completed this module demonstrated that they have achieved the stated learning outcomes?	Choose an item.
3	Is the learner attainment comparable with the relevant awards standards, the NFQ and with other programmes in the same discipline in other higher education institutions in Ireland and beyond?	Choose an item.
4	Was the Examination Board conducted properly and in accordance with published procedures?	Choose an item.
5	Did you receive sufficient information on the programme such as learning outcomes and module descriptors to allow you assess this programme adequately?	Choose an item.
6	Did you have the opportunity to review key assessment tasks prior to assignment?	Choose an item.
7	Did you have the opportunity to assess sufficient quantity of assessment material?	Choose an item.
8	Did you receive assessment material in sufficient time to allow you to assess the modules adequately?	Choose an item.
9	Were the assessment procedures and moderation processes correctly applied?	Choose an item.
10	Were the marking schemes and grade criteria correctly applied?	Choose an item.
11	Were the assessment tasks required for this module adequate to assess the learning outcomes?	Choose an item.
12	Were the assessment tasks required for this module balanced and fair?	Choose an item.

If the answer to any of the above questions is NO please comment:

Section B Continued:

Click here to enter text.

Section C

13   Do you have any recommendations regarding the programme structure?

Click here to enter text.

14   Please comment on the programme assessment strategy:

Click here to enter text.

15   Please list any particular strengths or distinctive or innovative features on the programme in relation to standards and the assessment process:

Click here to enter text.

Section D

16	Are there any issues that you would like raised at institutional level?	Choose an item.
Comment	Click here to enter text.	
17	Have your previous comments, if applicable, been addressed?	Choose an item.
Comment	Click here to enter text.	
18	Are you satisfied with the communication from the School?	Choose an item.
Comment	Click here to enter text.	
19	Are you satisfied with the communication from the College?	Choose an item.
Comment	Click here to enter text.	

Further comment:

20 Have you any other comments to share with the programme team?

Click here to enter text.

Signed: . . . . Dated: Click here to enter a date.

For Office Use:

This report has been seen by:

Registrar   Date Click here to enter a date.

Dean   Date Click here to enter a date.

Programme Board   Date Click here to enter a date.

The Dean will respond directly to the author of this report in the first instance.

This report will be reviewed at the relevant Programme Board and will inform the College's action plan based on recommendations in this report.

This report will be published in the College's Annual Report.

F8.5   Academic Misconduct

This form is to be filled out for all cases of suspected Academic Misconduct in Continuous Assessment. In the case of suspected cheating in, for example, an in class test an invigilators form must be used. Further details may be obtained from the Registrar's Office.

Programme Title:

Module Code: **Date**:

Student Name:

Student id:

Assignment weighting:

Lecturer raising the suggestion of Academic Misconduct:

Academic Misconduct suspected: Plagiarism/Collusion

The assignment has been submitted *via*: Turnitin/Vericite

Outline briefly the reason for suspecting Academic Misconduct:

I have marked the assignment pending the investigation and outcome, the mark is:

Signature of Lecturer: Date:

The following material is appended to this form:

I support the case as described above:

Dean: Date:

Programme Leader: Date:

F8.6 External Examiner Fee Claim Form

Name:	
Address:	

Tel:		Email:	
Programme(s):		**Module(s):**	

Details of Claim	Description			Rate	Amount	For Office Use Only
Appointment Fee - annual fee to external examiner	External Examiners are paid an appointment fee					
Programme Fee – fee per programme and stage)	A fee of is paid per programme and stage					
*Accommodation/Subsistence Expenses	No. of overnight stays (receipts must be attached if being claimed)					
*Incidentals						
Travel Expenses Travel expenses will be refunded. It is requested that the most economical form of transport is used and public transport should be used where possible.	(please indicate travel fares or motor km claimed)					
	Date of Travel	From:				
		To:				
	Detail of Journey	From:				
		To:				
	Distance (Km)					
Train/Plane/Taxi Fare						
	TOTAL *(Payment will be made in Euro)*					

Bank Details for Electronic Payment to your account: *(Please complete all fields)*

Bank Name:	
Bank Address:	
IBAN	
Sort Code	**Bank Account No**
Account Name	
Swift / BIC	*(Please contact your bank if details unavailable)*

Please note that ICPPD cannot be responsible for incorrect bank transfers based on inaccurate or unclear information provided above.

For Residents of Republic of Ireland Only: Please supply **PPS No**

Relevant External Examiners Reports submitted /attached
(Please Note: claim will not be processed until completed reports are received by the Registrar):   **Yes** ☐   **No** ☐

PRINT NAME (please) *(Extern Examiner)*		Signature *(Extern Examiner)*		Date	
	Yes	Signature		Date	

| Confirm Receipt of Reports *(Registrar)* | | | *(Registrar)* | | | |

F10.1 IBAT College Dublin Training and Development Fund Application Form

Please note that all applicants must have discussed their training needs and have the support of their line manage before submission of an application.

Please attach to this application, a syllabus, course description or conference details as appropriate.

Name:

Current Position:

Programme of Study/Conference	
Duration	
Awarding Body (where applicable)	
Cost of Course/Conference	
Amount of Funding Sought	

Please briefly outline how completion of this programme of study/conference attendance benefits you in your current position?

Will you require leave within your contractual working hours? If yes, please provide detail:

I acknowledge that should I terminate my employment or my employment be terminated within 12 months of receiving financial support under this fund I will undertake to refund all monies received under this application.

Signed:

Date:

To be completed by the applicants line manager:

Will the proposed programme of study/conference participation maintain or improve skills or knowledge relevant to the staff member's current duties?

Following discussion with the applicant, I support him/her in undertaking the above listed activity and confirm that it will, in my opinion, maintain or improve skills required for their current role, or fulfils other skills gaps within IBAT College Dublin.

Signed:

Date:

SMG Approval:

Funding Approved: **Yes**   **No**

Amount of funding Approved:

Signed (1):

Date:

Signed (2):

Date:

F10.2 A brief overview of the delivery mode of each module in the programme

(F = face to face delivery, B = blended delivery, O = online delivery)

Programme Delivery Mode (Type = F, B, O)			
Stage			
Programme Title			
Learning Design Model/Framework: (Provide an overview of the learning design approaches used when designing the programme)			
Module Title	**Face to Face**	**Blended**	**Online**

F10.2 A brief overview of the delivery mode of each module in the programme

F10.3 Template for mapping programme content to the delivery mode

Programme Delivery Mode (Type = F, B, O)			
Module Title:			
Learning Design Model / Framework: (Provide a brief overview of the learning design approach used when designing the module)			
Module Components	**Delivery Mode Map as F, B, O**	**Details** Include details of the type of learning activities e.g., asynchronous/synchronous classes, e-tivities, learning resources. Give details of any third-party external providers of assessments if applicable	**Resources Required** e.g., room, equipment, hardware, software
Induction			
Lectures			
Practical / Workshop			
Tutorials			
Work Placement			
Other (Please specify)			

F10.4 Template for mapping assessment content to the delivery mode

Assessment Delivery Mode (Type = F, B, O)				
Module Title:				
Assessment Type	**Assessment Completion Mode Map as F, B, O**	**Details** Include details of the type of assessment activities e.g., MCQ, video submission, online presentation, discussion forum. Give details of any third-party external providers of assessments if applicable.	**Resources Required e.g., room, equipment, hardware, software**	**Proctored Y/N** If yes, give details of any third-party external providers.
Assignment				
Presentation				
Practical /Workshop				
Project/Thesis				
CA Exam				
Final Exam				
Other (Please specify)				