

Quality Assurance and Enhancement Manual: Policies, Procedures, Practices and Guidelines 2026/2027

"Committed to delivering excellent education and training that meets learners' needs."

GRIFFITH COLLEGE

Foreword

The College's Quality Assurance and Enhancement Manual or "QAE Manual" or "QAEM" plays a central role in the design, operation, management and ongoing enhancement of the College's policies, procedures, practices and guidelines. It has been developed, updated and revised on a collaborative basis by the College's teaching and support staff across all faculties and service departments, and by the College's learners and learner representatives, and is informed by national and international accreditation agencies, and the findings of the College's self-evaluation processes (including those implemented as part of and in response to the College's CINNTE institutional review).

QAE Manual 2026/2027 includes existing policies and procedures adopted by the college's Academic and Professional Council (APC), along with updates and refinements to embedded policies and procedures identified during 2025/2026.

This QAE Manual aims to outline robust, documented policies and associated procedures for Griffith College (faculty, staff and learners) and our collaborative partners, for the assurance of the quality and standards of the college's educational activities. It provides the policies and describes the processes for college activities such as programme provision; application and admission; progression and assessment; quality assurance evaluation, monitoring and review processes; accreditation and achievement; all the way through to certification, graduation and reporting. The College is committed to implementing and monitoring these policies and procedures in a fair, transparent and accountable manner.

This QAE Manual 2026/2027 is effective and applicable from the start of the 2026/2027 academic year, and supersedes all earlier versions of the QAE manual. The QAE Manual is a living document, allowing it to be used and refined by staff and learners on an ongoing basis to ensure its continued effectiveness. Therefore, recommendations for amendments and improvements are welcomed through the 2026/2027 academic year, and will be considered on a collaborative basis, with proposed enhancements presented to the College's APC for approval before their inclusion, enactment and communication. In the event of there being any approved amendments during the academic year, QAE Manual 2026/2027 and relevant extracted policy documents on the College's website will be updated, and appropriate communications circulated to all stakeholders.

We hope that you find this QAE Manual helpful, and that it serves as a valuable and reliable resource for you in assuring and enhancing the quality of the College's higher education and professional academy provision, during the academic year. This QAE Manual is supplemented by a QAE Manual: Policies, Procedures, Practices and Guidelines for Apprenticeship Programmes.

Wishing you and all those who use and benefit from the use of the QAE Manual 2026/2027 every success in the year ahead.

Dr Tomás Mac Eochagáin
Director of Academic Programmes Stiúrthóir Acadúil
Griffith College Coláiste Uí Ghríofa

Contents

Foreword ..... **i**

Contents ..... **ii**

Table of Figures vii

Glossary of Terms ..... **viii**

Acronyms ..... **ix**

Section A: Governance and Management of Quality **1**

College Background and Overview 1

Governance 3

1.1 Academic and Professional Governance at Griffith College 3

1.2 Procedures for appointing members of Academic and Professional Council and its sub-committees 19

Embedding A Quality Culture 24

1.3 Embedding A Quality Culture 24

1.4 Quality Assurance and Enhancement Policy 27

Section B: Documented Approach to Quality Assurance **30**

Documented Policies and Procedures 30

A Comprehensive System: The Review Of QAE 30

2.1 Risk Management Policy 32

Section C: Programmes of Education and Training **40**

Programme Development and Approval 40

3.1 Programme Proposal Procedure 40

3.2 Faculty and Academic Department Review Procedure 44

Learner Admission, Progression and Recognition 45

3.3 Admissions - (ATP) Access, Transfer and Progression Policy 45

3.4 Entry Requirements Procedure 53

3.5 Information Provision Procedure for Prospective Learners (Applicants) 57

3.6 Recognition of Prior Learning (RPL) Procedure 60

3.7 Procedure on the Systematic Transfer of Groups of Learners from Potential Partner Institutions 65

3.8 English Language Statement Policy 69

3.9 Applicant Deferred Entry 75

3.10 Deferrals of Programme, Module or Assessment for Registered Learners 78
3.11 Procedure for a return from a break in studies.....82
Programme Monitoring and Review.....84
3.12 QQI Programme Review Process.....84
Procedures for Programme Review, Revalidation and Validation 93
3.13 Programme Validation Procedure under Devolved Responsibility.....93
3.14 Programme Validation Procedure without Devolved Responsibility.....103
3.15 Programme Modification Procedure.....111
3.16 Protection of Enrolled Learners (PEL) Policy and Procedures.....116

Section D: Staff Recruitment, Management and Development 119
Introduction 119
Staff Recruitment and Selection 119
4.1 Full-Time Academic and all Non-Academic Staff Selection and Appointment Procedure 120
4.2 Part-Time Academic Staff Selection and Appointment Procedure 125
4.3 Lecturer Onboarding Policy 129
Ongoing Staff Management, Performance Review and Staff Development.....133
4.4 Principles of Performance Review and Staff Development 134
Staff Communication 136
4.5 Acceptance of Gifts and Hospitality from Learners.....138

Section E: Teaching and Learning 140
Teaching and Learning 140
Teaching and Learning Department 140
A Provider Ethos That Promotes Learning.....141
5.1 Roles and Responsibilities in the Supervision of Undergraduate Dissertations and Projects 142
National and international effective practice.....145
Learning Environments 145
5.2 Control Principles for Academic Use of AI (Artificial Intelligence) 147
5.3 Lecturer Use of AI in Teaching Policy 149
5.4 Library Acquisitions Policy 153
5.5 Library User Policy 156

Section F: Assessment of Learners 158
Assessment of Learning Achievement 158
6.1 Assessment Submission, Approval, & Correction Procedure 158
6.2 Procedure for Extensions of Deadlines for the Submission of Assessed Work and Late Submission Penalties 162
6.3 Procedure on Provision of Assessment Feedback to Learners 166
6.4 Appeals Procedure 169
Assessment Regulations 185
6.5 AI in Learner Assessment Policy 185
6.6 Internal Review Procedure 192
6.7 Internal Moderation Procedure 196
6.8 Examination Regulations 200
6.9 Role & Responsibilities of Invigilators 204
Academic Integrity in the Assessment Process 212
6.10 Academic Integrity and Misconduct Procedure 212
6.11 Assessment Control Principles and Procedure 231
6.12 Examination Board Procedure 238
6.13 Procedure for Nomination and Appointment of External Examiners 243
6.14 Role and Responsibilities of External Examiners 248
Quality Assuring the Assessment Process 254
Policy on Academic Awards and Conferring Procedures 254
6.15 Procedure for the Revocation of an Award 254

Section G: Support for Learners 259
Supports for Learners 259
7.1 Learner Induction Policy 261
7.2 Policy for Responding to the Death of a Learner 265
Equality Policy 272
7.3 Fulfilling the Learner Charter: The Role and Obligations of Learners and the College 272
7.4 Learner Gender Identity and Expression Policy 277
7.5 Learner Dignity and Respect Policy 282
Complaints Policy and Procedure 292
7.6 Learner Complaints Procedure 292
7.7 Learner Code of Conduct 296
7.8 Learner Disciplinary Procedure 299

Procedures for The Provision of Supports to Students with Disabilities and Specific Learning Difficulties 306
7.9 Service Dogs Policy 306
Procedures to Monitor, Review and Improve the Effectiveness of Resources and Support Services 309
7.10 Disability and Learner Support Policy 309

Section H: Information and Data Management 316
Information Systems 316
Learner Information Systems 316
Management information system 318
Information for Further Planning 319
Completion Rates 319
Records Maintenance and Retention 319
Data Protection 319
8.1 Institutional Analytics Policy 321

Section I: Public Information and Communication 326
Public Information 326
9.1 Procedure for Compiling and Approving Academic Marketing Material 329
9.2 Procedure for Compiling and Approving College Handbooks for Academic Programmes 332

Section J: Other Parties Involved in Education and Training 334
10.1 Peer Relationships with the Broader Education and Training Community 334
10.2 Arrangements for collaborations, external partnerships and second providers 338
10.3 Expert panellists, examiners and authenticators 347

Section K: Self-Evaluation, Monitoring and Review 349
11.1 Internal Review, Self-Evaluation and Monitoring 349
11.2 Internal Self-Monitoring 350
11.3 Quality Assurance and Enhancement Review Procedure 353
11.4 Institutional Review Procedure 357

Appendices 362
Appendix 1: Griffith College Risk Register template (Excel spreadsheet) 362
Appendix 2: Risk Assessment – Rating Scales ..... - 1 -

Appendix 3: Risk Matrix [5x5 model] ..... - 4 -
Appendix 4: Programme Proposal Form ..... - 5 -
Appendix 5: Programme Proposal Approval Form – Guidelines ..... - 8 -
Appendix 6: The Role of Programme Committee Diagram ..... - 16 -
Appendix 7: Programme Proposal and Review Committee ..... - 17 -
Appendix 8: Significant Programme Modification Form ..... - 18 -
Appendix 9: Minor Programme Modification Form ..... - 20 -
Appendix 10: Faculty Review Diagram ..... - 21 -
Appendix 11: Annual Programme Report Template August 2024 ..... - 22 -
Appendix 12: Collaborative national and transnational Provision Proposal Form ..... - 29 -
Appendix 13: Module Reflection: A Lecturer's Perspective ..... - 33 -
Appendix 14: New Delivery Site Evaluation Template ..... - 37 -
Appendix 15: Articulation and Study Abroad Due Diligence Template ..... - 39 -
Appendix 16: Due Diligence Template for Articulation ..... - 41 -
Appendix 17: Articulation Agreement Template ..... - 43 -
Appendix 18: Memorandum of Understanding Template ..... - 49 -
Appendix 19: Guidelines for Development of Articulation Agreements - For Advanced Entry to Accredited Programmes ..... - 52 -
Appendix 20: Consortium Agreement Considerations ..... - 55 -
Appendix 21: Collaborative Provision Development Process Control Sheet ..... - 57 -
Appendix 22: Staff Requisition Form ..... - 58 -
Appendix 23: Reference Check Form ..... - 59 -
Appendix 24: Comparison Table of English Language Level Equivalences ..... - 61 -
Appendix 25: Use of a Viva in considering Academic Misconduct Procedure ..... - 62 -
Appendix 26: Academic Misconduct Classification Flowchart ..... - 65 -
Appendix 27: Guidelines on the Prevention and Detection of Academic Misconduct in Programme work ..... - 66 -
Appendix 28: Sample Notice of Learner Death ..... - 68 -
Appendix 29: Interacting with Service Dogs ..... - 69 -
Appendix 30: Complaints Form for Learners ..... - 70 -
Appendix 31: Guidance on the Conduct of a Complaint Hearing ..... - 72 -
Appendix 32: Services Facility Assessment Form ..... - 74 -
Appendix 33: Learner Record Amendment Form (LRAF) ..... - 76 -
Appendix 34: External Examiner Nomination Form ..... - 77 -
Appendix 35: External Examiner's Report ..... - 79 -
Appendix 36: Examination Evacuation Procedure ..... - 83 -

Appendix 37: Guidelines for Development and Approval of Short Courses ..... - 84 -
Appendix 38: Examination Announcements ..... - 86 -
Appendix 39: Senior Invigilator Report..... - 87 -
Appendix 40: Application for Extension on Deadline for Submission of Assessed Work.....90
Appendix 41: Assessment Submission Approval and Correction 92
Appendix 42: Sample Assignment Title Sheet 93
Appendix 43: Sample Assignment Cover Sheet [Printed Version] 95
Appendix 44: Assignment Feedback Form 97
Appendix 45: Internal Reviewer Report 98
Appendix 46: Internal Moderator's Report 100
Appendix 47: Sample Interview Assessment Form 102
Appendix 48: Understanding of Rights Form.....105
Appendix 49: Module Delivery Assessment Form.....106
Appendix 50: Guidance on the Conduct of a Disciplinary Hearing.....108
Appendix 51: Guidance on the Conduct of an Appeals Hearing 110
Appendix 52: Guidance on the Conduct of a Complaint Hearing.....112
Appendix 53: Programme Validation Control Sheet.....114
Appendix 54: Guidance on the Learner Dignity and Respect Policy.....115
Appendix 55: Annual Monitoring of Learner Dignity and Respect Policy Template 116
Appendix 56: Deceased Learner Record Amendment Form 117

Table of Figures

Figure 1: Griffith College's Governance Structure.....3
Figure 2: Griffith College's Board of Directors.....4
Figure 3: Griffith College's Operational and Academic Governance Committees 9
Figure 4: Eleven principles of Risk Management, as defined by ISO 31000 - the international standard guidelines for Risk Management (ISO, 2018) 32
Figure 5: Institutional Programme Review Process.....87
Figure 6: The three department members of TLD.....140
Figure 7: Visual of the AI permission options at assessment level.....188
Figure 8: QQI's model of Cyclical/Institutional External Review (QQI, 2016) 361
Figure 9: QQI's model of the Programme Review process (QQI, 2022) 361

Glossary of Terms

According to QQI's Programme Review Manual, revalidation of a programme of education and training is a formal QQI determination. It requires an application for revalidation by an eligible provider. Revalidation follows a programme review and is distinct from it. The programme review is a provider-owned process whereas revalidation is a QQI-owned process.

Revalidation is a type of validation (distinguished by the context) and is conducted with the same level of rigour as the validation of a new programme. Revalidation, and how to apply for it, are addressed in detail in section 13 of "Core policies and criteria for the validation by QQI of programmes of education and training" (pp 25-27).

Faculty Administrator and Programme Administrator are terms used almost interchangeably within Griffith College. These Administrator roles have similar duties and responsibilities, with the word 'Faculty' or 'Programme' referring to the focus that their role may have.

'Year Head' is a term used for a person responsible for administration and support of a particular year/stage group of a programme. If a Year Head role is not in place, the Programme Director absorbs the responsibility as the person with overall responsibility for the administration and support of all year groups and learner progression for the programme.

Some of our institutional partners use the term 'Programme Lead'; this equates to 'Programmer Director' in this manual.

Acronyms

ACELS	Accreditation and Coordination of English Language Services
ATP	Access, Progression and Transfer
APC	Academic and Professional Council
APEL	Accreditation of Prior Experiential Learning
CAO	Central Applications Office
CEFRL	Common European Framework Reference of Languages
DEFHRIS	Department of Further and Higher Education, Research, Innovation and Science
EDI	Equality, Diversity and Inclusion
ELDG	Education, Learning and Development Group
GC	Griffith College
GCC	Griffith College Cork
GIL	Griffith Institute of Language
GDPR	EU General Data Protection Regulations
HAQEF	HECA's Academic Quality and Enhancement Forum
HE	Higher Education
HEA	Higher Education Authority
HECA	Higher Education Colleges Association
IELTS	International English Language Testing System (IELTS)
ISD	Immigration Service Delivery
LMS	Learning Management System
MB	Management Board
MOU	Memorandum of Understanding
NAIN	QQI-facilitated National Academic Integrity Network
NFQ	National Framework of Qualifications
NStEP	National Student Engagement Programme
PPRC	Programme Proposals and Revalidation Committee
PRSB	Professional Statutory and Regulatory Bodies
QAE	Quality Assurance and Enhancement
QAED	Quality Assurance and Enhancement Department
QAEM	Quality Assurance and Enhancement Manual
QAES	Quality Assurance and Enhancement Sub-committee
QQI	Quality and Qualifications Ireland
RPEL	Recognition of Prior Experiential Learner
RPL	Recognition of Prior Learning
SU	Students' Union
TLD	Teaching and Learning Department
TOEFL	Test of English as a Foreign Language
UDL	Universal Design for Learning
VLE	Virtual Learning Environment

Section A: Governance and Management of Quality

College Background and Overview

The college was established in 1974, and incorporated in 1978 as Business and Accounting Training (BAT) College. BAT College relocated to Griffith Barracks in 1991 and changed its name to Griffith College Dublin. Between 1992 and 1996 the College's first degree courses (in Computing and Business) were validated by the University of Ulster. In 1992 the College became a designated institute of Ireland's National Council for Educational Awards (NCEA) - the predecessor of the Higher Education and Training Awards Council (HETAC) and Quality and Qualifications Ireland (QQI).

The college offers a wide range of undergraduate and postgraduate programmes accredited by QQI leading to awards at levels 6 to 9 on Ireland's National Framework of Qualifications (NFQ). It also offers programmes leading to academic awards from Heriot-Watt University. A number of the college's QQI accredited programmes are delivered on a collaborative or partnership basis. Collaborative programmes are delivered with Globe Business College, Munich; ESS Ltd.; Innopharma Education and Pulse College. Other programmes involve particular support and association from industry bodies, for example, the Construction Professionals Skillnet of the Construction Industry Federation (CP Skillnet), and the Irish Institute of Legal Executives (IILEX).

The college's professional programmes prepare learners for the examinations of professional bodies, for example the Association of Chartered Certified Accountants (ACCA), the Institute of Certified Public Accountants in Ireland (CPA Ireland) and the Law Society of Ireland. The College also provides a range of programmes leading to certification from professional bodies such as the Irish Institute for Pensions Management (IIPM) and the Business and Technology Council (BTEC). Additionally, the college's Leinster School of Music and Drama provides tuition and examinations for learners of all ages learning musical instruments, singing and drama.

The range of programmes offered by the college covers a broad range of disciplines. These include accountancy, animation, audio and music technology, business, computing science, education and training, English language, fashion and interior design, film and TV production, hospitality management, industrial engineering, journalism and media communications, law, pharmaceutical business, and photography.

The college attracts a richly diverse learner population involving traditional full-time learners undertaking programmes of one or more years' duration at undergraduate or postgraduate level, mature learners attending on a part-time evening basis, learners undertaking programmes involving work experience including apprentices, Springboard learners returning to the workforce or taking programmes in conjunction with their workplace commitments, and online learners.

The college has an annual learner population of approximately 7,000, which reflects Irish and international learners, both EU and non-EU. International learners include learners taking the entirety of undergraduate and postgraduate programmes and visiting students undertaking Erasmus, study abroad and exchange programmes. The college has extensive access, transfer

and progression arrangements enabling learners from local Further Education (FE) colleges access the College's programmes. The college has agreed quality assurance procedures with QQI in respect of the recognition of prior learning, both credited and experiential, enabling learners to access the college's programmes. Where appropriate, learners accessing the college's programmes may enter with advanced standing. Graduates of the college's programmes can progress to other national and international awards.

The college's programmes are delivered from a number of campuses, training centres and online. The college's Dublin Campus is located on the seven-acre historic site formerly known as Griffith Barracks on South Circular Road. This site also provides on-campus accommodation for 640 learners. The college's five-acre Cork Campus is on Wellington Road and the Limerick City Campus is on O'Connell Avenue. All three campuses are owned by the college.

The college is a founding member of HECA, the Higher Education and Colleges Association, and established the International Conference on Engaging Pedagogy (ICEP) to support the development of teaching and learning practices in higher education. It is committed to the provision of quality education for national and international learners alike – leading the development of the Irish Higher Education and Quality Network's (IHEQN's) procedures for international learners. It has a long tradition of engagement with accreditation agencies, contributing to the development of higher education in Ireland, and senior college staff have served as members of HETAC's council and programme awards committees.

The college's quality assurance systems are detailed in this Quality Assurance and Enhancement (QAE) Manual – which contains the college's policies, procedures and guidelines. These arrangements are governed by the College's Academic and Professional Council (APC) and subject to ongoing review and development. Changes arising from policy development by QQI and other accreditation bodies are adopted and integrated in line with agreed implementation schedules. The college completed its re-engagement processes with QQI in 2019.

Griffith College marked an important milestone in 2024 when it celebrated the 50th anniversary of its founding.

The Legal Status of Griffith College

Griffith College is a Private Limited Company, registered in Ireland as a trading name of Bellerophon Ltd. (Company Registration Number - 60469).

Governance

1.1 Academic and Professional Governance at Griffith College

1.1.1 Introduction

The college has a number of boards and committees, which manage the various aspects of its management. This document indicates the responsibilities of each and in doing so the manner in which they collectively form a framework, which ensures the implementation, monitoring, review and evaluation of all quality assurance and enhancement measures.

1.1.2 Objectives

- To set out the boards and committees which make up the academic and professional governance and management framework of the college.
- To identify the chair, frequency of meetings, reporting lines and responsibilities of each of these organs.

1.1.3 Scope

This document refers to the academic and professional management framework of the college as a whole.

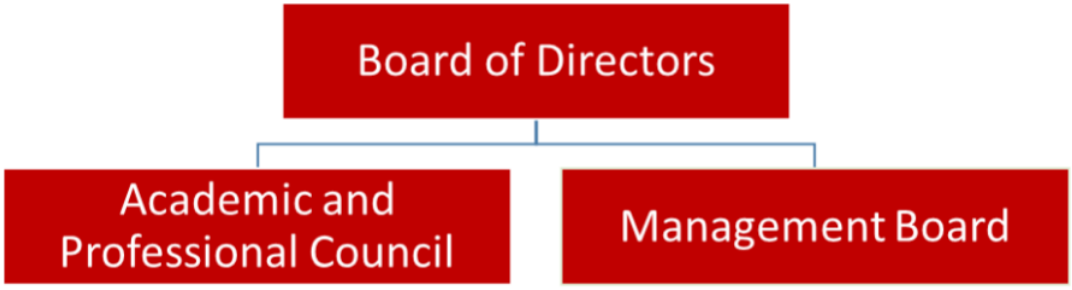


Figure 1: Griffith College's Governance Structure

1.1.4 Board of Directors

Chaired by:	President
Frequency of Meetings:	Monthly
Reports to:	N/A
Responsibilities:	• Overseeing the management structure of the College • Appointing members of the Management Board, Academic and Professional Council and Board of Directors and assigning responsibilities to these members • Maintaining an overview of the College's academic and Quality Assurance and Enhancement management • Financial stewardship and major capital expenditure

	• Determining and monitoring the growth path of the institution • Ensuring that strategic plans are consistent with current and proposed provision • Considering any matters referred to it by the Academic and Professional Council or the Management Board.
Membership	• College President • Finance Director (Joint Company Secretary) • Director of Academic Programmes • HR Director (Joint Company Secretary) • Global Engagement Director • Operations Director • Non-Executive Director

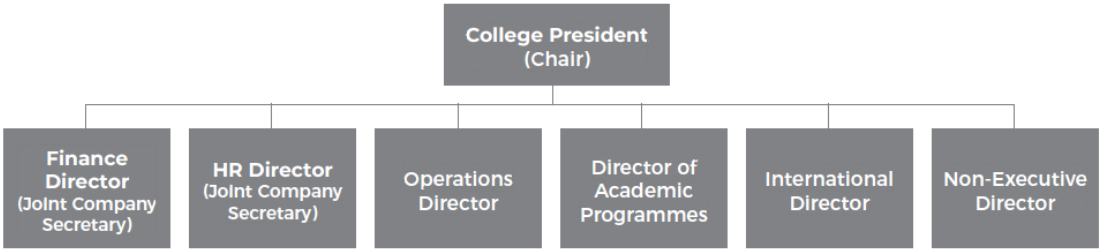


Figure 2: Griffith College's Board of Directors

1.1.5 Management Board

Chaired by:	Appointed by the Board of Directors
Frequency of Meetings:	Weekly
Reports to:	Board of Directors
Responsibilities:	• Oversee the operational management of the College • Determine budget allocations and making resource and capital investment decisions up to a maximum value approved by the Board of Directors • Approve or reject programme proposal recommendations submitted to it by the PPRC for funding and resource allocation • Conduct operational reviews of programmes, faculties and departments • Evaluate resource requirements leading from Programme Reviews, Faculty Reviews and Department Reviews • Oversee human resource issues, including the provision of staff development • Delegate salary reviews to the Salaries sub-committee • Oversee the marketing of the College

	• Considering recommendations and reports from key standing committees and other sources such as: i. Academic and Professional Council ii. Head of Faculty / Campus Heads committee iii. Programme Directors committee iv. Other committees and organs within the College • Considering any matters referred to it, as appropriate, by other authorities/individuals within the College.
Membership	*Ex-officio Members* All executive members of the Board of Directors are deemed appointed (*ex-officio).* *Appointed members* The following shall be appointed by the Board of Directors on the basis of availability, teamwork capability and relevant competence: • Two permanent representatives of the Heads of Faculty, as nominated by the Board of Directors. • One representative of the Limerick campus • One representative of the Cork campus • One representative of Academic Administration • One representative of the Marketing Department • One representative of IT Services • One representative of HR • Up to eight rotating representatives of the Heads of Faculty /Department Heads / Campus Heads, as nominated by the Board of Directors, with four attending each weekly meeting of the Management Board.

1.1.5.1 Membership Composition

- The Board of Directors determines the composition of the Management Board, including appointments and reappointments.
- An ex-officio member of the Management Board shall retain their membership until such a point where they cease to hold the relevant office. For all other members the term of office shall be 24 months from date of appointment, after which time they shall retire and be eligible for reappointment.
- At any time as appropriate, the Board of Directors may reconstitute the Management Board and alter the role and or number of members, as it deems appropriate.
- The Board of Directors may nominate, at its discretion, the appointment of mentors for members of the Management Board or other staff members in

a management role for a period of 6 months. The role of the mentor would be to guide and support management staff as appropriate.

- All nominations of mentors are subject to the approval of the Board of Directors.
- Membership of the Management Board will normally be communicated in written form and held for a duration of 24 months, unless:
- The member ceases to be employed by the College on a full-time basis, and/or in the relevant role or department;
- The member resigns in writing to the Chair of the Management Board;
- The member fails to attend six consecutive meetings or attends less than 75% of meetings in a six-month period, of the Management Board without absence from the country or approved periods of leave, in which case they shall be deemed to have resigned;
- The Board of Directors determines that the relevant department no longer warrants representation on the Management Board.
- In the event that a vacancy arises on the Management Board, it shall be filled as soon as is practical, as directed by the Board of Directors.
- Subcommittees meet on a regular or as required basis to consider and advance issues under their remit and bring findings and recommendations to Management Board meetings for noting, action or approval in line with their particular terms of reference. In order to facilitate efficient working, the Management Board shall establish the following sub-committees (of the Management Board), as follows:

    - Strategic Brand and Marketing Committee
    - Sustainability Committee
    - IT Steering Committee
    - Web Governance Committee
    - HR Committee
    - Student Experience and Success Committee
    - Risk Committee

- The Management Board shall propose the establishment of new sub-committees or the discontinuance of existing sub-committees as it considers appropriate.

1.1.6 Academic and Professional Council

The Academic and Professional Council (APC) is the principal academic committee of Griffith College, and reports to the college's Board of Directors. The main function of the Academic and Professional Council (APC) is to drive the college's mission and strategy for excellence in programme design, development and delivery, and related college activities, through developing and embedding a culture of quality enhancement based on the outcomes of robust ongoing reviews and analysis, and data-based decision making.

APC enables the college to discharge its statutory responsibilities in relation to internal and external quality assurance and enhancement.

Chaired by:	Appointed by the Board of Directors
Frequency of Meetings:	i. The Academic and Professional Council (APC) holds such and so many meetings as are necessary for the effective performance of its functions. ii. Meetings are normally held monthly, throughout the academic year. ii. The annual schedule of meetings is normally agreed at the last meeting of the preceding academic year.
Reports to:	Board of Directors
Responsibilities:	The Academic and Professional Council has responsibility to make and ensure the implementation of the academic regulations of the college. In particular the role of APC is: a) Ensuring that the college academic policies relating to teaching and learning are consonant with the college mission and strategic plan. b) Being responsible, subject to the approval of the Board of Directors, for making the academic regulations of the college, and ensuring the implementation of the academic regulations of the college. c) Monitoring the design, development and implementation of programmes of study in accordance with the functions of the college d) Ensuring that the curriculum offered through the college is appropriate, challenging and dynamic. e) Making recommendations for the selection, admission, retention and exclusion of learners. f) Ensuring that the quality and standard of provision is routinely monitored through annual monitoring, stakeholder feedback processes, validation and review procedures. g) Ensuring that the regulatory framework governing the assessment and examination of learners, and any associated appeals process, is fairly and consistently operated h) Approving External Examiner appointments. i) Making recommendations on programmes for the undertaking and support of research at the college. j) Reviewing summary internal and external feedback referred to it periodically and proposing appropriate action in response to feedback where necessary k) Reviewing reports and recommendations received from its sub-committees l) Forming ad hoc sub-committees where considered beneficial and appropriate

<table>
<tr><td></td><td>m) Considering any matters referred to it, as appropriate, by other authorities/individuals within the college.</td></tr>
<tr><td>Membership</td><td>
Chair
• Independent Chair (external), appointed by the Board of Directors

Ex officio
• Director of Academic Programmes
• Head of Academic Administration
• Head Librarian
• QAE Representative (minutes Secretary)
• Heads of Faculty (and heads of programmes not within a faculty)

Nominated
Academic and Administration Representatives
<table>
<tr><td></td><td>Representing:</td><td>Nominated by:</td></tr>
<tr><td>1</td><td>Programme Director</td><td>Programme Directors</td></tr>
<tr><td>1</td><td>Faculty Administrator</td><td>Faculty Administrators</td></tr>
<tr><td>1</td><td>Non-Academic Staff member</td><td>staff group</td></tr>
<tr><td>1</td><td>Learner Support</td><td>support staff</td></tr>
<tr><td>1</td><td>Full-time lecturer</td><td>full-time lecturing staff</td></tr>
<tr><td></td><td>Part-time lecturer</td><td>part-time lecturing staff</td></tr>
<tr><td></td><td>Marketing Department</td><td>Marketing Manager</td></tr>
<tr><td></td><td>Global Engagement Office</td><td>Director, Global Engagement Office</td></tr>
<tr><td>2</td><td>Cork representatives</td><td>Head of Campus Cork</td></tr>
<tr><td>2</td><td>Limerick representatives</td><td>Head of Campus Limerick</td></tr>
</table>
Collaborative Partner institution(s)
• 1 x Collaborative Partner institution representative, nominated by the partners institutions

Learner Representatives
• 2 x Griffith College Students' Union representatives, one to be the SU President, both to be confirmed annually by the SU President

Co-Opted Membership/Invitees
• With the approval of the Board of Directors, additional members may be co-opted (and vote), as appropriate.
</td></tr>
</table>

	• Non-members may be invited by the Committee Chairperson to attend individual meetings but will not have voting rights.
Note:	• When seeking nominations, the college aims to foster a diverse and inclusive work environment, where membership is representative of the college community. • When seeking nominations, the college actively seeks the inclusion of representation from all campuses.

1.1.7 Academic and Professional Council (APC) Sub-Committees

APC has established a suite of sub-committees which report directly to the APC. These committees may be established as either approved committees or *ad hoc*/specific purpose working groups established to focus on a particular matter. These committees meet as identified below (which is agreed as the sub-committee undertakes its duties).

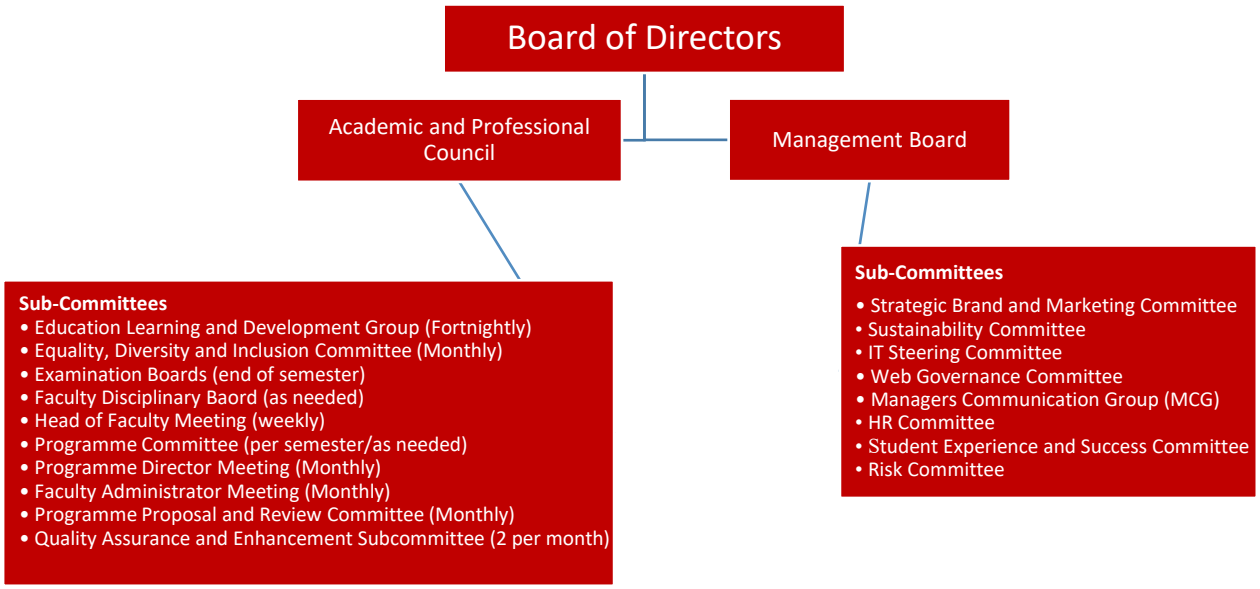


Figure 3: Griffith College's Operational and Academic Governance Committees

1.1.7.1 Quality Assurance and Enhancement Sub-Committee

The Quality Assurance and Enhancement Sub-Committee is a sub-committee of the college's Academic and Professional Council (APC). The main function of the Quality Enhancement and Assurance Subcommittee (QAES) is to support the college's mission and strategy for excellence in programme design, development and delivery, and

related college activities, through developing and embedding a culture of quality enhancement based on the outcomes of robust ongoing reviews and analysis, and data-based decision making. As a subcommittee of the APC, QAES supports the college in discharging its statutory responsibilities in relation to internal and external quality assurance and enhancement.

1.1.7.1.1 Meeting schedule/frequency: During term, meetings are normally held fortnightly.
Reports to: Academic and Professional Council (APC)

1.1.7.1.2 Responsibilities

The Quality Assurance and Enhancement Sub-Committee (QAES) is a sub-committee of Academic and Professional Council with responsibility to assure and enhance the quality of the learning experience and maintaining academic standards for all taught provision at undergraduate and postgraduate levels, including apprenticeships. In particular the role of QAES is to:

- maintain operational oversight of academic and learner-related policy and legislation and make recommendations to academic and professional council on the identification, achievement and enhancement of academic standards for the college's programmes.
- identify the requirement for, establish, monitor and review procedures for quality assurance for the purpose of further enhancing the quality of education and training which is provided, organised or procured by the college in accordance with national, European and international requirements.
- review and provide feedback on proposed policy and guidelines proposals from all external bodies, including QQI and professional regulatory and statutory bodies (PSRBs).
- evaluate at regular intervals, and as directed from time to time by academic and professional council, the college's programmes of education and training (including evaluation by persons who are competent to make national and international comparisons in that respect) in relation to the development, validation and review of programmes; assessment of learner performance; ongoing monitoring and evaluation of programmes; evaluation by learners and other stakeholders of that programme; and evaluation of services related to that programme, and provide for the publication, in such form and manner as the college thinks fit, of findings arising out of the application of those procedures.
- monitor and review the college's access, transfer and progression policies and consider new or alternative qualification methods for facilitating students access onto college programmes, ensuring that they are fair and fit for purpose towards achievement and award.
- recommend enhancements relating to all aspects of the college's strategy for excellence in teaching, learning, assessment and research in programme development and delivery across all faculties, departments and functional sections of the college, informed by policy and best practice.

- ensure effective learner engagement and representation of learners' voices in the college's quality framework.
- promote the quality assurance and enhancement framework and culture as an important element of the college's activities, and ensure that the outcomes inform relevant college decisions.
- identify areas for innovation and enhancement of the learner experience and ensure that these inform the college's policy development.
- assure the completeness, accuracy, reliability and fitness for purpose of all information provided for applicants and learners.
- build awareness, understanding, and integrity in the use of policies, by supporting training, promoting best practice, and knowledge dissemination among staff, learners, and collaborative partners.
- support Griffith College in fostering a healthy and vibrant work environment, through the advancement of equality, diversity and inclusion (EDI).
- liaise with other sub-committees of academic and professional council and functional units of the college, and appropriate external institutions, as required.
- carry out any or all such functions as may be assigned to the sub-committee from time to time by the academic and professional council and/or Griffith College's Board of Directors.
- establish sub-committees and working groups, some of whose members may be from outside the committee or from outside the college, as approved by the academic and professional council and/or Griffith College's Board of Directors.

1.1.7.1.3 Membership of the Quality Assurance and Enhancement Sub-Committee

Ex officio

- Director of Academic Programmes (Chair)
- Head of Academic Administration
- Head of Quality Assurance and Enhancement (QAE)
- Head Librarian (Secretary)

Nominated
Academic and Administration Representatives

- 1 x Head of Faculty/Deputy Head, nominated by the Heads of Faculty
- 1 x Programme Director, nominated by the Programme Directors
- 1 x lecturer, nominated by Programme Directors' Committee
- 1 x Faculty Administrator, nominated by the Faculty Administrators
- 1 x representative of a Collaborative Partner institution

Learner Representatives

- 1 x Griffith College Students' Union Representative, confirmed annually by the SU President

Co-Opted Membership/Invitees

- With the approval of the Academic and Professional Council, additional members may be co-opted (and vote), as appropriate.
- Non-members may be invited by the committee chairperson to attend individual meetings but will not have voting rights.

Note:

- When seeking nominations, the college aims to foster a diverse and inclusive work environment, where membership is representative of the college community.
- When seeking nominations, the college actively seeks the inclusion of representation from all campuses.

1.1.7.2 Programme Proposal and Review Committee (PPRC)

Chaired by: Director of Academic Programmes
Frequency of Meetings: Monthly
Reports to: Academic and Professional Council, Management Board
Responsibilities:

The Programme Proposal and Review Committee (PPRC) is the sub-committee of Academic and Professional Council with responsibility to quality assure and enhance the college's policies and practices for monitoring and review of the design, development, viability and performance of all new and existing college programmes. In particular the role of PPRC is to:

- assess the viability of proposed new programmes and the ongoing viability of existing programmes and programme variants (all taught provision at undergraduate and postgraduate levels, including apprenticeships).
- contribute to the ongoing enhancement of the college's curriculum, learning experience and academic standards, by considering emerging trends, and assessing the needs of learners and the job market, recommending periodic reviews and evaluations of existing courses, proposing new programmes to address gaps in the curriculum, and recommending retirement of non-viable programmes to ensure the curriculum remains current and relevant.
- review and evaluate proposals for new courses submitted by faculty members or departments, and make recommendations to the Management Board (MB) and Academic and Professional Council (APC).
- with respect to proposed new programmes, consider:
    - alignment of the proposal with the college's strategic and educational objectives

  - current programmes offered by the college (and its collaborative partners)
  - existing demand for similar programmes (from both learners and industry)
  - the programme proposals' mapping to academic standards
  - contribution to the overall college curriculum
  - responsiveness to the evolving needs of learners and society
  - financial analysis, including but not limited to profitability
  - delivery mode, and appropriate academic supports and resources
  - associated resource implications, such as faculty workload, classroom availability, and material requirements
  - existing infrastructure and recommendation for resource allocation
  - engagement with various stakeholders, including faculty members, learners, administrators, and relevant external bodies
  - future market prospects and sustainability.

- with respect to existing programmes, initiate an internal review for programmes where:

  - class size for any particular cohort falls below the minimum number stated in the approved QQI certificate of validation
  - in the case of linked awards, overall enrolment for any specific award falls below the minimum number stated in the approved QQI certificate of validation
  - the financial performance for the programme falls below target
  - input and feedback on proposed courses is required to ensure broad perspectives and address any concerns or suggestions raised by current/proposed stakeholders.
  - a review is requested by the college's Management Board and/or Academic and Professional Council.

- in cases where proposed courses span multiple disciplines or departments, facilitate collaboration and coordination among faculty from different areas, to ensure programme coherence and foster a holistic learning experience for learners.
- support the programme team of any under-performing programme to establish and agree a remedial action plan for subsequent intakes to the programme, make a recommendation to the Management Board and Academic and Professional Council in this regard, and facilitate a performance review by these same bodies within one year of the action being undertaken.
- support due diligence processes for any potential collaborative or transnational development being considered by the college.
- support Griffith College in fostering a healthy and vibrant work environment, through the advancement of equality, diversity and inclusion (EDI).

- liaise with other sub-committees of Academic and Professional Council and functional units of the college, and appropriate external institutions, as required
- carry out any or all such functions as may be assigned to the sub-committee from time to time by the Academic and Professional Council and/or Management Board.
- establish sub-committees and working groups, some of whose members may be from outside the committee or from outside the college, as approved by the Academic and Professional Council, Management Board and/or Griffith College's Board of Directors.

1.1.7.2.1 PPRC Membership

Each member of the Programme Proposal and Review Committee (PPRC) is a voting member unless otherwise stipulated on appointment.

Ex officio

- Business Development – Cork
- Business Development – Limerick
- Director Global Engagement Office
- Director of Academic Programmes (Chair)
- Group Head of Marketing
- Project Manager - Programme Development (Secretary)

Nominated
Academic and Administration Representatives

- Academic and Professional Council representative
- Careers representative
- Director - Finance
- Industry representative
- Programme Director

Co-Opted Membership/Invitees

Non-members (internal or external representatives) may be invited by the committee chairperson to attend individual meetings but will not have voting rights.

Note:

- When seeking nominations, the college aims to foster a diverse and inclusive work environment, where membership is representative of the college community.
- When seeking nominations, the college actively seeks the inclusion of representation from all campuses.
- Where a programme proposal compromises a committee member's independence, their voting rights are withheld for that instance.

1.1.7.3 Head of Faculty / Head of Campus Committee

Chaired by: Nominated by Heads of Faculty
Frequency of Meetings: During term, meetings are normally held weekly.
Reports to: Academic and Professional Council
Responsibilities:

- Making recommendations to the APC on policy issues
- Referring common requirements to the appropriate alternative committee or board (e.g. Programme Director Committee, Management Board, Academic and Professional Council)
- Considering any matters referred to it by other authorities/individuals within the College.

1.1.7.4 Programme Director Committee

Chaired by: Nominated by Programme Directors
Frequency of Meetings: During term, meetings are normally held monthly.
Reports to: Academic and Professional Council
Responsibilities:

- Making recommendations to the APC on policy issues
- Referring common requirements to the appropriate alternative committee or board (e.g. Programme Director Committee, Management Board, Academic and Professional Council)
- Considering any matters referred to it by other authorities/individuals within the College.

1.1.7.5 Faculty (and Programme) Administrators Committee

Chaired by: APC FA Representative
Frequency of Meetings: Monthly
Reports to: Academic and Professional Council
Membership: All Faculty / Programme Administrators
All Campus Administrators
Responsibilities:

- Determining and disseminating best practice within our roles (develop templates, share experience, bring admin issues to the group)
- Making recommendations to the APC on policy issues
- Referring common requirements to the appropriate alternative committee or board (e.g. Head of Faculty Directors Committee, Management Board, Academic and Professional Council)
- Considering any matters referred to it by other authorities/individuals within the College.

1.1.7.6 Lecturer Plenary Meeting

Chaired by: Relevant Programme Director
Frequency of Meetings: Once per semester

Reports to: Academic and Professional Council
Responsibilities:

- Providing faculty-wide information for lecturers at the outset of the semester on administrative systems and regulations, teaching and learning resources available etc.

1.1.7.7 Programme Committee

Chaired by: Relevant Programme Director
Frequency of Meetings: Twice per semester
Reports to: Management Board, Academic and Professional Council
Membership: Normally includes all lecturers and tutors teaching on the programme along with Faculty Administrators and Learner Representatives for each class cohort.
Responsibilities:

- Managing, developing, delivering, monitoring and evaluating programmes in accordance with any regulations agreed by the Academic and Professional Council and stipulated by the relevant validating body
- Managing effectiveness of teaching, learning and assessment methods and procedures
- Managing outcome of learner, industry and academic feedback referred to it periodically and proposes appropriate action in response to feedback
- Producing a Programme Report as part of the Programme Review process
- Seeking to ensure that all recommendations made by external authorities - validating bodies etc. - have been incorporated into the good practice of the Faculty
- Considering any matters referred to it by other authorities/individuals within the College.

1.1.7.8 Faculty Disciplinary Board

Chaired by: Relevant Programme Director
Frequency of Meetings: As required
Reports to: Academic and Professional Council
Responsibilities:

- Adjudicating academic misconduct appeals
- Adjudicating learner disciplinary matters

1.1.7.9 Education, Learning and Development Group (ELDG) Committee

Chaired by: Confirmed by APC annually
Frequency of Meetings: Fortnightly
Reports to: APC
Responsibilities:

The responsibilities of the Education, Learning and Development Group, having due regard to the regulations of QQI (Quality and Qualifications Ireland) or those agreed with other validating institutions, are defined as follows:

- To inform and endorse best practice in teaching, learning and assessment (academic pedagogy) across the College.
- To advance continuous professional development opportunities for lecturing staff through the facilitation of training workshops, knowledge-sharing showcases and the College's suite of Education, Learning and Development programmes.
- To ensure robust onboarding and induction processes are in place for all lecturing (or academic) staff and Teaching Champions appointed on an annual basis to support and promote best practice among the academic community across the College.
- To report and make recommendations on teaching, learning and assessment activities in the College and to inform quality assurance and enhancement policies in this regard.
- To engage with the wider teaching, learning and assessment landscape and encourage innovation in line with sectoral developments.

Membership
The Education, Learning and Development Group's ex officio membership includes but is not limited to:

- Director of Academic Programmes
- Head and Administrator in the Department of Teaching and Learning
- Learner Support Manager
- Manager and Learning Technologists in the Digital Learning Department.

1.1.7.10 Equality, Diversity and Inclusion (EDI) Committee

Chaired by:	Confirmed by APC annually
Frequency of Meetings:	Monthly
Reports to:	Management Board, Academic and Professional Council

Responsibilities:

- promoting EDI in Griffith College and ensuring equality is a key consideration in all plans developed over the College as a whole. The Working Group will initially develop an EDI Policy for the College, followed by related policies and procedures as needed
- raising awareness on the importance of EDI to the College and wider society
- highlighting and discussing any issues requiring attention within the College relating to the nine grounds covered in the Equal Status Acts 2008-2018
- formulating strategy on equality for the College and providing guidance and direction for the achievement of the particular strategy objectives
- bringing developments in national and European equality policies that have implications for Griffith College to the attention of the APC and Management Board

- making recommendations (as appropriate) to the APC and/or Management Board of the College on addressing inequalities in the College and suggesting adaptations or and/or positive action measures.

Membership:
Composed of staff and learners representing the three campuses of Griffith College, with particular emphasis on those who have direct responsibility and/or experience in equality matters.

Staff and students will be invited to put themselves forward for membership. The Chair and members of the Working Group are formally confirmed by the APC on an annual basis.

- 1 x learner representative;
- 2 x staff representatives (at least) specifically from Cork, Limerick and/or Dublin City Centre campuses;
- 1 x staff representative from the Griffith College Global Engagement Office
- 3 x staff representatives from among academic staff, including our Collaborative Partners (one of which to also be a member of the APC);
- 1 x staff representative from among the Operations/Support services of the College (in particular, Learning Supports, HR, Facilities Management, Library, Griffith Halls of Residence).

1.2 Procedures for appointing members of Academic and Professional Council and its sub-committees

1.2.1 Introduction

The college has a number of boards and committees, which manage the various aspects of its academic and professional programmes. This document outlines how the members of these committees are identified and appointed, and their terms of office.

1.2.2 Objective

- To set out the procedures by which members of Academic and Professional Council are appointed and/or elected.

1.2.3 Scope

This document applies to the appointment of members to the Academic and Professional Council and its constituent sub-committees.

1.2.4 Membership of the Academic and Professional Council

The Academic and Professional Council membership is identified in the QAE manual. Membership (type) is streamed into the following categories:

Ex officio

An *ex officio* member of a committee holds their membership of that committee as a result of their holding a specific identified office.

Nominated

Members of college committees may be nominated to represent particular staff or organisational groups, for example, heads of faculty, Programme Directors, full-/part-time lecturers, faculty administrators, Students' Union, class group, or collaborative partner institution. All nominations are subject to the approval of the Board of Directors.

Co-opted membership/invitees

With the approval of the Academic and Professional Council, additional members may be co-opted to committees, as appropriate. These may include individuals from outside the college, such as, an independent chair, external examiners, industry representatives, subject matter experts, etc. All such nominations are subject to the approval of the Board of Directors.

Non-members

Non-members may also be invited by the committee chairperson to attend individual meetings (but will not have voting rights).

1.2.5 Terms of office of the individual membership types:

- An ex officio member of a committee retains their membership until they cease to hold the relevant office.
- Students Union (SU) representatives are appointed as members for one-year only, as reflects their elected role within the SU.
- For all other members the term of office is two years.
- All nominations, and renewal of terms of office, are subject to the approval of the Board of Directors.

1.2.6 Appointment of representatives/nominations

- Representatives of the functions are nominated by the relevant Head of Function.
- Representatives of the groups (Academic, Administration, Services or Learner) are nominated by the relevant group.
- Representatives of part- and full-time lecturers and the staff member will be elected through a ballot process, which is facilitated by the Quality Assurance and Enhancement Department. Procedures for election are detailed in a separate QAE guideline.
- Programme Directors and Programme (or Faculty) Administrators will be nominated by the relevant committee. Programme Directors representing collaborative partners will be replaced at the end of their term of office by a Programme Director from a different collaborative partner to that represented by the person being replaced.

1.2.7 Membership of the APC will be held for the full duration of the term of office unless:

- The member ceases to be employed by the college and/or in the relevant role or department;
- The member resigns in writing to the Chair of the APC.
- The member fails to attend three consecutive meetings of the APC without apologies, in which case they will be deemed to have resigned.
- The nomination to represent a committee, department or other unit of the college is revoked, in which case the relevant person(s) or committee will notify the chair of the APC in writing.

In the event that a vacancy arises on the Academic and Professional Council, it must be filled as soon as practicable by means of:

- By-election, for representatives of full- and part-time lecturers
- An alternative nomination, for nominees of departments, Programme Directors, programme (or faculty) administrators, the Students' Union, and external nominees
- The appointment of a replacement, for *ex-officio* memberships.

1.2.8 Duties of the Officers of the Academic and Professional Council

The duties of the Independent Chair of the Academic and Professional Council are to:

- Establish the agenda of all meetings of the APC, in consultation with the Secretary and QAE Department personnel
- Open each meeting
- Decide and announce the business and the order in which it is to be acted upon
- Manage any voting process required
- Maintain rules of order
- Identify another member to the Chair for meetings that they cannot attend (normally, in consultation with the Secretary and QAE Department personnel)

1.2.9 Duties of the Secretary to the Academic and Professional Council

The duties of the Secretary of the Academic and Professional Council (Director of Academic Programmes or nominee) are to:

- Organise and schedule Academic and Professional Council meetings
- Gather information for, and circulate to APC members, the agenda for all meetings, which should normally be distributed one week in advance of such meetings
- Prepare minutes of every meeting of APC and issue to all members
- Maintain records of APC and its committees, including a directory of the current policies of APC
- Advising upon/draft academic policies as appropriate, assuring adherence to proper format and procedures and preparing them for submission to the APC
- Serve as ex-officio, non-voting member of all standing sub-committees of APC
- Act as a resource to support committees in their efforts.

1.2.10 Academic and Professional Council Meeting Procedures

- The APC year runs from 01 September to 31 August.
- Meetings are normally held (in virtual mode) on a monthly basis; the chair, in consultation with the Secretary and QAED, determines those circumstances which warrant a change from the normal schedule.
- A schedule of proposed dates for meetings is issued to APC members in advance at the beginning of the year.
- The Chair compiles the agenda for APC in consultation with the Secretary and QAED. The agenda, and meeting papers, is normally made available by the Secretary to APC members a week before the scheduled meeting. These are provided via email with a SharePoint link.
- A quorum of any meeting is 50% of the members, plus one. If the members present do not constitute a quorum, the chair will adjourn ACP until the next meeting.

- The Chair, or any ten members writing a requisition to the Secretary, may call a special meeting. Only such business as is specified in the notice of the meeting may be transacted at the special meeting. A special meeting requires a notice period of at least five days. A motion for a special meeting, duly seconded and carried, may be enacted at any meeting, regular or special, of APC.
- Any issues not dealt with within the timeframe of the scheduled APC meeting will be carried forward to the next meeting unless a special meeting is called, or a virtual deliberation is agreed and subsequently facilitated by the Secretary.
- If a member is unable to attend a meeting of the APC, they must inform the Secretary of the APC in advance. Absences and apologies are noted in the APC minutes.
- A member of APC, who fails to attend two consecutive meetings of Council or three in total for a year, without notice to the Secretary, will automatically cease to be an APC member. A member who misses four meetings, even with notice, will cease to be a member (these absence rules do not apply to absence due to annual leave, certified illness or on the business of the college). A replacement nominee will be sought from relevant representative group (or the Board of Directors in the case of an ex officio member).
- The Secretary of APC provides a list of APC members at the first meeting of the year, and this is updated as membership changes and is ratified.
- The attendance of any non-member at APC must be agreed beforehand with the Chair. Where a non-member is in attendance they can contribute to the meeting but they may not vote on any matter.
- Action List – all decisions made by APC are recorded accurately and detailed in the minutes. Action points are allocated a close-out date by which time the required action needs to be carried out and the name of the relevant person to pursue the action.
- The draft minutes marked "pre-approval" are despatched to members normally within ten working days of the meeting.
- Sections of the minutes can be deemed "reserved" by APC. In this case they will be distributed to APC members only.
- The approval of the minutes is normally the first item of business at ordinary meetings. Proposed amendments to minutes may be submitted to the Secretary in advance of (or at) the next scheduled meeting. Any amendments are resolved as the first item of business at the next meeting of APC for confirmation, otherwise the minutes are approved.
- Any Other Business (AOB): APC members normally use this opportunity to discuss any miscellaneous issues that can be discussed/dealt with quickly, or to highlight possible issues for inclusion on future agendas.

1.2.11 Debates and Voting

The following procedure must govern the manner in which debates and voting take place in APC meetings:

- A member or attending non-member who wishes to speak should do so through the Chair.
- A speaker should restrict remarks to the motion or matter in debate.
- Where possible, decisions taken by the APC are normally achieved by consensus.
- Where it is not possible to achieve a decision by consensus, issues are decided by a simple majority show of hands, with the chair having a casting vote in the event of a tie.
- Any member present is entitled to be recorded as dissenting from any decision of the APC.

1.3 Embedding A Quality Culture

1.3.1 Introduction

Griffith College is committed to the development of a culture which recognises the importance of quality, and quality assurance and enhancement, in the provision of programmes of education and training.

To achieve this, the quality assurance and enhancement strategy, policy and procedures are developed, formally approved through college academic governance processes, and are made publicly available. These strategies, policies and procedures are framed to include a role for students and other stakeholders.

The college's strategies, policies and procedures contain statements of intentions, and the principal means by which these will be achieved. Procedural guidance gives more detailed information about the ways in which the individual policies are implemented, and provides a useful reference point for those who need to know about the practical aspects of carrying out the procedures.

1.3.2 Objective

- To define the scope of applicability of Griffith College's strategies, policies, procedures, practices and guidelines for the assurance and enhancement of the quality and standards of the programmes and awards offered by the college.
- To provide a framework within which the college can develop and monitor the effectiveness of its quality assurance and enhancement systems.
- To outline the relationship between the college's quality assurance and enhancement (QAE) policies, procedures, practices and guidelines and those of external academic and professional, statutory and regulatory bodies (PSRBs) and agencies recognising or validating the college's awards.
- To define the relationship between the college's QAE policies, procedures, practices and guidelines, and the wider legislative environment within which the college operates.
- To provide public confidence in the college's institutional autonomy.

1.3.3 Scope

The college's QAE strategies, policies, procedures, practices and guidelines, as outlined in this manual, apply to programmes delivered by Griffith College. Griffith College is understood to incorporate the College's constituent campuses and teaching centres, and all collaborative partners and partner institutions where Griffith College programmes are provided.

In particular, the scope of the college's QAE system extends to:

- All programmes provided by the college, which lead to further, or higher education academic awards governed by Irish or overseas awarding bodies.
- All programmes provided by the college, which prepare learners for the examinations of executive, vocational, technical and professional bodies, whether nationally or internationally based.
- All forms of programme delivery and study mode, including full-time, part-time and distance provision.

The Griffith College QAE requirements do not extend to programmes provided by external bodies or organisations using the teaching facilities at one of our centres, however, a risk assessment is completed in advance of engaging into any contractual arrangement with any such third-party.

This manual has been updated for implementation from September 2024 and will be subject to annual review under the Academic and Professional Council (APC), to support the college's ongoing commitment to quality enhancement.
The Quality Assurance and Enhancement Department maintains a master sheet of changes made to policies, procedures and guidelines. This master sheet will detail all changes to the manual since its initial approval by APC. This change informs any review of the manual content by external agencies.

1.3.4 External Agencies and Wider Legislative Context

All of the college's activities are influenced and ultimately governed by a variety of external agencies, both nationally and internationally.

The college commits to ensuring that its QAE strategies, policies, procedures, practices and guidelines comply with all prevailing national and international legislation, for example, in the case of health, safety, welfare and employment legislation and the protection of learners.

Many external agencies, including awarding bodies and professional, statutory and regulatory bodies (PSRBs), stipulate particular rules and regulations in respect of their awards. These typically complement and extend those requirements already outlined in the college's QAE manual, serving to add further precision in respect of specific procedures, for example, those relating to admission and advancement criteria.

Where the college provides a programme leading to the award of an external agency or PSRB, it is understood that the quality assurance and enhancement measures used to govern the programme include all those prescribed by the external agency, in addition to those described in the college's QAE manual. These two sets of requirements are typically retained as distinct documents, rather than seeking to integrate the requirements of particular external agencies into the college's QAE manual.

In the event that the QAE requirements of a particular external agency differ in some respect from those outlined in the college's QAE manual, those conditions stipulated

by the external agency take precedence over the content of the QAE manual for college compliance in respect of the associated programmes.

The college recognises and welcomes the ongoing contribution made by the external legislative and educational agencies in enhancing the development of the college's own activities, and commits to, where possible, embracing and championing national and international educational developments and development opportunities amongst its staff, learners and the wider educational community.

1.4 Quality Assurance and Enhancement Policy

1.4.1 Introduction

The college continues to develop its Quality Assurance and Enhancement processes in the light of experience gained in delivering its programmes, the direction provided by external parties, and its wish to continue to enhance the quality and effectiveness of its programme provision, in line with its mission and objectives. The quality assurance and enhancement measures developed by the college and the processes, which flow from them, seek to balance college-wide responsibilities and faculty responsibilities. They are evidence-based, learner-centred and inform the basis on which continuous improvements are made. It is intended that the college Quality Assurance and Enhancement policies, procedures, practices and guidelines will continue to evolve in the light of ongoing self-evaluation processes and external developments.

1.4.2 Objectives

- To identify the principles upon which the college Quality Assurance and Enhancement policies, procedures, practices and guidelines are based and which aim to enhance and fulfil its mission as an education provider
- To outline the college collegial approach to the agreement and ongoing monitoring and development of quality assurance and enhancement processes
- To identify the process of implementation and integration of policies, procedures, practices, guidelines, and the corresponding management structures which support this process.

1.4.3 Quality Assurance and Enhancement Design Principles

The college has developed a number of principles, which form the basis for the design, agreement and implementation of its Quality Assurance and Enhancement policies, procedures, practices and guidelines. These principles will develop over time as they are influenced by the benefit of experience and evolving best practice. The principles are listed below.

Quality Assurance and Enhancement processes must:

- Be designed to complement the college's culture, reflect the best of its existing practice and address the learning environment as a whole with the learner at its centre
- Be agreed in a collaborative environment representative of the college as a whole
- Be informed by external input from process design to monitoring, review and revision
- Set clear objectives which are appropriate to the environment and achievable by the individual, faculty/department or the College as a whole
- Be clear and consistent. For these purposes, documentation will follow a common template designed to ensure that the reader is aware of the

document's objectives and scope as well as where responsibilities rest for specific tasks
- Be communicated to all stakeholders through a variety of media
- Be informative and supportive, providing individuals with as much information and guidance as possible in order to fulfil their responsibilities
- Be designed to integrate with existing organisational practice and management structures
- Incorporate ongoing monitoring and review procedures along with appropriate reporting structures
- Focus on the outcome of evaluation as opposed to the administration of process
- Be easily audited from an internal and external perspective through the incorporation of clearly measurable standards.

1.4.4 Approval of Quality Assurance and Enhancement Processes

In keeping with the College Quality Assurance and Enhancement principle of collaborative agreement, all Quality Assurance and Enhancement proposals and supporting documentation are subject to the approval of the College Academic and Professional Council (APC), which meets monthly and has overall responsibility for safeguarding the Quality Assurance and Enhancement practices of the college.

The membership of the APC includes representation from all Academic Faculties, Professional Schools, academic administration, Support and Service Departments, Student's Union and members of the Management Board, which includes the President of the college.

This forum provides the opportunity to exchange best practice, to foster collaboration and to encourage critical evaluation - culminating in consensus on the Quality Assurance and Enhancement policies, procedures, practices and guidelines adopted by the college.

The APC receives reports on an ongoing basis from its sub-committees – thus ensuring that it is kept abreast of operational Quality Assurance and Enhancement issues.

All changes to QAE policies or procedures must come through the Quality Assurance and Enhancement Office and, with supporting documentation, must be presented to and approved by APC.

Once a change has been approved by APC it is the responsibility of the Quality Assurance and Enhancement Officer to update all sources of QAE information, including the College Website, the College Virtual Learning Environment (VLE) and all other College media, in a timely manner and to inform all relevant departments of the change, including satellite campuses.

Changes relating to the QAE manual for the following academic year will be included in the manual available on all media, on September 1st of the new academic year.

In exceptional cases, where APC decides a change must have immediate effect, the QAE Officer will ensure that the change is reflected on all media within one week of the APC. In such cases the APC will agree a strategy for communicating such change to affected parties, particularly where learners are affected.

Before September 1st in any year the QAE Office will ensure that the QAE manual available has all QAE updates approved by APC for that academic year.

All documentation relating to changes in QAE policies and procedures must be held in the QAE office and include a Control Sheet recording all stages of the process.

1.4.5 Implementation of Quality Assurance and Enhancement Processes

In addition to the Academic and Professional Council and its sub-committees, the college is made up of a number of management organs which include College, learner and external representation as appropriate and hold specific responsibilities related to the implementation, monitoring and review of Quality Assurance and Enhancement processes.

Specific roles and responsibilities are associated with each of these management organs which are indicated within the College's Quality Assurance and Enhancement documentation.

The roles and responsibilities of these forums are revised as appropriate and in accordance with Quality Assurance and Enhancement and organisational developments.

In keeping with the College Quality Assurance and Enhancement principle of communication, all agreed policies, procedures, practices and guidelines are circulated to stakeholders through a variety of media, including hard copy and on-line.

In addition, the rationale for the introduction of Quality Assurance and Enhancement measures is communicated to stakeholders and supporting implementation guidelines are devised if deemed appropriate and useful.

Where necessary corresponding training is provided which may focus on academic, management or operational issues as required. The format of training delivered varies in accordance with the process but is primarily workshop-based and focussed on concrete examples of implementation with a view to pre-empting any difficulties, which may arise.

Section B: Documented Approach to Quality Assurance

Documented Policies and Procedures

A documented approach in Quality Assurance and Enhancement means that Griffith College operates using robust policies and associated procedures for the assurance of quality, and the standards of provision.

The *Statutory Quality Assurance Guidelines developed by QQI for use by all Providers* (2016) outlines that provider's Quality Assurance system must include:

- The organisation's Mission to clarify its role as a provider of education and training programmes.
- Policies addressing legislative obligations of the provider.
- The procedures designed to implement the policies.
- An internal self-monitoring system which will regularly check the effectiveness of the procedures and act as an early warning system in areas of provision requiring improvement.
- A self-evaluation system through which the provider will review and report on the quality of its own programmes and related services.
- A system of benchmarks and indicators for responding to the findings of self-monitoring and review which will address areas for improvement and build on areas of strength.

A Comprehensive System: The Review Of QAE

Quality Assurance and Enhancement is not a stagnant outcome of a quality process. It is an ongoing commitment to excellence and permeates the organisation at every level. The policy and procedures guide best practice through the many internal quality assurance and enhancement processes to guide how staff and learners participate in the college.

Provider quality assurance policies and procedures:

- *are informed by QQI quality assurance guidelines*
- *are fully documented and available publicly (published); necessary information is*
- *available to staff and the public as required in usable formats*
- *are fit for purpose and appropriate to the provider context*
- *have formal standing within the provider and form part of strategic management*
- *include a role for learners and other stakeholders*
- *promote a culture of quality*
- *facilitate diversity and support innovation*
- *cover any elements of a provider's activities that are subcontracted to, or carried out by, other parties both at home and abroad*

- *demonstrate accountability as a given, but always aim for continuous*
- *improvement*
- *are reviewed periodically to ensure they are fit for purpose and remain effective*
- *are consistent with the requirements of relevant legislation*

(QQI, 2016: 9-10)

2.1 Risk Management Policy

2.1.1 Introduction

Risk management is the on-going process that creates and protects value and underpins academic quality and commercial sustainability. Risk management also informs strategic development through the identification and treatment of risk, so that strategic objectives are more likely to be achieved, damaging events (and/or their impact) are avoided or minimised, and opportunities for success are optimised.

Risk management improves performance, encourages innovation and supports the achievement of objectives. The Eleven principles of risk management, as defined by ISO 31000[1] - the international standard guidelines for Risk Management, and outlined in Figure 1 below, are essential for effective risk management. These provide a guideline for the College in establishing, implementing, and maintaining a robust risk management framework, and are outlined in the following chart:

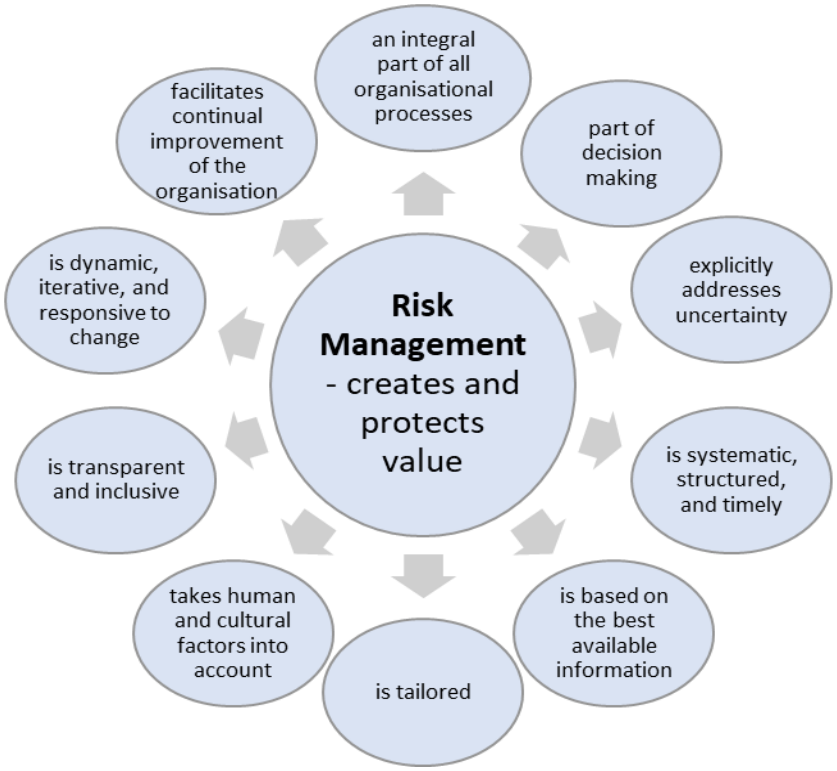


Figure 4: Eleven principles of Risk Management, as defined by ISO 31000 - the international standard guidelines for Risk Management (ISO, 2018)

These principles provide a framework and identifies the processes for consideration by Griffith College in effectively managing risks and making informed decisions to achieve the College's objectives. Good risk management increases the probability of success, and reduces the probability of failure and uncertainty of achieving those objectives. By adhering to these principles, the College can create and protect value,

[1] International Organization for Standardization. (2018). ISO 31000:2018 Risk management – Guidelines. ISO, Geneva.

underpin academic quality, improve decision-making, and build a more resilient organisation.

This Risk Management Policy forms part of the College's internal control and corporate governance arrangements, and applies to all areas of the College and its activities, including arrangements with third-parties.

2.1.2 Scope

This policy applies to all College academic, administrative and corporate services, and to collaborative partner providers.

This policy forms part of the College's internal control and corporate governance arrangements. It explains the College's underlying approach to risk management, documents the roles and responsibilities of the Board of Directors (BOD), Academic and Professional Council (APC), the Management Board (MB), and other key bodies.

This policy outlines key aspects of the risk identification, assessment and management process, and identifies the main reporting procedures, as follows:

- **At a college-level:** risks can either positively or negatively affect the College's ability to operate and/or deliver its long term aims and strategic objectives.
- **At an operational-level:** risks can affect the successful delivery of operational plans, and hence the achievement of academic and financial priorities as identified in the College's strategies and objectives.
- **At a project-level:** risks can affect the successful delivery of a project's stated benefits by impacting the cost, time and/or quality of outputs. This may additionally impact operational and College-level objectives.

2.1.3 Responsibilities

Party	Roles & Responsibilities
Board of Directors (BOD)	Holds overall responsibility for Risk Management within the College, including: • Oversight and review of risk management activities. • Final approval of the College's Risk Management Policy and any amendments • Final approval of the College's Risk Register (CRR). • Agreeing and setting risk appetite and risk tolerances (rating).
College Directors	The individual College Directors are responsible for • leading the development and maintenance of the College's Risk Management processes within their specific functional areas. • advising the BOD, APC and MB on risk management strategies • providing periodic reports and analysis of risk findings.
Management Board (MB) (and sub-committees, as relevant)	MB has responsibility for: • financial, strategic and business continuity risk identification and management within the College • oversight and review of financial, strategic and business

	continuity risk management activities. • approval of the college's Risk Management Policy and any amendments as related to financial, strategic and business continuity matters.
Academic and Professional Council (APC) (and sub-committees, as relevant)	APC has responsibility for: • academic and quality assurance and enhancement matters' risk identification and management within the College • oversight and review of academic and quality assurance and enhancement risk management activities. • approval of the college's Risk Management Policy and any amendments as related to academic and quality assurance and enhancement matters.
College Managers – Heads of Campus/Faculty/Department (or Programme Director, as relevant)	College managers have responsibility to: • Act in an advisory role to the College Directors, the MB and APC. • operate the risk management function. • support the continued development of the risk management function.

2.1.4 Purpose

The purpose of this risk management policy is to provide guidance regarding the management of risk within Griffith College, to explain the College's underlying approach to risk identification, analysis and management, and to document the roles and responsibilities of the Board of Directors (BOD), Academic and Professional Council (APC) and its sub-committees, the Management Board (MB), and other key parties in order to:

- support the achievement of strategic objectives
- ensure opportunities are identified and capitalised on
- protect staff, learners, residents and assets
- provide assurance to regulators, stakeholders, and the general public, on the effectiveness of the College's control systems
- ensure effective financial stewardship and financial sustainability
- guarantee that informed decisions are made
- comply with regulatory requirements for self-monitoring and review
- contribute to the enhancement of College's governance and management systems.

This policy document also outlines key aspects of the risk identification, analysis, and management process, and identifies the main reporting procedures.

2.1.5 Process

2.1.5.1 Approach to Risk Management

The following key principles outline the College's approach to risk management and internal control:

- The Board of Directors has overall responsibility for overseeing risk assessment and management within the College. The Board of Directors is supported in this task by Management Board and the Academic and Professional Council (in relation to academic, business, finance and strategic matters as appropriate).
- The College's significant risks are identified, assessed, mitigated, and closely monitored on a regular basis.
- An open and receptive approach to solving risk problems is adopted by the College and its management.
- The members of the College's management are responsible for encouraging good risk management practice within their areas.

The College implements a responsible approach to risk management, seeking to recognise and manage its exposure to risks. In pursuit of achieving its strategic aims and academic mission the College, therefore, accepts a degree of risk, commensurate with the potential reward within defined tolerances for risk agreed by the Board of Directors for key areas, including:

Strategic risk appetite: The College's strategic risk appetite, i.e. the amount of risk that the College is prepared to accept, tolerate, or be exposed to, at any particular time, is classified as "cautious". The College is driven to pursue its distinctive mission and goals, through welcoming developed and presented opportunities, while also protecting its core business and values.

Corporate and operational risk appetite: The College's general approach is to minimise its exposure, with respect to its core business and values specifically:

- adherence to the stated College values, mission and vision;
- prioritisation of the health and safety of staff, learners, residents and visitors to the College;
- ensuring business continuity – that is, the continued operation of College's systems and processes that support the ongoing delivery of critical business operations, including programme provision and support;
- maintenance of the quality of academic provision; and
- compliance with statutory requirements.

Therefore, the College's overall corporate and operational risk appetite at any particular time, is classified as "measured".

Project risk appetite: in pursuing its distinctive mission and goals the College's project risk appetite is classified as "open". The College is committed to seizing opportunities provided by the imagination and enthusiasm of its staff, the co-operation of current and proposed partners, and its support for innovation. It does so subject, always, to

ensuring that the opportunities are consistent with its values, mission and vision; that the potential benefits (reward and value for money) and risks are fully understood before developments are authorised; that appropriate measures to mitigate risk are established in advance of commencement; and that these are continually reviewed as the project progresses.

2.1.6 Risk Identification

Risk identification, assessment and management is undertaken as an integral part of the College's strategic and operational management processes. The College's risk owners assess the severity of each risk in regard to Likelihood, Impact and Control Effectiveness, as outlined in Appendix 2: Risk Assessment Rating Scales. Each risk may be considered under (at least) one of the following headings:

1. Strategic and Operational risks
2. Regulatory
3. Academic / Quality Assurance and Enhancement
4. Financial
5. Reputational
6. Health & Safety
7. Service (Business) Continuity

Key points of note include:

- Strategic and operational plans include an assessment of the risks and mitigating actions associated with each objective; these are reviewed regularly by the relevant management team, and by MB and/or APC as appropriate, with the most significant risks being reported to and reviewed by the Board of Directors at its regular, scheduled meetings.
- Risks are identified and assessed as part of the business case for all new programme developments, investments/spending, and projects; once approved, risks are reviewed regularly by the project group or relevant governance committee, and the outcome of this review is reported to the Board of Directors.
- The College's Risk Register (CRR) is prepared and reviewed at least annually. The CRR details risks which either have the potential to affect the College as a whole, or be of a significantly serious degree, at both a department and College level. Potential risks for inclusion in the CRR are reviewed by the College Directors, Academic and Professional Council, Management Board, heads of campus/faculty/department and programme directors, as appropriate. Final approval of the CRR is the responsibility of the Board of Directors.
- The College develops procedures to ensure that Risk Management is implemented across all of its decision-making functions.
- The College seeks to continuously improve its Risk Management performance by integrating risk management into its business processes, project management and other reporting arrangements.

- Heads of Campus/Faculty/Department and Programme Directors are responsible for the day-to-day management of risks under their control – monitoring arrangements continually and seeking enhancements – and are assisted in this role by all staff, as necessary.
- Risks are evaluated on both a bottom-up and top-down basis.
- Emerging risks are identified and evaluated as part of the College's Risk Management process.
- Where there is potential for an event to have a major impact upon the College's ability to function, the College prepares contingency plans to manage the risk and ensure business continuity.

2.1.7 Risk Assessment and Management Process

The **College's Risk Register (CRR**) (Template available in Appendix 1) is the primary documented output of the College's Risk Management process.

2.1.7.1 ***Identification of the Hazards:*** Each annual Risk Management review cycle begins with a bottom-up approach to risk reporting from each campus, faculty and department across the College, with managers and staff identifying and documenting both current and emerging risks which may impact upon their role/task/project specifically, and/or those risks which may have a broader impact on the College overall.

The draft CRR, with identified campus/faculty/department level risks, is reviewed by the individual College Directors (a top-down review) to add relevant high-level, College and sectoral-wide risks so that the final CRR draft captures the most significant and strategic risks identified for the College for the year ahead (a combination of all presenting risks).

2.1.7.2 ***Evaluation of the Risks:*** Risks are assessed using a '5 x 5 x 3' scale reflecting their likelihood, impact and the effectiveness of the control, respectively, according to the criteria shown in Appendix 2: Risk Assessment Rating Scales. The overall risk is assessed (scored) within the College Risk Register, using the probability impact risk matrix, as per Appendix 3: Risk Matrix.

2.1.7.3 ***Development and Implementation of Controls:*** Risks are controlled at director-level with the resources (staffing, finance, time) to underwrite/mitigate the impact of risk. Once the calculations are implemented in the CRR, the Board of Directors identifies the risk scores which require a risk to be escalated to the BOD. Of these, the top 10 of each relevant risk category is routinely reported to, and monitored by, the MB and APC.

The Board of Directors, individual College Directors, the MB and APC have key roles in the College's overall risk management framework. The specific responsibilities are outlined in section 3, above. This also shows the frequency with which these groups review risks.

2.1.7.4 ***Monitoring and Review of Risk Register:*** Following review by the Management Board and the Academic and Professional Council (for academic, business and finance matters), the CRR is presented to the Board of Directors for its approval. The College Directors maintain the overall College Risk Register (CRR). Once approved by the BOD, a summary of the CRR is reported to MB (for business and finance risks) and to the APC (for academic risks), and published on the College's InsideGriffith Risk Management page.

Each Head of Campus/Faculty/Department, Programme Director, etc takes responsibility for monitoring risk relating to their function-relevant entries in the risk register.

Throughout the year, the CRR is included as an agenda item the Board of Directors' meeting and weekly MB meetings, to support its review in the context of developing the College's strategy and the sector challenges facing the College. Updates are normally conducted on a six-month basis, to include any significant changes in listed risks, with updates communicated to the MB and APC.

Any new developments and/or projects undertaken by the College during the year are considered in the subsequent six-month review of risk, to ensure effective capture of new risks on a timely basis.

2.1.8 Annual Evaluation, Monitoring and Review

Annually, based upon the six-month assessment/update of the risk register, Griffith College BOD requests the MB and APC to formally review, report on, and update (as appropriate), the College's risk management process.

Based on this annual review, the BOD, supported by the MB and APC, satisfies itself that key risks have been identified and are being managed in accordance with the College's policy, or determines if any revisions to the risk management policy (or identified risks) are required.

2.1.9 Related Documentation

- The Griffith College Risk Register (CRR) template (Excel spreadsheet) – as per Appendix 1: Griffith College Risk Register template.

2.1.10 Definitions (in accordance with ISO 31000:2018 Risk Management guidelines)

Risk

A risk can be simply defined as an event or circumstance that has an uncertain effect on your objectives. An effect is a deviation from the expected. It can be positive, negative or both, and can address, create or result in opportunities and threats. Risk can have different aspects and categories, and is usually expressed in terms of risk sources, potential events, their consequences and their likelihood, and can be applied at different levels.

Risk Management

Is defined as the coordinated and continuously applied activities to identify, assess and treat risks that could potentially affect the achievement of objectives. Risk management is integrated into the College culture to create an environment of

accountability, performance measurement and reward, thus promote operational efficiency throughout the organisation.

2.1.11 Definitions with regard to the Griffith College Risk Register (as provided in Appendix 1: Griffith College Risk Register template.)

- **Stakeholder**
  Person or organisation that can affect, be affected by, or perceive themselves to be affected by a risk decision or activity. The term "interested party" can be used as an alternative to "stakeholder".

- **Risk Source**
  Any element which, alone or in combination, has the potential to give rise to risk.

- **Event**
  An occurrence or change of a particular set of circumstances, which can have one or more occurrences, and can have several causes and several consequences. An event can be something that is expected which does not happen, or something that is not expected which does happen. An event can be a risk source.

- **Consequence/Impact** (5 criterion, reference Appendix 2: Risk Assessment – Rating Scales)
  The outcome of an event affecting objectives. A consequence can be certain or uncertain and can have positive or negative direct or indirect effects on objectives. Consequences can be expressed qualitatively or quantitatively. Any consequence can escalate through cascading and cumulative effects.

- **Likelihood** (5 criterion, reference Appendix 2: Risk Assessment – Rating Scales)
  This is the chance of something happening, whether defined, measured or determined objectively or subjectively, qualitatively or quantitatively, and described using general terms or mathematically (such as a probability or a frequency over a given time period).

- **Control** (3 criterion, reference Appendix 2: Risk Assessment – Rating Scales**)**
  Any measure that maintains, modifies and/or mitigates risk. Controls include, but are not limited to, any process, policy, device, practice, or other conditions and/or actions which maintain, modify and/or mitigates any identified risk. It is noted that controls may not always exert the intended or assumed modifying effect.

Section C: Programmes of Education and Training

Programme Development and Approval

3.1 Programme Proposal Procedure

3.1.1 Objective

- To outline the process by which all proposals for new programmes must be put forward for consideration and determination.

3.1.2 Scope

This procedure applies to all new programme proposals, accredited or non-accredited, of any duration. Programmes are defined as formally accredited programmes placed on the National Framework of Qualifications (NFQ), or non-accredited Short / Professional Academy courses not on the NFQ.

Non-accredited Short / Professional Academy courses can be:

- Single or multiple module non-accredited courses for which graduates are awarded with Griffith College certification.
- One or two semester courses provided as taster courses with a view to formal accreditation at a later stage. Graduates receive a transcript of their results on completion. These courses must have a specified pathway to accreditation on the NFQ documented as part of the proposal.
- Customised training packages (certified or uncertified) for businesses tailored and scheduled to their needs.

3.1.3 Responsibilities

Programme Proposal Champion(s)

- Completes Programme Proposal Form and submits to PPRC
- Attends the PPRC to inform / clarify aspects of the proposal, as necessary
- Provides further information to the PPRC, if requested

Faculty/Department Staff

- Contribute to Programme Proposal Form

Academic and Professional Council

- Consider proposals that have been pre-approved for development by Management Board and determine whether to:
    - Recommend the pre-approved proposal for development

- Request further information / clarity from Programme Proposal Champion(s)
- Reject pre-approved proposal on academic grounds and notify the Management Board and PPRC.

Programme Proposal and Review Committee

- Evaluates proposals from academic and business perspectives and notifies Management Board and APC of its determination.

Director of Academic Programmes

- Chairs the PPRC

Management Board

- Evaluates programme proposals recommended to it by PPRC in terms of resource implications, budgetary allocation and strategic fit with the college's direction.

Quality Assurance and Enhancement Department

- Supports the post-programme approval development of proposals in line with the procedures set out for either accredited or non-accredited programmes.

3.1.4 Purpose

The purpose of the programme proposal process is to ensure that internal stakeholders from across the college can review and evaluate programme proposals to determine their viability, appropriateness and quality within a reasonable timeframe. It does this by considering the following issues:

- The strategic fit with the Faculty and the college's direction
- The relative market demand for recruitment purposes
- The programme learning outcomes and expected learner profile
- The academic coherence of the programme as a whole
- The internal capability to fully develop the programme
- The resource (human and otherwise) implications of delivering the programme
- The appropriate mode(s) of delivery
- Compliance with external requirements for validation/accreditation
- The financial viability of the programme.

3.1.5 Process

The Programme Proposal Form (QAEM Appendix 4) is completed by the Programme Proposal Champion(s) who may comprise of a:

- A Programme Director, in conjunction with their faculty / departmental staff, or
- A Faculty / Department Head, in conjunction with their faculty / departmental staff, or
- A collaborative partner, or
- A combination of internal staff and a collaborative partner.

The PPRC, at their discretion, may invite the Programme Proposal Champion(s) to the committee meeting to respond to or clarify any queries raised by members.

The PPRC is charged with evaluating the merit of all aspects of the programme proposal. The committee's evaluation will lead to one of the following:

- The PPRC recommends the proposal for approval and notifies the Management Board and APC.
- The PPRC requests further information on one or more points detailed in the programme proposal [in which case it is the relevant proposal champion's responsibility to provide the committee with the additional information within an agreed timeframe].
- The PPRC does not recommend the proposal for approval and notifies the Management Board and APC.

The Management Board evaluates the programme proposal in terms of resource implications, budgetary allocation and strategic fit with college strategy. The Management Board's evaluation will lead to one of the following:

- Accepting the recommendation for approval from the PPRC and confirming its commitment of specified resources.
- Accepting the recommendation for approval from the PPRC but delaying its commitment of specified resources.
- Referring the request back to the PPRC for further information on specified points before making a final decision.
- Rejecting the recommendation for approval from the PPRC and specifying the reasons for this decision.

The period of time from the submission of the Programme Proposal Form to PPRC to the recording of the outcome of the proposal at APC should normally take no longer than six weeks.

3.1.6 Validation Process

Any programme seeking QQI validation must follow the procedure outlined in QQI Programme Review Process in Section C of this manual.

Non-accredited Short / Professional Academy courses must follow formal Griffith College validation procedures. It is the responsibility of the Head of the Griffith College Professional Academy to ensure they meet the standards set out in the programme proposal.

Programmes seeking accreditation from bodies other than QQI must follow the QAE procedures as set out by the accreditation body. If such procedures are not set out, then they must follow the procedures as set out in QAE Section C, Document 3.1 as far as possible.

Until the validation process is complete, all programme documentation and all media referring to the programme, must prominently display the phrase "Subject to Validation by QQI" (or other validating body).

3.1.7 Records and Follow-Up

The PPRC Secretary is responsible for ensuring that a record of all programme proposal forms is held centrally on the college's shared drive or cloud platform.

3.2 Faculty and Academic Department Review Procedure

Learner Admission, Progression and Recognition

3.3 Admissions - (ATP) Access, Transfer and Progression Policy

3.3.1 Introduction

Section 84(15) of the Qualifications and Quality Assurance (Education and Training) Act 2012 requires higher education providers to establish procedures for access, transfer and progression of learners in accordance with the procedures which were established by the National Qualifications Authority of Ireland (NQAI) under section 8(2)(d) of the Act of 1999.

Providers must ensure that:

- entry arrangements are clear, decisions on allocation of places on programmes are transparent, and all applicants are treated in a fair, equal and consistent manner
- for every programme, prospective learners have available statements of the knowledge, skill and competence needed as a basis for successful participation, and there is comparability in the factors defined for similar programmes
- for each programme, there is clear definition of the awards in the framework that are recognised as demonstrating eligibility for entry and, where relevant, the attainments required in these awards
- appropriate arrangements are made for an appeals process.

Griffith College has set out policies and procedures for access, transfer and progression, to provide guidance on admission and entry arrangements, transfer arrangements, progression arrangements, recognition of foreign qualifications, recognition of prior learning, credit, and awards and standards.

Griffith College fully implements the UNESCO Global Convention on the Recognition of Qualifications concerning Higher Education. It upholds the key principles of:

- Facilitating international academic mobility and inclusive access to higher education
- Ensuring the right of individuals to have their higher education qualifications evaluated through fair, transparent and non-discriminatory mechanisms.
- Strengthening international cooperation in higher education and contributing to raising the quality of higher education worldwide.

Central to this policy is the principle of Automatic Recognition and the applicant's right to appeal admissions decisions.

3.3.2 Objective

This policy sets out the principles and processes to facilitate clear and accessible navigation of access, transfer, and progression for all learners, and the associated college procedures. It applies to all applicants and to all academic programmes offered by the college, regardless of the associated validating body.

3.3.3 Scope

In accordance with QQI guidelines, the college defines ATP as follows:

- Access: is the process by which a learner's previously acquired knowledge, skill or competence is recognised, allowing them to commence a programme of education and training.
- Transfer: is the process by which learners can move from one education and training programme to another, following recognition of their knowledge, skills and competence.
- Progression: is the process through which a learner's previously acquired knowledge, skill or competence is recognised, allowing them to move from one programme of education and training to another programme at a higher NFQ level.

3.3.4 Responsibilities

Admissions Officer

- Ensure decisions on allocation of places on programmes are transparent, and all applicants are treated in a fair, equal and consistent manner
- Review, evaluate and apply appropriate outcome for all standard applications
- Complete foreign qualification recognition assessments in line with Section 5.2 of QQI's Code of Practice for Provision of Programmes of Higher Education to International Learners and under the Lisbon Recognition Convention.
- Create invitation to register once Admissions has assessed a file and (conditionally) validated an application.
- Maintain records/evidence of entry requirements and outcomes of admissions processes and retain the record as per the college's records retention policy.

Marketing Officer (National and International)

- Issue offer letter
- Ensure information in respect of minimum entry requirements is clearly communicated to applicants, partners and agents in line with section 3.6.6 below

- Ensure the same information in respect of minimum entry requirements is posted on the college website and all other relevant marketing materials in line with section 3.6.6 below
- Ensure applicants are advised as to the forms of certification accepted by the college in respect of minimum entry requirements and provided with any supporting documentation required for the admissions process to be progressed
- Inform the Learning Support Office where an applicant has identified a requirement for learning support as part of the admissions process (under the college's 7.10 Disability and Learner Support Policy), to determine if the College has the ability to provide reasonable accommodation for the applicant in advance of acceptance of their admission.

Faculty

- Ensure minimum entry requirements for all programmes are agreed as part of the validation of the programme(s). These entry requirements include minimum academic requirements, language proficiency requirements, minimum work or post-qualification experience, or other additional requirements.
- Assess applications referred by Admissions that require academic or discipline-specific consideration under approved admissions procedures and determine the appropriate outcome. This includes applications based on alternative qualifications or relevant experience, or requests for recognition of prior learning for entry, transfer, module exemptions, advanced entry or full award.
- Review and report on learner progression, attrition, and transfer on an annual basis.

Applicant

- It is the responsibility of an applicant to the College, as part of their admissions and registration process, to:
    - Supply the college with appropriate evidence demonstrating their eligibility for entry and, where relevant, the attainments required in these awards
    - Confirm acceptance of their designated study path, and the associated terms and conditions, through completion of the registration process
    - Where appropriate, disclose that they have a requirement for learning support as part of the admissions process as per the college's 7.10 Disability and Learner Support Policy, and provide acceptable documentary evidence.

3.3.5 Principles

The college commits to ensuring that:

i. Entry arrangements are clear, and decisions on allocation of places on programmes are transparent, to ensure that applicants are treated in a fair, equal and consistent manner.

ii. For every programme, prospective learners have available statements of the knowledge, skill and competence needed as a basis for successful participation, and there is comparability in the factors defined for similar programmes.

iii. For each programme, there is clear definition of the awards in the framework that are recognised as demonstrating eligibility for entry and, where relevant, the attainments required in these awards.

iv. All applicants are treated in an equitable and fair way.

v. Appropriate arrangements are made for an appeals process.

vi. Applicant records are managed and retained in an ethical and compliant manner.

vii. All applicant queries are responded to in a timely manner.

viii. Appropriate arrangements are made for an appeals process.

3.3.6 Admissions

3.3.6.1 Admission pathway

Admission pathways are understood to be (i) entry on initial access or (ii) by transfer or progression.

- Griffith College normally accepts all qualifying applicants who meet the academic entry requirements stipulated for a programme, subject to the number of learners being within the approved minimum and maximum intake numbers as identified in the programme's Certificate of Validation.
- Note: The College may refuse admission or permission to progress to academically suitable applicants based on their visa profile, or other known reason, that indicates that the applicant may not be a suitable candidate for study in Ireland (reference section 3.3.6.2, below, for more information).
- The College promotes an inclusive learning community, providing equity of access, ensuring the dignity and rights of all individuals are respected and protected.
- The College welcomes and supports applications from all appropriately qualified learners from a wide range of backgrounds and access routes, including:
    - School leavers with an Irish Leaving Certificate, UK, EU or EFTA qualifications
    - Further Education and Training (QQI-FET) award-holders

    - Mature new entrants/Returners
    - Applicants from outside the EU (International applicants)
- The College accepts formal, informal and non-formal prior learning as relevant for consideration to support admission (see section 3.7 RPL Policy)
- Irish and EU applicants, under the age of 23, who reside in Ireland and have completed the Irish leaving certificate, and who wish to apply to the first year of any QQI validated undergraduate full-time undergraduate study, are eligible to apply to the College through the CAO system [www.cao.ie].
- EU and non-EU applicants, and part-time, mature undergraduate applicants, or postgraduate applicants may apply directly to the college.
- Access onto a college programme is determined on the basis of meeting the minimum entry requirements, as detailed in the programme's Certificate of Validation and its programme descriptor document, and as published on the college's website
- In the case of non-EU (visa-requiring) applicants, their personal (visa) profile is also considered in the review of their application.
- In relation to the admission of undergraduate and postgraduate students seeking admission on the basis of foreign qualifications, the college assesses and verifies that the qualifications are from suitable quality-assured institutions by drawing on the National Academic Recognition Information Centre of Ireland (NARIC Ireland), Ecctis (formerly NARIC UK), ENIC-NARIC and other databases, as required.
- Notwithstanding the above, the College reserves the right to reject an application to any college programme. This right is detailed on the College website and promotional material, and is detailed as the first term and condition on the online application form which the applicant completes.

3.3.6.2 Admission refusals

The College reserves the right to reject an applicant for any reason, and identifies this right in the terms and conditions on the application form. Specifically, the college may refuse admission at its discretion to an otherwise qualified applicant. This may include but is not limited to where the applicant:

- has for any reason been excluded from the college.
- has previously unpaid fees outstanding with the college.
- has been excluded or had their enrolment cancelled at another Higher Education Institution (HEI).
- is deemed a non-genuine temporary entrant.
- is visa requiring, and does not present a satisfactory visa profile.
- may prejudice the reputation, management, governance or discipline of the college.
- has engaged in dishonest and/or deceitful behaviour in the process of applying for admission to the college or any other HEI, including the use of fraudulent documentation.
- would not be able to lawfully enter the college for all or part of the duration of a programme by reason of a court order.

3.3.7 Transfer and Progression

Transfer is understood as the process by which learners can change from one education and training programme to another, following recognition of their knowledge, skills and competence (which may or may not include certification of the award).

- Progression is understood as the process through which a learner's previously acquired knowledge, skill or competence is recognised (normally through certification) allowing them to move from one programme of education and training to another programme at a higher NFQ level.
- The college provides learners with clear information on pathways to, from, and within programmes, and about awards and qualifications that may be achieved.
- The college specifies any particular attainments, in the awards to which their programmes lead, that are required for transfer or progression (e.g. where the achievement of a Distinction in an award is required to facilitate access to a programme leading to an award at the next level).
- The college facilitates participants in making successful transitions; considering the participation needs of all learners, but particularly those who are accessing programmes by non-standard routes or who have additional needs and includes transfer or progression into and out of programmes.
- Any learner who has registered on a programme and wishes to transfer to another programme of study with another institution, is provided with a transcript of results/credits attained and written confirmation of the learner's period of enrolment with the College to the other provider.
- Learners who require advice about transfer destinations, or alternative programmes of study, are supported by their Programme Director and/or the College's Careers Office.

3.3.8 Credit, Accumulation, and Transfer

3.3.8.1 Credits (ECTS)

The College uses the European Credit Transfer System (ECTS) for credit allocation, whereby ECTS credits express the volume of learning based on the defined learning outcomes and their associated workload (ECTS User Guide, p.10). ECTS credits provide benchmarking of the College's programmes against other programmes, ensuring consistency, and facilitating access, transfer, and progression for learners.

The college adopts the unitised structure in programme design, in line with the QQI requirements outlined in the Principles and Operational Guidelines for the Implementation of a National Approach to Credit in Irish Higher Education and Training document.

3.3.8.2 Credit profiles and credit attribution

The National Framework of Qualifications provides a levels referent for awards in Ireland. The same levels can be used to clarify the meaning of credit packages attributed to multi-year programmes, i.e. as the basis of 'credit profiles' which can illustrate the (real or notional) 'attribution' of credit at stages within programmes.

The following points address the attribution of effort for credits:

i. Credit will only be earned by the learner after appropriate assessment and the successful achievement of the specified learning outcomes.

ii. The programme uses the general estimate of 25 hours per ECTS credit. This is divided in terms of direct contact, lectures and tutorials (both in person and online), and learner effort in independent learning, engagement with asynchronous material, study, and research, and time working on assignments. Direct contact time for part-time, blended mode is allocated between face-to-face (in person), and synchronous (face-to-face online) and asynchronous (prepared/directed).

iii. The allocation of hours within each module varies according to the nature of the content, teaching, learning, practical application and assessment involved. These allocations are reflected in the programme documents.

iv. Credit is not normally 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).

v. There is a minimum volume of credit attributed at the level at which an award is to be made e.g., at Level 7 in the Ordinary Bachelor Degree. No programme, therefore, should have less than 60 credits of level-appropriate learning available for completion at the award level.

vi. Typical credit volume or credit range for each major award-type [NFQ Levels 6-9], in line with existing ECTS conventions and current practice in the Irish higher education system are implemented in Griffith College in the following way:

NFQ Level	Qualification	Credits (ECTS)
Level 6	Higher Certificate	120
Level 7	Ordinary Bachelor Degree	180
Level 8	Honours Bachelor Degree	180-240
	Higher Diploma	60
Level 9	Masters' Degree (taught)	60-120
	Postgraduate Diploma	60

vii. The college ensures that credit determination in programme design complements the NFQ and QQI's Policy for Determining Awards Standards and aligns with the credit assigned for the target award.

viii. Learners who have attained credit on another programme of higher education, or who have attained knowledge, skills and competencies, through non-formal and informal (experiential) learning may utilise their accumulated credit to enable entry to a programme; to provide exemption from programme requirements or credit towards an award; or to establish eligibility for a full award in line with the College's RPL procedure (QAE Document 3.7).

ix. In order to facilitate progression, it may be possible for a learner to use some credit earned for an award at one level in the Framework towards an award at a higher level in the Framework – the processes and protocols for recognising previously achieved credit in order to give exemptions or to transfer is determined by the College in accordance with requirements of its awarding and professional bodies.

3.3.9 Monitoring and Reviewing

- This procedure is to be reviewed at no less than an interval of three years.
- Earlier review will happen as required.
- Monitoring of this procedure is included in various reporting lines to APC.

3.4 Entry Requirements Procedure

3.4.1 Objective

- To provide information regarding entry criteria for all types of applicants
- To set out requirements and procedures for entry to all stages of all approved programmes learning to major and non-major awards.

3.4.2 Approval of Entry Requirements

Applications to the College's academic programmes are managed by Griffith College's Admissions Department, in line with the QAE procedures as defined in the College's QAE Manual. The College accepts all qualifying applicants who meet the academic entry requirements stipulated for the programme, subject to the minimum and maximum number of learners required for the running of a programme and offered intakes under the approved Certificate of Validation issued by the awarding body.

The College may refuse admission or permission to progress to academically suitable applicants based on their visa profile, or other known reason, that indicates that the applicant may not be a suitable candidate for study in Ireland.

Applicants who do not hold the specific academic entry requirements for a programme may apply to be considered for entry via either/both:

3.4.2.1 Recognition of a foreign qualification:

The College's Admissions Office reviews the documentation provided by the applicant to evaluate the following elements of the qualification[2]:

- the qualification's level/equivalence on the Irish National Framework of Qualifications (NFQ)
- the qualifications workload, credits, and learning outcomes
- the education system in which it was awarded
- the qualification's quality-assurance arrangements and access rights within that system
- the programme-specific entry requirements regarding specific subject matter/fields of learning.

NARIC Ireland, Ecctis, and relevant ENIC-NARIC sources, are used as guidance. Qualification recognition is undertaken in accordance with the principles of the Lisbon Recognition Convention. Recognition will be granted unless the College identifies a substantial difference that is relevant to the purpose for which recognition is sought.

[2] bologna conference on qualifications frameworks, 2005

A difference in qualification title, structure or duration alone will not automatically be treated as a substantial difference.

Where the college does not recognise a qualification, or recognises it only in part, it will give the applicant a reasoned decision identifying the relevant difference and that applicants hold a right of appeal. Recognition of a qualification does not by itself guarantee admission – applicants must also meet any additional published programme entry requirements.

3.4.2.2 Recognition of prior learning:

The College's Recognition of Prior Learning (RPL) Procedure (as outlined in QAE Section 3.7, below) applies for all applications involving the consideration of Recognition of Prior Learning (RPL), whereby the College assesses learning acquired by the applicant through formal, non-formal or experiential learning.

3.4.3 Age Requirement

i. For the Level 5 Specific Purpose Certificate in International Foundation Studies: Applicants must be 16 years of age or over by the first day of lectures in their first year of registration to the programme.

ii. For Level 6, 7 and 8 programmes: Applicants must be 17 years of age or over by the first day of lectures in their first year of registration to the programme.

iii. For Level 9 programmes: Applicants must be 18 years of age or over by the first day of lectures in their first year of registration to the programme.

3.4.4 English Language Requirement

- All learners are required to be proficient in English.
- Applicants who have completed a degree through English, or in an English-speaking country, are normally exempt from English proficiency requirements.
- Where an applicant's first language is not English, they are required to provide proof of proficiency in the English language through satisfactory performance on an internationally recognised test. This proof of proficiency must be dated no more than two years prior to the start of the programme.
- Information on accepted English language tests, and required proficiency levels are provided on the College's website English Language and Academic Entry Requirements | Griffith College , in the QAE 3.8 English Language Statement Policy, the language level requirements for learners, and updated in line with programme validation and revalidation requirements.

3.4.5 Minimum Entry Requirements for Programmes at Griffith College

3.4.5.1 Minimum Entry Requirements to Level 6 and 7 Programmes

i. Applicants must achieve a pass in the Leaving Certificate examination, or equivalent, obtaining a minimum of five O6/H7 grades, to include a language (English, Irish, or another language) and maths.

ii. QQI-FET applicants, or equivalent must present with a minimum of a full award at NFQ Level 5 or equivalent.

iii. EU/non-EU applicants must have completed an academic qualification equivalent to the requirements outlined above. This is ascertained through a foreign qualification assessment, as outlined in 3.4.2 Approval of Entry Requirements above, and aligned with the Lisbon Recognition Convention whereby recognition is granted unless there is a substantial difference relevant to the purpose of minimum entry requirements.

iv. Applicants who are Irish or EU nationals, under the age of 23, who reside in Ireland, and have completed the Irish leaving certificate, apply to the college via the CAO (for full-time undergraduate study) at www.cao.ie

v. Applicants who are 23 years of age on or by the first day of the first semester in their first year of registration to the programme may apply to the college directly as a mature student.

vi. Applicants are also advised that some programmes may have additional or other entry requirements, e.g. portfolio review or interview. Any additional requirements are stated on the programmes' certificate of validation, the approved programme documentation, and on the College's website and any other marketing materials provided to applicants in line with QAE 3.5 Information Provision Procedure for Prospective Learners (Applicants).

3.4.5.2 Minimum Entry Requirements to Level 8 Programmes

i. Applicants must achieve a pass in the Leaving Certificate examination, or equivalent, obtaining a minimum H5 in two subjects, minimum of four O6/H7 grades, to include a language (English, Irish, or another language) and maths.

ii. QQI-FET applicants, or equivalent must present with a minimum of a full award at NFQ Level 5 or 6 or equivalent, with a minimum of three distinctions.

iii. EU/non-EU applicants must have completed an academic qualification equivalent to the requirements outlined above. This is ascertained through a foreign qualification assessment as outlined in 3.4.2 Approval of Entry Requirements above and aligned with the Lisbon Recognition Convention whereby recognition is granted unless there is a substantial difference relevant to the purpose of minimum entry requirements.

iv. Applicants who are Irish or EU nationals, under the age of 23, who reside in Ireland, and have completed the Irish leaving certificate, apply to the college via the CAO (for full-time undergraduate study) at www.cao.ie

v. Applicants who are 23 years of age on or by the first day of the first semester in their first year of registration to the programme may apply to the college directly as a mature student.

vi. Applicants are also advised that some programmes may have additional or other entry requirements, e.g. portfolio review or interview. Any additional requirements are stated on the programmes' certificate of validation, the approved programme documentation, and on the College's website and any other marketing materials provided to applicants in line with QAE 3.5 Information Provision Procedure for Prospective Learners (Applicants.

3.4.5.3 Minimum Entry Requirements to Level 9 Programmes

i. Applicants are normally required to hold an Honours Bachelor Degree (NFQ Level 8), with an award of minimum H2.2, in a relevant discipline from a recognised Higher Education Institution.

ii. EU/non-EU applicants must have completed an academic qualification equivalent to the requirements outlined above. Equivalency is ascertained through a foreign qualification assessment as outlined in 3.4.2 Approval of Entry Requirements above and aligned with the Lisbon Recognition Convention whereby recognition is granted unless there is a substantial difference relevant to the purpose of minimum entry requirements.

iii. Applicants are also advised that some programmes may have additional or other entry requirements, e.g. portfolio review or interview. Any additional requirements are stated on the programmes' certificate of validation, the approved programme documentation, and on the College's website and any other marketing materials provided to applicants in line QAE 3.5 Information Provision Procedure for Prospective Learners (Applicants.

3.4.6 Monitoring and Reviewing

- This procedure is to be reviewed at no less than an interval of three years.
- Earlier review will happen as required.
- Monitoring of this procedure is included in various reporting lines to APC.

3.5 Information Provision Procedure for Prospective Learners (Applicants)

3.5.1 Objective

The objective of this policy is to ensure that *prospective* learners (i.e. applicants) are provided with sufficient information regarding all aspects of their programme of interest.

3.5.2 Scope

This policy applies to information pertaining to all academic programmes offered by the college regardless of the associated validating body.

This meets the criteria per QQI's Policy and Criteria for Access, Transfer and Progression in Relation to Learners for Providers of Further and Higher Education and Training (Restatement 2015) and for transnational programmes: QQI's Policy for Collaborative Programmes, Transnational Programmes and Joint Awards (Revised 2012).

This policy is implemented in line with procedure for compiling and approving public information in 9.1 Procedure for Compiling and Approving Academic Marketing Material. Furthermore, if a programme is a Collaborative or Transnational programme or Joint Award then reference must be made to either QAE 10.1 Peer Relationships with the Broader Education and Training Community or QAE 10.2 Arrangements for collaborations, external partnerships and second providers, or both as appropriate, setting out policy in relation to such programmes.

3.5.3 Responsibilities

Marketing Officers (National and International)

- Ensure that the information indicated in section 3.5.4 below is included in any detailed material/medium the college uses to describe its programmes to prospective learners
- Ensure that the information indicated in section 3.5.5 below is included in any summary material/medium the college uses to describe its programmes to prospective learners.

Faculty

- Ensure that Programme Directors, or their delegate, provide the Marketing Department and the Global Engagement Office with all reasonable assistance in fulfilling their responsibilities under this policy.

3.5.4 Information Provision (Prospective Learners)

In any detailed marketing material that the college uses to describe its programmes, the information made available to prospective learners includes the following:

i. The full programme/award title, and any variation on title which may be open to a learner if they choose particular combinations of modules and/or learning pathways

ii. The name of the awarding body/bodies, and its recognition (including) internationally

iii. The programme's validation status, i.e. validated, subject to validation, etc.

iv. The programme's National Framework of Qualification level designation

v. Programme structure and intended programme learning outcomes

vi. The ECTS credits associated with the programme as a whole and each stage of the programme, when an accredited programme

vii. Details of any interim (embedded) awards associated with the programme and the learner's entitlements to access these

viii. Details of any exit awards associated with the programme and the learner's entitlements to access these

ix. Details of any recognition by/association with any professional /regulatory/ statutory body (PSRB)

x. The duration of the programme and the learning modalities offered i.e. full-time/part-time/blended/online/distance etc.

xi. Maximum/minimum time periods permitted for completion of the programme

xii. Entry requirements including a statement of the knowledge, skill and competence needed, and any assessment or prior learning procedures required for entry, e.g., mathematical capability, personal statement, interview, etc.

xiii. The English language level required for entry to the programme

xiv. Transfer and progression routes into and from the programme and details of any regulations governing transfer and progression

xv. Documentation required from international learners applying from abroad, or residing in Ireland

xvi. Protection for Enrolled Learners (PEL) arrangements associated with the programme

xvii. Details of learning support available for specific learner groups such as learners with disabilities, or learners whose first language is not English

xviii. Availability of appeals processes to applicants who are dissatisfied with the outcome of any academic decision.

At a minimum, the following information is made available in any summary marketing medium the college uses to describe its programmes to prospective learners:

i. The full programme/award title, and any variations on title which may be open to a learner if they choose particular combinations of modules and/or learning pathways

ii. The name of the awarding body/bodies and its recognition (including) internationally (this may be reflected in the overall document as opposed to being provided on a per programme)

iii. The programme's National Framework of Qualification level designation

iv. The ECTS credits associated with the programme as a whole, when an accredited programme, and/or duration.

v. A link and/or QR Code to the programme(s) on the College's website where detailed specific programme information is available.

3.5.5 Monitoring and Reviewing

- This procedure is to be reviewed at no less than an interval of three years.
- Earlier review will happen as required.
- Monitoring of this procedure is included in various reporting lines to APC.

3.6 Recognition of Prior Learning (RPL) Procedure

3.6.1 Introduction

Recognition of Prior Learning (RPL) is a process by which learning already completed by an applicant is formally valued. It is a means by which prior learning is identified, assessed, and recognised by an educational institution as part of its programmes, courses, and/or modules on the National Framework of Qualifications (NFQ). This makes it possible for an individual to build on learning achieved and to be rewarded for it. The college is committed to ensuring that assessment of prior learning occurs in a manner which is fair, equitable, and transparent, and upholds the academic integrity of all programmes of study.

3.6.2 Objectives

- To set out the College's Recognition of Prior Learning Procedure.
- To identify the information and evidence which is provided to applicants wanting to use RPL processes to support their application to the College.
- To describe the implementation process by the RPL Committee as a subcommittee of QAES.

3.6.3 Scope

This procedure applies to the Recognition of Prior Learning at undergraduate and postgraduate level. This procedure may be subject to alternative arrangements under the terms of an approved Institutional Agreement (with a collaborative/partner institution or in accordance with a policy amendment by a validating body).

3.6.4 Responsibility for Implementation

Marketing Officer (National and International) / Admissions Officer

- Receive the intention to have prior accredited learning, prior experiential learning or a combination thereof, considered for recognition at time of application
- Provide guidance on what is possible and how the RPL process works
- Receive evidence provided by the applicant and refer to the Programme Director or delegated Faculty member
- Receive outcome of RPL assessment from Programme Director, or delegated Faculty member, and inform Admissions officer and the applicant of same

Admissions Officer

- Maintain a record of all applications, evidence provided, and record of outcome
- Provide guidance to the faculties and Marketing Officers regarding comparability of prior accredited learning with the NFQ, utilising the NARIC Ireland database (and ENIC-NARIC Networks)

Applicant

- Indicate intention to apply for recognition of prior learning at time of application
- Complete all required documentation, and provide relevant materials to substantiate their application for recognition
- Engage in the requisite assessment mechanisms used to assess RPL for the particular programme

Programme Director

- Advise applicants about possible grounds for RPL purposes, or nominate a faculty member to support
- Determine the assessment mechanisms to be used in the assessment of RPL (e.g. portfolio, APEL interview, APEL skills matrix, assessment, etc.)
- Assess the accredited prior learning (APL) of the application against relevant learning outcomes and/or,
- Assess the prior experiential learning (APEL) of the application against the attainment of the relevant learning outcomes
- Notifies the Admissions Officer and Marketing Officer of the outcome of the RPL assessment in cases of prior accredited learning
- Submit outcomes for approval to the RPL Committee in cases of prior experiential learning
- Report on progression and completion data of RPL (APL and APEL) candidates via the relevant programme's annual programme review report (APR).

Director of Academic Programmes

- Convenes the Recognition of Prior Learning (RPL) Committee
- Appoints a nominee to chair the RPL Committee

RPL (Recognition of Prior Learning) Committee

- Provides support to Programme Directors and/or the delegated faculty member on RPL assessments
- Considers all RPL applications referred to it for approval

- Communicates outcomes to the relevant faculty and Admissions Officer/ Marketing Officer

3.6.5 Definitions:

- Formal learning takes place through programmes or courses of study that are delivered in an organised, formal way by education providers and that attract awards or credits. Formal learning is sometimes referred to as certified or accredited learning.
- Non-formal learning takes place alongside or outside of the mainstream systems of education and training. While it may be assessed, it does not normally lead to formal certification. Examples of non-formal learning are planned learning and training activities undertaken in the workplace, voluntary sector, or in community-based settings.
- Informal learning is achieved through life, extra-curricular and work experiences. Typically, it does not lead to certification.
- Non-formal and informal learning are sometimes referred to as experiential learning.

The college recognises that knowledge and skills can be acquired from a range of learning experiences, including formal (certified), non-formal and informal (experiential). The college's RPL policy (QAE section 3.6) is aligned with the QQI Principles and Operational Guidelines for the Recognition of Prior Learning in Further and Higher Education and Training (2005).

The college considers RPL in the following scenarios:

- Entry to a programme
- Credit towards an award, or exemption from some programme modules
- Advanced entry to a programme
- Attainment of a full academic award

3.6.6 Provision of Information to RPL Applicants

Applicants are provided with the following information on the college's RPL guidelines:

i. The need to apply for RPL at the time of application (i.e. when)

ii. How to make an RPL application - evidence compilation/ documentation required etc.

iii. Any specific rules for the programme with reference to credit minimum/maximum thresholds, and extent to which the assessment criteria must be met for an exemption to be awarded (the formal assessment of the knowledge, skill, and competence previously acquired by learners) etc.

iv. Any fees applicable to the RPL applications

v. Procedures governing appeals against RPL decisions

vi. Any implications of entry with advanced standing for progression/ transfer/interim awards/recognition of any professional, regulatory or statutory body associated with the programme

vii. How RPL is represented on their official transcripts, and its potential impact, if any, on their award (and its classification)

viii. Entitlements for the reuse of RPL against further awards

3.6.7 RPL Committee

The APEL Committee comprises membership, as follows, with a minimum of three members required for quorum:

- the Director of Academic Programmes, or nominee (Chair)
- two academics chosen from different faculties, from the APEL standing committee (membership reviewed annually)
- rep from national marketing office OR Global Engagement Office,
- at least one faculty rep (can add more).

3.6.8 Procedures for the Recognition of Prior Learning

i. An applicant who wishes to have their application considered under the college's recognition of prior learning procedure, indicates their intention to do so at the time of application on their application form.

ii. An applicant is required to support their application with relevant documentation and supporting evidence within an agreed time limit.

iii. In the cases of applications for recognition of accredited prior learning (APL), the Marketing Officer/Admissions Officer submits the application file to the relevant Programme Director (PD), or a delegated faculty member, for review.

iv. The PD, or delegated faculty member, assesses the APL application and makes a determination of the appropriateness of the accredited prior learning for admission purposes.

v. The PD/faculty member sends their decision to the Marketing Officer/Admissions Officer who in turn informs the applicant of the outcome.

vi. In more complex RPL cases, and in all cases of recognition of prior experiential learning (APEL), the PD consults the RPL Committee to confirm their decision – either to approve the application, or otherwise.

vii. Having reviewed the case, the Chair of the RPL Committee informs the PD/faculty member and the relevant Admissions Officer/Marketing Officer of the outcome of the RPL Committee's review. The Admissions Officer/Marketing Officer in turn informs the applicant of the outcome.

viii. An applicant wishing to appeal an admission decision where their qualification is deemed not to meet a programmes' entry requirements for access purposes or where an RPL (APL or APEL) outcome is not satisfactory to the applicant may do so by invoking the College's Appeals Procedure in Section F (Document 6.4)

3.6.9 Monitoring and Reviewing

- This procedure is to be reviewed at no less than an interval of three years.
- Earlier review will happen as required.
- Reports of RPL Committee activity is made to QAES, including an annual RPL report (reflecting on student performance, progression, and completion data) which is submitted to APC via QAES.
- Monitoring of this procedure is included in various reporting lines to APC.

3.7 Procedure on the Systematic Transfer of Groups of Learners from Potential Partner Institutions

3.7.1 Scope

This procedure focuses on the individual learner registration process as an outcome of the collaborative agreement made. Griffith College has Articulation Agreements [hyperlink to policy] encompassing the transfer of learners from a partner institution to a Griffith College programme. Even if applications are received in a group, they are considered individually in the context of each individual applicant.

3.7.2 Responsibilities

Admissions Officer

- Ensure decisions on allocation of places on programmes are transparent, and all applicants are treated in a fair, equal and consistent manner
- Review, evaluate and apply appropriate outcome for all standard applications
- Complete foreign qualification recognition assessments in line with Section 5.2 of QQI's Code of Practice for Provision of Programmes of Higher Education to International Learners and under the Lisbon Recognition Convention.
- Create invitation to register once Admissions has assessed a file and (conditionally) validated an application.
- Maintain records/evidence of entry requirements and outcomes of admissions processes and retain the record as per the college's records retention policy.

Marketing Officer (National and International)

- Issue offer letter
- Ensure information in respect of minimum entry requirements is clearly communicated to applicants, partners and agents in line with section 3.10.3 below
- Ensure the same information in respect of minimum entry requirements is posted on the college website and all other relevant marketing materials in line with section 3.10.3 below
- Ensure applicants are advised as to the forms of certification accepted by the college in respect of minimum entry requirements and provided with any supporting documentation required for the admissions process to be progressed
- Inform the Learning Support Office where an applicant has identified a requirement for learning support as part of the admissions process (under the college's QAE 7.10 Disability and Learner Support Policy), to determine if the College has the ability to provide reasonable accommodation for the applicant in advance of acceptance of their admission.

Faculty

- Ensure minimum entry requirements for all programmes are agreed as part of the validation of the programme(s). These entry requirements include minimum academic requirements, language proficiency requirements, minimum work or post-qualification experience, or other additional requirements.
- Assess applications referred by Admissions that require academic or discipline-specific consideration under approved admissions procedures and determine the appropriate outcome. This includes applications based on alternative qualifications or relevant experience, or requests for recognition of prior learning for entry, transfer, module exemptions, advanced entry or full award.
- Review and report on learner progression, attrition, and transfer on an annual basis.

Applicant

It is the responsibility of the applicant to the College, as part of their admissions and registration process, to:

- Supply the college with appropriate evidence demonstrating their eligibility for entry and, where relevant, the attainments required in these awards
- Confirm acceptance of their designated study path, and the associated terms and conditions, through completion of the registration process
- Where appropriate, disclose that they have a requirement for learning support as part of the admissions process as per the college's QAE 7.10 Disability and Learner Support Policy, and provide acceptable documentary evidence.

3.7.3 Process

i. The Applicant applies as an individual online through the application portal, and a new application record is created.

ii. The Admissions Officer (AO) assigns the application to the relevant Marketing Officer (MO), and they are designated as the owner/handler of the application.

iii. The MO contacts the applicant or partner organisation and requests that they provide all relevant required documentation (as per the documentation checklist).

iv. The Applicant and/ or partner submits the requested documents to the MO.

v. The MO updates the application status to in the Applicant's record on ' online portal 'Admissions Approval' to signal readiness for admissions review, and the AO is alerted that the file is ready for assessment.

vi. The AO checks that all required documents are on file. This review may be quicker due to an existing partnership agreement without shortening or bypassing any process steps.

3.7.4 Incomplete Applicant File

i. If the applicant's file is incomplete, the AO returns the file to the relevant MO with a request to obtain the missing documents before the application can proceed.

ii. Once the AO verifies that all documentation is available. they forward the file to the relevant Programme Director (PD), or faculty nominee, with a note that it is an application received under an articulation agreement with a partner institution.

iii. The PD assesses the application in accordance with the requirements of the partnership agreement, to determination if the applicant meets the entry requirements.

iv. The PD communicates their decision and completes the RPL form (if applicable). If the applicant meets the requirements, the PD informs the AO and provides them with a copy of the completed RPL form.

3.7.5 Applicant does not meet requirements

i. If the applicant does not meet the requirements the AO records the PD's decision, uploads/attaches the APL form to the applicant's file in the online portal, and updates the application to indicate that the application is refused.

ii. The MO issues the relevant letter to the applicant/partner institution contact – either an offer or a refusal of the application.

iii. Where the letter is a refusal, the right of the applicant to appeal the decision is also indicated in the letter.

iv. The MO completes the initial application process by doing the following:

   a. The Applicant record on the online portal shows the application validated for Offer.

   b. The required admission documents and RPL form (if applicable), signed by the PD, are filed in Applicant record on the online portal.

c. Offer letter is been sent to the applicant/partner institution contact.

3.7.6 Monitoring and Reviewing

- This procedure is to be reviewed at no less than an interval of three years.
- Earlier review will happen as required.
- Reporting of existing articulation agreements are made to APC.
- Monitoring of this procedure is included in various reporting lines to APC including from Academic Administration and Marketing.

3.8 English Language Statement Policy

3.8.1 Introduction

QQI define an international learner as '*as a person who is not an Irish citizen but is lawfully in the state primarily to receive education and training*'[3] and for whom English is an additional language. They are an individual who is enrolled in the state on a programme leading to an award included within the NFQ or an English language programme, or a learner outside the state enrolled on a programme leading to an award included within the NFQ.

This English Language Statement policy outlines Griffith College's requirements for English language proficiency standards for international learners applying for admission to Griffith College academic programmes. It also describes the supports available to learners to ensure their successful participation.

A range of policies, procedures and processes support the recruitment, admission, enrolment and retention of international learners on/to academic programmes. The documents ensure compliance with national and international standards, and statutory and regulatory requirements, and promote fair, transparent, and consistent processes for admission and ongoing language development. This documentation meets the International Education Mark (IEM) (TrustEd) criteria for ensuring the quality experience for international learners.

Griffith College's academic programmes are delivered through the medium of English, and have specific English Language level requirements for entry to the programme. This requires all learners to have an identified level of proficiency in the English language to enable them to engage and succeed in their chosen programme. In addition to meeting their programme entry requirements learners, whose first language is not English, must also meet the English language requirements specified for their programme.

All English Language Support to learners is provided by the Griffith Institute of Language (GIL), the College's language school. GIL is currently accredited by the Accreditation and Coordination of English Language Services (ACELS), which is operated by Quality and Qualifications Ireland (QQI).

GIL provides a range of pre-sessional and in-sessional English Language programmes directed at the needs of international learners – eligible applicants and registered students. Griffith College also provides an NFQ level 5 Special Purpose Certificate in International Foundation Studies (validated by QQI) to support access to College programmes by those international learners who have an insufficient English Language level for programme access, and for learners from countries where the

[3] Refer to QQI's 'Policy on Authorisation to use the International Education Mark' (p.14) for detail on how the definition of an international learner is to be applied for the purpose of the International Education Mark.

secondary school leaving qualification does not allow students to qualify for direct admission into the College's undergraduate programmes.

This policy should be read in conjunction with (and is subject to) the relevant sections of the College's Quality Assurance and Enhancement Manual.

3.8.2 Scope

Minimum English language level requirements apply to the following academic programmes delivered by the College:

- All QQI validated programmes
- All programmes leading to BTEC awards
- All programmes leading to awards from Heriot-Watt university

3.8.3 Responsibilities of the College and its Applicants

It is the responsibility of the College, through its admissions, marketing and quality assurance and enhancement teams to ensure that:

i. Information in respect of English language entry requirements is clearly communicated to applicants, partners and agents in advance of any learners being admitted to the College.
ii. The same information in respect of English Language entry requirements is posted on the Griffith College website and all other relevant marketing materials.
iii. Applicants are advised as to the official forms of certification accepted by the College in respect of English language proficiency levels.

It is the responsibility of Applicants to Griffith College, as part of their admissions and registration process, to:

i. Supply the College with official certification of their internationally recognised English Language qualifications
ii. Acknowledge that they understand the designated study path offered by the College
iii. Confirm acceptance of their designated study path, and the associated terms and conditions, by returning a signed Acceptance Reply Form.

3.8.4 Principles

Griffith College's English Language Statement Policy is supported by the Griffith Institute of Language (GIL) and seeks to:

- Ensure a fair and transparent admissions and evaluation process that supports admissions and the integration of international learners to Griffith College.
- Describe Griffith College's policies, processes and quality assurance arrangements to support international applicants in receipt of a conditional offer to study at Griffith College

- Admit and support applicants who meet the required English language standards for academic success creating a diverse, inclusive student body.
- Provide pre-sessional and in-sessional English Language support to help learners improve their English proficiency.
- Establish quality assurance processes for all English language programmes and assessments.
- Griffith College recognises that a student who does not meet the English Language entry requirements cannot be admitted onto a programme of study as they are unlikely to be successful and it is not in the interest of the applicant to do so.

This policy applies to all programmes of study leading to an academic award at postgraduate and undergraduate level as well as certificates and diplomas.

3.8.5 Language Level Standards

All applicants to Griffith College's academic programmes, for whom English is not a first language and who have not been educated through the medium of English, must submit verifiable evidence of the required level of English language proficiency for their intended course of study.

The college uses the Common European Framework Reference of Languages (CEFRL) and the International English Language Testing System (IELTS) as the basis for determining the English language level requirements for learners onto its particular programmes. The college also recognises other equivalent international reference frameworks approved by Ireland's Department of Justice for example Test of English as a Foreign Language (TOEFL), Cambridge suite of exams and other frameworks.

English language proficiency tests scores must be dated within two years of the date of application.

Appendix 22: Comparison Table of English Language Level Equivalences shows the full list of English language reference frameworks accepted by the college, along with their language level equivalences on CEFRL and IELTS as a reference point but is superseded by any updates from the exam providers.

3.8.6 Assessment of English language entry Requirements

The College outlines the English language level required by learners for entry onto its programmes, in accordance with the national standards and criteria set out by Quality and Qualifications Ireland (QQI). The English language level is set to ensure that enrolled learners can undertake the programme, confidently participating and engaging with their studies, with a realistic expectation of success.

Minimum language competence levels are applied on a programme-by-programme basis, in line with the level or discipline involved. For example, learners undertaking postgraduate programmes in language intensive programmes such as law and journalism, are normally required to have higher English language levels than learners undertaking undergraduate programmes in the creative arts. Minimum permitted test scores are benchmarked according to the descriptions of language proficiency

contained in the Council of Europe's Common European Framework of Reference for Languages (CEFRL), as appropriate to the programme.

Table 1, below, identifies the English language level requirements for the College's programmes based on the IELTS criteria. It also indicates whether or not Supported Entry applies. Additional equivalency tables in respect of other English language reference frameworks are given in Appendix 22: Comparison Table of English Language Level Equivalences.

Programme	IELTS	Supported Entry
Postgraduate Programmes (NFQ 9)		
Journalism Programmes	7.0 or above (overall) No component below 6.5	N/A
Law Programmes	6.5 or above (overall) No component below 6.0	N/A
All other Postgraduate Programmes	6.5 or above (overall) No component below 6.0	CEFR B2 (IELTS 6) No component below 5.5
Undergraduate Programmes (NFQ 6 to 8)		
Law Programmes	6.5 or above (overall) No component below 6.0	N/A
Journalism Programmes (Stage 1 only)	6.0 or above (overall) No component below 5.5	N/A
Journalism Programmes (Stages 2, 3, or 4)	6.5 or above (overall) No component below 6.0	N/A
Other Programmes (Stage 1 only)	6.0 or above (overall) No component below 5.5	CEFR B2 (IELTS 5.5) No component below 5.0
Other Programmes (Stages 2, 3, or 4)	6.0 or above (overall) No component below 5.5	N/A

Table 1: English Language Level Requirements for admission to Griffith College programmes (postgraduate and undergraduate)

Any recommendations for changes to the levels, bands or sub-scores and concordances of these international English language proficiency tests must be approved by the College's Academic and Professional Council before implementation.

English Language and the CIFS programmes are subject to the same quality assurance and enhancement arrangements as applied to all of the College's academic programmes, as set out in this QAE Manual. Pre-sessional and in-sessional English Language support programmes are not credit-bearing, and are subject to the Griffith Institute of Language quality assurance and enhancement procedures for programme development, delivery and evaluation and subject to an approved English Language external exam.

3.8.7 Language Level Classifications

The College classifies applicants into the following three categories depending on their English language level:

3.8.7.1 **Category 1: Direct Entry Applicant**

These applicants provide official certification of their attainment of the Minimum English language level requirement for the programme at application stage. Learners are eligible to join their preferred programme directly, without any requirement to attend supplementary English language support classes, or to provide evidence of their having further advanced their English language level.

3.8.7.2 **Category 2: Supported Entry Learner**

These applicants provide official certification of their attainment of English language level at application stage. If their level falls into the grade immediately below the minimum grade specified for their preferred programme (for example if they hold a grade of 6.5 on IELTS, rather than the 7.0 grade required to access the programme) then the learner falls into this category. These learners are required to undertake English language support classes, provided by the College, prior to joining the programme, and to continue taking these support language classes while attending the first semester of their programme. The College's schedule of intensive pre-semester and in-semester English language support classes are delivered to 'Supported Entry learners' at no cost to the learner.

Supported Entry learners are required to provide official certification of their attainment of the English language level specified for the programme, before the reach the end of the first semester. They do this by completing an external English language examination and reaching the appropriate grade.

Exceptionally, a Supported Entry learner who has actively engaged in the language support classes and improved their level of English, but falls short of the English language level in the external examination, may be given one further opportunity in the following semester to evidence their attainment of the minimum English language level specified for the programme.

It is a condition of entry to the College's language support programme that a learner's performance on the college's higher education programme will not be considered by an examination board for progression or award purposes until the learner has provided official certification of their attainment of the English language requirement level for the programme. Supported entry is not open to learners enrolling on the College's language-intensive programmes, for example, programmes in Law and Journalism, those on the CIFS NFQ level 5 programmes, or those seeking to access their programme at an advanced stage.

3.8.7.3 **Category 3: Conditional Deferred Entry Applicant**

Learners whose English language level is below that required for either Direct or Supported Entry, but who meet all of the other admissions criteria for their preferred programme may receive a conditional offer letter.

The conditional offer requires the learner's achievement of minimum scores in specified English language proficiency tests entry. They are invited to undertake English language programmes, either with the College or with another provider (and

paying the associated fees). Category 3 learners are not eligible to enrol in any part of the College's higher education programmes until they meet the minimum English language requirements stipulated for the programme (i.e. Category 1) or as a Category 2 learner.

Conditional Deferred Entry learners enrolling on full-time English language programmes with the College, with a view to subsequently progressing onto one of the College's higher education programme, may undertake some of the College's summer full-time language development programmes, or any other English language programme with the associated fee and levels.

The international admission team (Global Engagement Office) has responsibility to provide a written response to all international learners who are refused admission to programmes based on evidence of their English language proficiency.

3.8.8 Appeals

An applicant wishing to appeal the outcome of a deferral application may do so by invoking the College Appeals Procedure in Section F (Document 6.4).

3.8.9 Monitoring and Review

The responsibility for monitoring, review and update of this policy document lies with Griffith Institute of Language in consultation with Quality Assurance and Enhancement Department. The implementation of this policy will be monitored and reported to the APC (Academic and Professional Council).

3.9 Applicant Deferred Entry

3.9.1 Objective

To outline the procedure governing the application for and consideration of deferred entry or deferred registration for applicants who have been offered a place.

3.9.2 Scope

This procedure refers to the application for and consideration of deferred entry for applicants who have been offered courses but want to defer registration until the next available commencement. This procedure may be varied under the terms of an Institutional Agreement where a programme of study is delivered as a collaborative initiative with a partner institution. Postponement of a stage of a programme (after registration) is provided for under a different policy, namely QAE Document 3.9 Deferrals of Programme, Module or Assessment for Registered Learners procedure.

3.9.3 Responsibility for implementation

Marketing Officer

- Receives applications and uses their discretion in granting a deferral of a programme of study prior to registration based on non-academic grounds
- Ensures applicant is issued with a letter stating the conditions of the deferral
- Update faculties on all deferred entries per programme

Applicant

- Follows the stated procedure for applying for a deferral
- Becomes familiar with their right of appeal and the corresponding procedure

Faculty

- Update Academic Administration about all deferred entry applicants

3.9.4 Grounds for Deferred Entry

The Marketing Officer uses their discretion in the granting of a deferral of a programme of study (prior to registration) until the next available commencement. In deciding, the Marketing Officer should have due regard to QAE policies and guidelines relating to mitigating circumstances and documentary evidence.

The Marketing Officer must ensure the individual receives a communication in writing, which states the following:

- The deferral granted is for a maximum of one academic year
- The college reserves the right to discontinue a programme to an individual who has deferred from that programme
- The college reserves the right to amend the entry criteria or conditions for a programme to an individual who has deferred from that programme.

A change in entry criteria will not normally affect an applicant who has been granted a deferral from a programme:

- The college reserves the right to amend the programme content without prior notice to an individual who has deferred from that programme.
- The individual is liable for the tuition fee applicable to the academic year that they join the programme.

The relevant faculty/marketing team must keep a record of all learners who have deferred entry and update the status of the application on the college admissions system, and regularly update Academic Administration in relation to this.

3.9.5 Mitigating circumstances that might lead to a deferred entry are:

- Illness: Applications on grounds of illness must be supported by appropriate medical documentation covering the commencement date and for the learner has applied for a deferral. Medical certificates for the period in question must be submitted ideally before the semester starts, and at the latest, before the close of intake in the commencing semester. The time period may be extended only in exceptional circumstances where the provision of the note before close of intake is not possible.
- Bereavement: Applications on the grounds of bereavement may be granted at the discretion of the Marketing Officer. In all cases, the Marketing team has the right to ask for proof of bereavement.

3.9.6 Extenuating circumstances that might lead to a deferred entry:
Where an applicant's ability to start their studies, in the assessment of the Marketing Officer, diminished due to circumstances outside of their control – normally as evidenced by appropriate documentary evidence - they will normally be granted a deferral until the next available commencement date. This includes issues with visas as a separate process outside of the college's remit.

3.9.7 Applying for Deferrals
An applicant who wishes to apply for a deferral of entry to a programme of study (prior to registration) must formally submit their application, to the Admissions Officer. The Admissions Officer must issue the applicant with a letter stating whether or not the applicant has been granted the deferral and the associated conditions (see section 3.9.4 above)

An applicant wishing to appeal the outcome of a deferral application may do so by invoking the College Appeals Procedure in Section F (Document 6.4).

3.9.8 Points of Caution
Any deferrals granted to applicants must be considered in the context of minimum and maximum permitted numbers as identified on the Programme Certificate of

Validation, or equivalent Professional Statutory and Regulatory Bodies (PSRB) restrictions.

Criteria for deferrals, as outlined in this policy, also apply to non-EEA nationals who require visa support from the College. However, such deferral requests will also be considered by the College's Global Engagement Office. Where the College has issued visa support and a deferral is warranted, the College reserves the right to amend, suspend or revoke any visa support provided. In all cases, learners must demonstrate full compliance with Irish immigration regulations before a deferral is granted. The College's refund policy, as stated in its non-EEA offer letters and, on its website, still applies.

3.10 Deferrals of Programme, Module or Assessment for Registered Learners

3.10.1 Objectives

To outline the procedure governing the application for and consideration of programme and module deferrals

3.10.2 Scope

This procedure refers to the application for and consideration of programme and module deferrals on academic undergraduate and postgraduate programmes. This procedure may be varied under the terms of an Institutional Agreement where a programme of study is delivered as a collaborative initiative with a partner institution. For any applicant who has not yet registered and wants to defer their commandment of a programme (deferred entry), the relevant process is Applicant Deferred Entry (Section C, Document 3.9).

3.10.3 Responsibilities

Learner

- Follows the stated procedure for applying for a deferral
- Becomes familiar with their right of appeal and the corresponding procedure

Programme Director

- Receives applications and uses their discretion in granting a deferral of a stage of a programme (subsequent to registration) and ensures the learner is issued with a letter stating the conditions of the deferral
- Receives applications and uses their discretion in granting a deferral of a module(s) (attendance and assessment) and ensures the learner is issued with a letter stating the conditions of the deferral
- Receives applications and considers requests for a deferral of a module(s) (assessment only) of a programme (subsequent to registration) on specific and documented grounds and ensures the learner is issued with a letter stating the conditions of the deferral
- Is decision maker for assessment deferral (I grade)
- Should the application be unsuccessful, the Programme Director must record the basis of the rejection, normally on the Learner Record Amendment Form (LRAF), and forward it to the Registration Officer.
- Consults Global Engagement Office and other departments as needed for each individual learner's circumstances

Faculty Administrator

- Process all received Learner Record Amendment Form (LRAF) forms normally with 5 days of receiving the deferral application.

Global Engagement Office

- Involved in deferral of module and semester for international learners

Registration Office

- Processes all deferrals once confirmed

Accounts Department

- Processes any payments or changes once deferrals have been confirmed

3.10.4 Types of Deferral

A learner can apply for three types of deferral:

a) A programme deferral constitutes:
   - The postponement of a stage or semester of a programme (subsequent to registration) until the next available commencement
   - The postponement of an academic year of a programme (subsequent to registration) until the next available commencement

b) A module deferral constitutes:
   - The postponement of a module(s) (attendance and assessment) until the next available commencement. This option is not normally available to learners enrolled on a full-time programme.

c) An assessment deferral constitutes:
   - The postponement of a module(s) (assessment only) until the next available sitting.

3.10.5 Grounds for Deferral Applications

In the case of any deferral, the Programme Director can grant a deferral sitting on the grounds stated below:

- Illness: Applications on grounds of illness must be supported by appropriate medical documentation covering the submission date/examination period for which the learner has applied for a deferral. Medical certificates for the period in question must be submitted to the Faculty within 5 working days of the initial illness. The time period may be extended only in exceptional circumstances where the provision of the note within 5 days is not possible.
- Bereavement: Applications on the grounds of bereavement may be granted at the discretion of the Programme Director. In all cases, the Programme Director has the right to ask for proof of bereavement.
- Extenuating Circumstances: Applications on the grounds of extenuating circumstances include the following:

a) Where a learner's ability to perform to their academic potential is, in the view of the Programme Director, severely diminished due to circumstances outside of their control – normally as evidenced by appropriate documentary evidence - they will normally be granted a deferral until the next available sitting
b) Where a learner's ability to perform to their academic potential has been diminished due to jury duty, which constitutes absence from at least three weeks of the semester - normally as evidenced by written support from the court authorities - they may be granted a deferral until the next sitting

3.10.6 Programme Deferral

The Programme Director uses their discretion in the granting of a deferral of a stage of a programme (subsequent to registration) until the next available commencement. Learners applying for stage deferrals should be of good academic standing and should normally have completed the previous stage. Applications for this type of deferral must normally be made within two weeks of the beginning of the semester. The Programme Director must ensure the individual is issued with a letter which states the following:

- The deferral granted is for a maximum of one academic year.
- The college reserves the right to discontinue a programme without prior notice to an individual who has deferred from that programme.
- The college reserves the right to amend the programme content without prior notice to an individual who has deferred from that programme
- The individual is liable for the programme tuition fee applicable to the academic year that they re-join the programme.

3.10.7 Module Deferral (attendance and assessment)

The Programme Director uses their discretion in the granting of a deferral of a module(s) (attendance and assessment) of a programme (prior to or subsequent to registration) until the next available commencement. Deferral applications for this type of deferral must normally be made within two weeks of the beginning of the semester. The Programme Director must ensure the individual is issued with a letter which states the following:

- The deferral granted is for a maximum of one academic year
- The college reserves the right to discontinue a module without prior notice to an individual who has deferred from that module
- The college reserves the right to amend the module content without prior notice to an individual who has deferred from that module
- The individual is liable for the module tuition fee applicable to the academic year that they join the programme.

3.10.8 Module Deferral (Assessment only)

The Programme Director may also grant a deferral where the learner's ability to perform to their academic potential is, in the view of the Programme Director, severely diminished due to reasonable and documented extenuating circumstances.

The Programme Director must ensure the individual is issued with a letter, which states the following:

- The deferral granted is until the next available sitting
- The college reserves the right to discontinue a module without prior notice to an individual who has deferred from that module
- The college reserves the right to amend the module content without prior notice to an individual who has deferred from that module
- The individual is liable for any module assessment fee applicable to the academic year that they re-join the programme.

3.10.9 Applying for Deferrals

A learner who wishes to apply for a deferral of a stage of a programme (prior to or subsequent to registration), a module(s) (attendance and assessment), or a module (assessment only) should submit their application, normally in the form of a Learner Record Amendment Form (LRAF) available from the faculty, along with any supporting documentation to the Programme Director.

The Programme Director will issue the learner with a letter stating whether or not they have been granted a deferral, the associated conditions (see section 3.9.8 above) and the learner's right of appeal, if applicable.

The Faculty Administrator will then forward the signed Learner Record Amendment Form (LRAF) to the Registration Officer - normally within 5 working days of receiving the deferral application - which in turn, if necessary, informs the Accounts Department and deregisters the learner on the learner administration system. Should the application be unsuccessful, the Programme Director must record the basis of the rejection, normally on the Learner Record Amendment Form (LRAF), and forward it to the Registration Officer.

3.10.10 Appeals

A learner wishing to appeal the outcome of a deferral application may do so by invoking the College Appeals Procedure in Section F (Document 6.4).

3.11 Procedure for a return from a break in studies

3.11.1 Introduction

The college will consider requests to return from a break in studies from former learners if the period of time since their last registration does not exceed five years prior to the request. Former learners who have been academically withdrawn from the college may be considered for a return from a break in studies provided that their last registration with the college is not less than three years and does not exceed five years. A former learner whose most recent registration is greater than five years prior is not eligible for a return from a break in studies. All such former learners are required to re-apply for the programme through the Admissions Office. Return to study will not be permitted in cases where the former learner has been permanently excluded from the College.

3.11.2 Objective

This procedure provides for the return to study of former learners of the College.

3.11.3 Scope

This procedure applies to requests to return to study following a break in studies by former learners of the College.

3.11.4 Responsibility for implementation

- Head of Academic Administration
- Head of Faculty
- Quality Assurance and Enhancement Sub-Committee (QAES)
- Registration Office

3.11.5 Procedure

Former learners eligible to return from a break in studies must formally request such in writing to the Faculty, who will consider all such requests on a case-by-case basis. In the case of non-EEA former learners, the Faculty should seek and consider the advice of the Global Engagement Office. If the learner's request is approved, the Head of Faculty will submit a Learner Record Amendment Form (LRAF).

The Faculty will review the prior learning of those former learners who request a return from a break in studies. Prior learning will be mapped to the current programme and a study plan will be determined. Agreement by the Faculty to allow a return from a break in studies is conditional on the learner accepting the study plan as determined by the Faculty. Such plans may also prescribe appropriate conditions for attendance and engagement on the part of the learner.

Former learners whose most recent prior registration exceeds five years and who have not been permanently excluded from the college are required to apply for the programme *ab initio*. Exemptions for completed modules may be considered provided that the Faculty can establish the currency of the learning with reference to the current academic year.

Former learners who have been academically withdrawn must be able to demonstrate changed circumstances and/or relevant additional learning (formal or experiential) in the intervening period that could support a decision that they are now likely to be successful in their studies.

3.11.5.1 Request

- Eligible candidates as provided for above should write to the Head of Faculty seeking a return from a break in studies.
- Any issues in relation to fitness to study/practice must be resolved before any request to return from a break in studies will be considered.
- Any outstanding fees must be paid in full before any request for a return from a break in studies will be considered.
- Approval of a request, if granted, is valid for a maximum of 6 months from the date of the decision.

3.11.5.2 Completion

Where a learner is permitted to return to a programme with exemptions, a Learner Record Amendment Form (LRAF) form is completed and sent to the registration officer with relevant documentation.

Programme Monitoring and Review

3.12 QQI Programme Review Process

3.12.1 Objectives

- To set out the Programme Review procedure to conduct an external peer review of programmes provided by Griffith College, to ensure that programmes continue to meet QQI's quality criteria, while also meeting the necessary requirements of any contingent application for revalidation, in line with QQI's *Core Statutory Quality Assurance (QA) Guidelines*.
- To review the delivery of the programme since its original, or most recent validation, in the light of its proposed design and any adaptations made to ensure its continued suitability.
- To describe the process and framework used to assess the ongoing suitability of a programme for its intended purpose and objectives, its continued relevance to industry or society, and its ongoing ability to provide a supportive and effective learning environment and an appropriate assessment strategy.
- To describe the roles of the parties involved in the Programme Review procedure.
- To highlight the interactions with any external peer reviewers appointed, and QQI.

3.12.2 Scope

All accredited/nationally accredited and college academic programmes, undergraduate and postgraduate, provided by Griffith College are subject to Programme Review.

3.12.3 Responsibility for implementation

- Head of Faculty
- Programme Director/Champion
- Programme Committee, including chair specifically
- Quality Assurance and Enhancement Department
- Director of Academic Programmes
- Programme Proposal and Review Committee
- Academic and Professional Council
- Management Board
- Programme Review Panel, including chair and secretary specifically
- QQI personnel

3.12.4 Frequency and Timing

Programme Reviews takes place on a periodic basis, normally ever five years, in a timeframe aligned with the programme's validation period.

Programme reviews are scheduled to allow for the development of the necessary documentation (programme review report, revised programme descriptor document, etc) and completing the peer review in a timeframe which supports the revalidation of the programme in a timely manner.

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. i.e. additional time may be required during the review to ensure that the faculty can demonstrate and provide evidence that the revised programme continues to address the QQI validation criteria.

3.12.5 Objectives of Programme Reviews

The objectives of a programme review (as set out in QQI's Programme Review Manual, 2022) are to evaluate the programme as implemented in light of the provider's experience of providing the programme over the previous five years with a view to determining:

i. What has been learned about the programme, as an evolving process (by which learners acquire knowledge, skill and competence), from the experience of providing it for the past five or so years?
ii. What can be concluded from a quantitative analysis of admission data, attrition rates by stage, completion rates and grades achieved by module, stage and overall?
iii. What reputation do the programme and provider have with stakeholders (learners, staff, funding agencies, regulatory bodies, professional bodies, communities of practice, employers, other education and training providers) and in particular what views do the stakeholders have about the strengths, weaknesses, opportunities and threats concerning the programme's history and its future?
iv. What challenges and opportunities are likely to arise in the next five years and what modifications to the programme are required in light of these?
v. Whether the programme in light of its stated objectives and intended learning outcomes demonstrably addresses explicit learning needs of target learners and society?
vi. What other modifications need to be made to the programme and its awards to improve or reorient it?
vii. Whether the programme (modified or unmodified) meets the current QQI validation criteria (and sub-criteria) or, if not, what modifications need to be made to the programme to meet the current criteria?
viii. Whether the provider continues to have the capacity and capability to provide the programme as planned (considering, for example, historical and projected enrolment numbers and profile and availability and adequacy of physical, financial and human resources) without risk of compromising educational standards or quality of provision in light of its other commitments (i.e. competing demands) and strategy?
ix. What is the justification (or otherwise) for the provider continuing to offer the programme (modified or unmodified)?

x. What changes need to be made to related policies, criteria and procedures (including QA procedures)?

3.12.6 Programme Review Process

The main steps in the QQI programme review process (and subsequent application for revalidation) are as follows:

i. Institutional approval to commence the review (and revalidation) process (from PPRC, APC and Management Board).
ii. Development of Terms of Reference (ToRs) for the programme review process by faculty, in consultation with QAED
iii. Approval of the Terms of Reference with QQI – this may be an iterative process
iv. Self-evaluation of the programme, and collation of relevant monitoring data for the programme within the programme team
v. Preparation of a programme review report, within the faculty
vi. Identification of proposed changes to programme, and redraft of a proposed programme descriptor and ancillary documents
vii. Establishment of the panel of peer reviewers by QAED, in consultation with the faculty, under approval from QQI
viii. Peer Review panel's independent evaluation of the programme through a panel event, and generation of resulting report - independent evaluation report (IER)
ix. Faculty response to any conditions or recommendations identified in the IER, in consultation with QAED (PER C)
x. Sign-off/approval by panel of faculty response to any conditions or recommendations (PER D)
xi. Application to the awarding body (e.g. for QQI, by upload to QHub)
xii. Determination of the application by the awarding body (usually QQI PAEC meeting).

3.12.7 Initiation of the Programme Process (institutional approval)

a) The Programme Review Initiation Form (Appendix 7) is completed by the programme team, to formally initiate a programme review process.
b) The programme review process must be initiated, communicated, and agreed for progression (as per 3.11.6) before the commencement of the relevant programme's last intake (typically August/September of the previous academic year).
c) The information provided in the initiation document is considered by the college's Programme Proposal and Review Committee (PPRC), and if satisfied that a rationale exists for the review and revalidation, PPRC issues a recommendation to both APC and the Management Board that the programme(s) be progressed for review (and revalidated).
d) On approval that the programme(s) may be progressed for review (and revalidation), by APC and the Management Board, the faculty/programme

team are advised by QAED (as recording secretary to APC) that it may commence the review process.

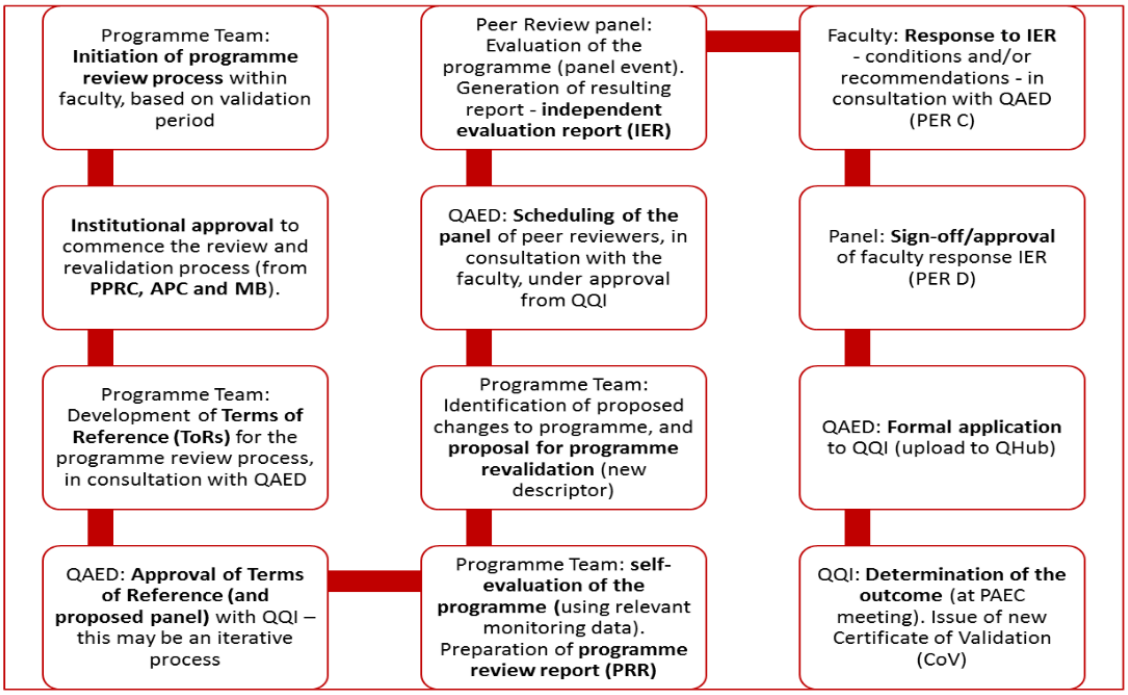


Figure 5: Institutional Programme Review Process

3.12.8 Terms of Reference for the Programme Review

When a programme or suite of programmes is due for a five-yearly review, QAED work with the programme team to develop the Terms of Reference (ToR) for the programme review activity and review event, in line with the QQI ToR template.

The ToR contains information on the following:

i. Identification of the programme to be reviewed
ii. A statement of the roles and responsibilities of the faculty team, and support individuals in relation to the review
iii. Objectives of the programme review, and how these will be addressed during the review
iv. A summary of the proposed/potential changes
v. Any additional embedded awards to be proposed
vi. A project plan which identifies timelines and responsibilities of college staff engaged with the programme, and the members of the relevant programme board.
vii. The proposed members of the external peer review panel who will be considering the output of the process
viii. Sources of data to be utilised and stakeholder involvement in conducting the review

QAED liaises with QQI to seek approval of the Terms of Reference for the review – this is normally an iterative process. QQI may identify special considerations for inclusion

on the review during this process. The review may not proceed until such time as QQI formally agrees in writing to the Terms of Reference.

3.12.8.1 The Programme Review Report

The programme team produces a Programme Review Report. A QQI generated template is available to faculties for this process from the QAED Programme Development team. Good practice examples are also provided by QAED to the faculty to support its development.

The Programme Review Report normally includes data under the following headings:

- Programme Review Process
    - The stages of the review process and details of who was involved.
    - Overall Findings and Recommendations
    - Main Programme Changes being proposed following Review
    - Baseline Qualitative and Quantitative Information

- Programme Overview
    - Applications for programme
    - Enrolment on Programme
    - Attrition, transfer, progression and completion on Programme
    - Grades / Awards Classification
    - Graduate Destinations

- Programme Delivery & Teaching and Learning Strategies
    - Physical facilities and resources required for the delivery of the programme
    - Timetabling of contact hours
    - Learner workload by module and stage
    - Attendance
    - Teacher to Learner Ratios
    - Teaching and learning strategies
    - Learning Outcomes achieved
    - Assessment strategies
    - Application of community of practice learning
    - Programme documentation

- Evaluation of the Programme by Stakeholders
    - Evaluation by current learners and graduates of the programme
    - Evaluation of the programme by staff
    - Evaluation of the programme by external stakeholders
    - External examiner feedback

- Programme Quality Assurance
    - Complaints, appeals and commendations
    - Quality Assurance Systems and Processes

- Summary Analysis of the Programme considering the Findings
    - Future plans for the development of the programme

The information sources used include college sources, QQI sources and external sources. For example, Griffith College sources might include internal policy documentation, feedback surveys, retention data and such like. QQI sources include the relevant policies and award standards and such like. Other sources include material such as professional body and regulatory documentation, and analysis or research publications relevant to the programme and its operating context.

The college feedback included in the Programme Review Report and may reflect the following data and sources:

- Formal input from learners via their representation at programme committee meetings
- Formal, semi-formal and informal contacts with learners, for example, through questionnaires and class discussions
- Contact with employers through work placement, guest lectures etc.
- Formal reports from external examiners, assessors, verifiers etc.
- Individual lecturers' perceptions of the programme and their contribution to it (as collected using the Lecturer Module Report Form (Appendix 10).
- Any appendices - such as External Examiner's Reports etc. - that may contribute to the Programme Review discussion are also made available to the programme review panel
- The programme director (or nominee) and the secretary are responsible for ensuring that the Programme Report is drafted and forwarded to the Review Panel at least one week prior to the Programme Review meeting
- Programme Reviews conducted in respect of revalidation are retrospective reports on the five academic years immediately preceding the Programme Review event.

3.12.9 The Programme Review Panel

The Programme Review Panel, is comprised of external peer reviewers who are objective and independent of the programme and the college, and act on the part of Academic and Professional Council and QQI, to review the programme review process and to consider the revalidation of the newly developed programme proposal.

The Programme Review Panel membership comprises external peers familiar with current practice and developments in the areas of quality assurance in higher education and the academic programme area. It should normally include at a minimum:

- a suitably qualified chairperson (ideally, this individual is an experienced chair, or should have completed QQI chairs' training),
- a minimum of two academics who are subject matter experts in the field of learning,
- a representative of the field of learning industry or profession,

- a learner representative.

In the case of programmes being submitted for review by QQI, panel members are required to complete and submit the QQI Considerations for independent evaluators in QQI Validation Processes (including conflicts of interest matters) and the QQI expert details form. QAED submit to QQI to facilitate QQI-approval of the panel (this is normally completed in line with approval of the ToRs for the review).

In accordance with QQI Programme Review Manual, the role of the Programme Review Panel is to:

- Review the programme review report and programme documentation prior to the Programme Review meeting.
- Confirm the agenda for the site visit identifying a list of topics that would benefit from discussion with stakeholders e.g. the provider's chief executive (or equivalent) and other of its leaders, its teaching staff, learners (current and, if possible, former learners), administrative staff, employers and any other category of internal and external stakeholders.
- Meet (virtually or otherwise) in advance of the site visit to review findings and plan the site visit. [This normally takes place on the morning of the scheduled review panel event.]
- Conduct the panel event – this may take place as either a site visit or virtual event.
- Evaluate the effectiveness of the Provider's Programme Review considering the Provider's Programme Review Report and the programme documentation and evaluate the programme and any proposed modifications against QQI's validation criteria.
- Request further information to aid decision making where necessary.
- Provide feedback and guidance on the basis of the Programme Report during the Programme Review meeting. i.e. normally, the Chairperson provides verbal feedback to the programme team at the end of the event, indicating overall outcome – whether the panel recommends the programme(s) for revalidation – and identifying any conditions and recommendations arising.
- Provide a clear indication of approved action points on conclusion of the Programme Review meeting.
- Prepare a draft Independent Programme Review Report (a template is included in Appendix 4: Programme Review Team Proposal Template and on the basis of a systematic evaluation of the written documentation, and the interaction with the programme team at the panel event (checking its factual accuracy with the provider before finalisation). The QQI template for the Independent Programme Review Report is used for this (which is available from the QAED Programme Development Team).

3.12.10 The Programme Review Panel Report

The formal report, referred to as Independent Programme Review Report of the Peer Review Group, is generated using the QQI template by the secretary of the panel, in

consultation with the chair and panel members, is based on their combined review and evaluation of the programme review report and the panel event.

The report makes a recommendation (to QQI) in respect of the continuing validation of the programme, including the duration of the revalidation recommended (not exceeding 5 years). It normally also includes any special conditions of validation and any commendations and/or recommendations associated with the continuing validation of the programme as identified by the panel.

The College receives a copy of the Panel Report to check its factually accuracy before it is finalised by the Chairperson.

3.12.11 Provider Response to Panel Report

The Final Panel Report is considered by QAED and the programme team.

The programme team, in consultation with QAED, prepares a formal response document (which is available from the QAED Programme Development Team) which addresses the special conditions of validation and/or recommendations identified in the panel's report. Appropriately marked-up programme documentation is also prepared to close-off on the response, or where more long-term solutions are required/proposed, an implementation plan which addresses the findings and includes accountabilities and timelines is included.

The college's response to the Final Panel Report is provided to the panel to check if the responses are satisfactory to close-out on the identified special conditions of validation and/or recommendations, and secure the panel's recommendations for revalidation to QQI.

The chair of the panel signs a Panel Confirmation of Programme Approval for QQI form (which is available from the QAED Programme Development Team) to confirm that the college has closed-out on the identified special conditions of validation and/or recommendations.

3.12.12 Engagement with QQI's Programmes and Awards Executive Committee

The Final Report of the Peer Review Group and the Provider Response, plus all of the documentation which supported the programme review process and programme revalidation, is submitted to QQI for consideration by the Programmes and Awards Executive Committee (PAEC), accompanied by a formal request for validation (or withdrawal of validation, if appropriate).

Following a positive decision of PAEC, QQI generates a Certificate of Validation for the programme.

3.12.13 Post-QQI PAEC activity

The final programme document(s), as submitted to QQI, are stored on the college's Master drive – Approved Programme Document.

Outcome of the PAEC meeting, accompanied by the final programme document(s), are made available to Academic Administration and Marketing functions to facilitate upload of programme information for programme marketing and admission purposes.

The Certificate(s) of Validation received from QQI are stored on the college's Master drive – Certificate(s) of Validation.

Procedures for Programme Review, Revalidation and Validation

3.13 Programme Validation Procedure under Devolved Responsibility

3.13.1 Introduction

The programme documentation outlines not only the academic content (including the assessment strategies) and intended learning outcomes of the programme but also the learning environment in which the programme is to be delivered.

While the preparation of the submission documentation (programme specification, assessment strategy, programme schedule, self-evaluation against QQI's validation criteria) is a prerequisite for QQI to start the validation process, it is also fundamentally important internally, to the introduction and ongoing management of an approved programme. Accordingly, the content identified below is intended to result in a guide to every aspect of the programme. QQI's *Policies and criteria for the validation of programmes of education and training* 2017 prescribes the process and criteria to be used for validation as well as the documentation required when submitting an application for the validation of a new programme. The steps below are based on this policy.

Interpretation Principle: If any part of this procedure is found or interpreted to be inconsistent with QQI's *Policies and criteria for the validation of programmes of education and training* 2017 then QQI policy should be followed instead.

3.13.2 Objectives

- To outline the process involved in preparing a programme for submission for QQI validation and for exercising devolved responsibility for arranging (programme validation related) Independent Evaluation Reports.
- To outline the content requirements of documentation for submission to QQI for validation.

3.13.3 Scope

This policy applies to programmes at levels 6 to 9 inclusive on the National Framework of Qualifications (NFQ) for submission to QQI for validation. The scope of devolved responsibility is limited to taught programmes up to NFQ Level 9 excluding:

- Programmes organised in collaboration with other providers (collaborative programmes)
- Apprenticeship programmes
- Transnational programmes
- Programmes leading to joint awards

QQI will continue to manage all aspects of programme validation in areas a. to d. listed above. Any programme being prepared for QQI validation must be first approved by the College processes outlined in the Programme Proposal Procedure (Section C,

Document 3.1). This policy outlines the process from Programme Proposal approval up to the point of a validation decision being made by QQI.

3.13.4 Responsibilities

Programme Development Team (Head of Quality Assurance and Enhancement (QAE), Programme Development – Project Manager, Programme Development – QAE Officer)

- Create, and for the duration of the process maintain, a Programme Validation Control Sheet QAEM Appendix 49
- Ensure that the validation steps are followed
- Conduct a pre-validation check of the documentation to determine whether or not the programme addresses the validation criteria and programme description and accords with the guidelines in QQI's *General Programme Validation Manual*
- Ensure that the initial Self-Assessment Report is prepared by the Programme Champion(s)
- Submit the application for validation to QQI via QHub, QQI's provider engagement platform.
- Arrange for a Panel of expert assessors in the relevant discipline to evaluate and make recommendations in relation to the proposed programme
- Ensure the make-up of the Expert Panel meets the criteria set out in in this policy
- Notify QQI of the proposed Panel (including copies of Conflict of Interest forms and Expert Details forms for each Panel member) between six and eight weeks in advance of the proposed Panel visit and await approval of the Panel by QQI before proceeding. Any subsequent changes to the proposed or agreed Panel is subject to agreement with QQI
- Arrange a date with the Expert Panel, for the Panel to make a site visit or to convene virtually
- Forward the relevant documentation to the Expert Panel of assessors
- Invite QQI to attend the Panel Event as observers
- Review draft IER in terms of factual accuracy and communicate with Panel secretary in relation to this
- Once accuracy is confirmed, submit draft IER to QQI for review and screening
- On behalf of the college, report in writing to QQI any concerns about the validity of the report
- Meet with the Programme Champion(s) to discuss any conditions or recommendations contained within the final Expert Panel report
- On receipt of the formal QQI request that the college respond to the IER, submit the college response (PER C) to QQI
- Ensure any conditions / recommendations laid down by the validating body are implemented
- Once a final response is received from QQI, the Programme Development Team must report the outcome to APC

- Once a programme has been validated by QQI, formally write to the Group Head of Marketing and Director of Global Engagement Marketing to inform them
- Chair a post-validation review internal meeting
- Once a Certificate of Validation is issued by QQI, check it in consultation with the Programme Champion(s) to ensure the information contained in it is correct and consistent with the programme document

Programme Champion(s)

- Create a programme team (faculty or departmental staff) with responsibility for preparing the Provider's Programme Document and requisite supporting documentation (e.g. Sample Assessments, Module Descriptors, Self-Evaluation Report, Staff CVs booklet)
- Liaise with the Programme Development Team throughout the development of the programme documentation
- Responsible for preparing the Proposed Programme Document, including the Self-Assessment Report
- Rework on document based on specific weaknesses outlined in feedback following the Programme Development Team 's review, as required
- Rework document based on specific weaknesses outlined in the critical self-assessment report
- Consider the final Expert Panel report and prepare a response
- Meet with the Programme Development Team to discuss any conditions or recommendations contained within the final Expert Panel report
- Check the Certificate of Validation is correct and consistent with the programme document

Academic and Professional Council

- Approve or reject application to prepare and submit an academic programme for validation by QQI at levels 6 to 9 on the NFQ
- Record result of process in minutes of APC meeting

Department of College Administration

- Maintain Certificates of Validation for successful validations

3.13.5 Document Preparation Process

The purpose of this stage of the validation process is to develop a programme proposal to the point at which it is ready to be offered to learners. Detailed information is required, not just an outline. As such, this stage involves the most rigorous internal preparation. The validation criteria must be addressed.

Once approval for the development and submission of a programme has been given by the Academic and Professional Council (APC) and the Management Board, then

the programme development team will create, and for the duration of the process maintain, a Programme Validation Control Sheet QAEM Appendix 52.

The relevant Programme Champion(s) must establish a programme team with responsibility for preparing the provider's programme document (PPD). They must liaise with the Programme Development Team throughout the documentation drafting stages of development. This should include an initial self-assessment against the validation criteria contained in QQI's *Policies and criteria for the validation of programmes of education and training* 2017 (by the Programme Development Team).

All documentation relating to the programme, including any pre-publicity or marketing material must include the phrase "Subject to QQI Validation" displayed prominently. Information about the programme, if published, should only give a broad indicative outline of the curriculum, if any at all. A detailed draft curriculum must not be published until validated.

3.13.6 The provider's programme document will include:

- Marketing material (for prospective learners)
- Teaching and learning strategies
- Any proposed embedded awards and their details
- Staffing requirements and relevant CVs
- Physical resource requirements
- Operational and management procedures (for programme)
- Five-year plan
- Samples handbooks for enrolled learners
- Sample assessments, model answers and marking schemes for each award stage
- Documentation relating to additional or elaborated requirements, where applicable, as may be set out in QQI's specialised validation policies and criteria documents and in QQI's operational procedures for validation
- Programme overview, including how the programme aligns with the college strategy
- Marketing and financial rationales and analysis

3.13.7 Programme Development Documentation Check and Steps

On receipt of the provider's programme document, the Programme Development Team must ensure that the following steps are followed:

3.13.7.1 Pre-validation check

Validation involves assessment and the result may be positive or negative. The purpose of this internal check is to filter out applications, which are likely to be refused and refer them back to the faculty / department for further development.

The Programme Development Team conduct a pre-validation documentation check to determine whether or not the programme addresses the validation criteria and

programme description, and accords with the guidelines in QQI's *General Programme Validation Manual*.

As part of the pre-validation check, and in light of any major changes (e.g. additional embedded awards) that arise from developing the documentation for the proposed programme, the Programme Development Team will seek the recommendation of the Programme Proposal and Review Committee (PPRC) and subsequent approvals of Management Board and APC to submit the programme for validation.

3.13.7.2 The pre-validation check outcomes are either:

a) the document is approved for submission to critical self-assessment; or
b) the document is returned to the Programme Champion(s) and their programme team for reworking based on specific weaknesses outlined in the check.

If passed at pre-validation check, then the Programme Development Team may elect to arrange for the documentation to be critically reviewed by an academic (internal or external) not involved with the Programme Champion(s) and/or their programme team.

This review will produce a critical self-assessment against the validation criteria as outlined in section 3 of QQI's *Policies and criteria for the validation of programmes of education and training* 2017.

Outcomes of the critical self-assessment will include either:

a) A recommendation that the programme be submitted to QQI for validation with all of the validation documentation required by QQI's Core Validation Policy and Criteria fully completed and finalised including a Self-Evaluation Report against the QQI validation criteria.
b) A recommendation that the programme not be submitted to QQI for validation at this time. The documentation is returned to the Programme Champion(s) and their programme team for reworking based on specific weaknesses outlined in the Self Evaluation Report.

3.13.7.3 At the end of the pre-validation check, the following documents are finalised:

- A detailed description of the programme, its context, its educational objectives and its target learners and their characteristics, as per QQI's Programme Validation Manual for Programmes of HET and Apprenticeships (FET and HET) (Edition 3, 2018).
- Proposed Programme Schedule as per QQI's Programme Validation Manual for Programmes of HET and Apprenticeships (FET and HET) (Edition 3, 2018).
- The programme assessment strategy and module assessment strategies (see QQI's Assessment and Standards document).

- A Self Evaluation Report of the proposed programme against the applicable validation criteria. The basic criteria for validation are set out in section 3 of QQI's Core Validation Policy and Criteria.
- Detailed samples of materials as outlined in 3.12.6.

3.13.8 Step 1: Recruit Expert Panel for validation process

The Programme Development Team recruits a suitable Panel of expert assessors to participate as independent evaluators of the proposed programme for validation.

The Expert Panel is constituted on a case-by-case basis (as outlined below) in accordance with QQI's *Policies and criteria for the validation of programmes of education and training* 2017 and agreed with QQI prior to appointment.

In forming the Panel, the Programme Development Team must ensure:

- The Panel consists of at least six members (including a Chair and Secretary) who are independent of the college, suitably qualified and experienced.
- Each prospective Panel member will be instructed about their responsibility to QQI and required to declare any pertinent interests (these will be included in the Panel Report). No Panel member should act when there is a conflict of interest (or where there is likely to be a perception that there is a conflict of interest). If an unforeseen conflicting interest emerges during the process then QQI should be contacted for advice.
- Each Panel member will be asked to complete a Conflict of Interest Form and an Expert Details Form, which the Programme Development Team will submit to QQI.
- The Panel is competent to make national and international comparisons.
- The Panel members have expertise in the programme's discipline area and in generic areas including pedagogy, assessment, and quality assurance and enhancement. The Panel must include at least one person who is very familiar with QQI and NFQ standards, policy and criteria.
- The Panel is gender balanced insofar as possible.
- The Panel includes a learner representative from another higher education institution. If possible, the learner is trained in QQI validation processes and on the NStEP list of trained learner representatives.

One Panel member who has completed the relevant QQI training is appointed as Chair of the Panel. A Secretary is appointed to attend the Panel and is a member of the Panel. The Secretary must be independent of the College. The Secretary is responsible for assisting the Panel to prepare and agree the Expert Panel report. The Expert Panel is the author of the report. Typically, Panels will have expertise in the programme's discipline area and in generic areas including pedagogy, assessment, quality assurance and all the other areas indicated by QQI's validation criteria.

Participation in an Expert Panel is normally on a *pro bono publico* basis, and expenses are covered for all relevant activities. Standard public sector norms apply and a suitable expenses guideline is issued to all Panel members on appointment to a

specific Panel. The college does provide an honorarium, €250 gift voucher, to all Panel participants.

A proposed Panel will normally be notified to QQI by the Programme Development Team for approval between six and eight weeks in advance of the proposed Panel Event (virtual or in person). Any subsequent changes to the proposed or agreed Panel will also be subject to agreement with QQI. The Programme Development Team must forward Conflict of Interest and Expert details forms for each Panel member to QQI prior to the Panel being agreed with QQI.

3.13.8.1 Step 2: Submission of completed application to QQI via QHub

The application for validation is uploaded to QHub, QQI's provider engagement platform, by the Programme Development Team. The full application must include:

- Providers Programme Document and all supporting documentation (e.g. Module Descriptor booklet, Sample Assessment Handbook, Staff CVs, Programme / Learner handbooks, Major Project / Dissertation Handbook)
- Self-Evaluation Report
- Confirmation of Protection of Enrolled Learner (PEL) arrangements, as required
- Fee Cover Note
- Letter of Application

The Programme Development Team notifies QQI of the incoming application for their pre-screening. The independent evaluation cannot take place until QQI advises in writing that the screening has taken place, and that the independent evaluation may proceed. At this point the Programme Development Team can then establish a suitable date for the Panel Event (conducted either virtually via Zoom or in person).

3.13.9 Step 3: External Assessment

The Programme Development Team arrange a date with the Expert Panel for the Panel to make a site visit or to convene virtually. The following documentation must be forwarded to the Panel members:

- The Proposed Programme Document. (A detailed description of the programme, its context, its educational objectives and its target learners and their characteristics.);
- Proposed Programme Schedule;
- Programme delivery Staff CVs;
- The programme assessment strategy and module assessment strategies (see QQI's Assessment and Standards document);
- The college's Self Evaluation Report;
- QQI's *Policies and criteria for the validation of programmes of education and training* 2017, *Assessment and Standards*;
- The relevant QQI Awards Standards (if not embedded in the self-assessment); QQI's *Policy and criteria for access, transfer and progression;*

- A copy of the College QAE policy documents concerning initial validation of programmes.

The site visit / virtual Panel Event is held in accordance with QQI guidelines and QQI are invited to observe the event.

3.13.10 Step 4: Draft Expert Panel Report

Within four weeks of the site visit, the Expert Panel agree a draft Independent Evaluation Report (IER) of its findings, conclusions, pre-requisites for validation, conditions, and recommendations. The IER is prepared in accordance with the QQI criteria and templates.

Within four weeks of the site visit, the Panel secretary sends the IER to the Programme Development Team to identify any factual errors in the report. Where accepted, the Panel secretary corrects these factual errors.

Once the factual accuracy of the IER is confirmed, the Programme Development Team submits the draft IER to QQI for review and screening via QHub. Once QQI has screened the draft IER, QQI formally request that the college responds to the IER.

On behalf of the college, the Programme Development Team report in writing to QQI any concerns about the validity of the report. This report must also include an account of the process and the draft IER. At this point, the responsibility for managing the remainder of the validation process reverts to QQI in accordance with its procedures.

3.13.11 Step 5: College Response

On receipt of the final Expert Panel report, the Programme Development Team meet with the Programme Champion(s) and their team to discuss any conditions or recommendations contained within the final Expert Panel report.

The Programme Development Team considers the final Expert Panel report and prepares a response (PER C – Response to Expert Panel's report). The response must:

- Demonstrate how the proposed programme has been modified to meet any prerequisites for validation.
- Explain how any special conditions have been met or will be met (in which case this should be addressed in the implementation plan referred to below).
- Provide an implementation plan to address the final Expert Panel report's recommendations and conditions with specific objectives, actions, times and target/success metrics.

On receipt of the formal QQI request that the college respond to the IER, the Programme Development Team submits the college's response (PER C) to QQI via QHub, including:

- Copies of the finalised programme documentation;
- Programme Schedule

- College Response to Expert Panel Report

3.13.12 Step 6: Final Expert Panel Assessment

On receipt of the college's response, QQI circulate the response to the Panel members and request a Confirmation of Acceptance (PER D) from the Panel Chair. The Confirmation of Acceptance is included as an addendum to the IER. It is also copied to the Programme Development Team who are responsible for submitting all the relevant post-Panel documentation via QHub for consideration at QQI's next Programmes and Awards Executive Committee (PAEC) meeting.

Note: the final submission must be made in accordance with QQI's predetermined deadline (usually four weeks) before the next PAEC meeting.

3.13.13 Procedure Following Submission to QQI

Once documentation has been submitted to QQI, the Programme Development Team must ensure that all procedures laid down by QQI are followed.

- Such procedures may require further work to fulfil certain conditions / recommendations laid down by the validating body.
- The Programme Development Team must ensure that any such work is carried out.
- Once a final response is received from QQI, the Programme Development Team report the outcome to the Academic and Professional Council (APC), which is recorded in their meeting minutes.
- Where a programme has been successfully validated, the Programme Development Team must ensure that all relevant departments are informed of any decisions. Such departments include:

    - Academic faculties/departments
    - Marketing Department
    - Global Engagement Department
    - Registration
    - Admissions
    - Accounts
    - Exams Office
    - Other Campuses
    - International Partners

Once the programme is successfully validated, the Programme Development Team must formally write to and inform the Group Head of Marketing and Director of Global Engagement that the programme has been validated. At that point, the "Subject to QQI Validation" phrase can be removed from documentation.

Regardless of the outcome of the validation process, the Programme Development Team Chair a post-validation internal meeting to review the validation event and to record any key points that may be relevant to future validation meetings. A record of

this meeting must be retained by the Quality Assurance and Enhancement Department (QAED) for reference.

3.13.14 Record Maintenance

All records relating to the process must be maintained by the Quality Assurance and Enhancement Department.

For each successful validation, once a Certificate of Validation is issued by QQI the Programme Development Team in consultation with the Programme Champion(s) must check the Certificate of Validation to ensure the information contained in it is correct and consistent with the programme document.

The Certificate of Validation must be maintained by the Department of College Administration.

3.14 Programme Validation Procedure without Devolved Responsibility

3.14.1 Introduction

The programme documentation seeks to outline not only the academic content (including the assessment strategies) and intended learning outcomes of the programme but also the learning environment in which the programme is to be delivered.

While the preparation of the submission documentation (programme specification, assessment strategy, programme schedule, self-evaluation against QQI's validation criteria) is a prerequisite for QQI to start the validation process, it is also fundamentally important internally, to the introduction and ongoing management of an approved programme. Accordingly, the content identified below is intended to result in a guide to every aspect of the programme.

QQI's *Policies and criteria for the validation of programmes of education and training* 2017 prescribes the process and criteria to be used for validation as well as the documentation required when submitting an application for the validation of a new programme. The steps below are based on this policy.

Interpretation Principle: If any part of this procedure is found or interpreted to be inconsistent with QQI's *Policies and criteria for the validation of programmes of education and training* 2017 then QQI policy should be followed instead.

3.14.2 Objectives

- To outline the process involved in preparing a programme for submission for QQI validation without devolved responsibility for validation sub-processes.
- To outline the content requirements of programme documentation for submission to QQI for validation.

3.14.3 Scope

This policy applies to the following types of programmes at levels 6 to 9 on the National Framework of Qualifications (NFQ) whereby QQI manage all aspects of the programme validation:

- Programmes organised in collaboration with other providers (collaborative programmes)
- Apprenticeship programmes
- Transnational programmes
- Programmes leading to joint awards.

Any programme being prepared for external validation must be first approved by the college processes outlined in the Programme Proposal Procedure (Section C, Document 3.1). This policy outlines the process from Programme Proposal approval up to the point of decision by QQI.

3.14.4 Responsibilities

Programme Development Team (Head of Quality Assurance and Enhancement (QAE), Programme Development – Project Manager, Programme Development – QAE Officer)

- Create, and for the duration of the process maintain, a Programme Validation Control Sheet
- Ensure that the validation steps are followed
- Conduct a pre-validation check of the documentation to determine whether or not the programme addresses the validation criteria and programme description and accords with the guidelines in QQI's *General Programme Validation Manual*
- Ensure that the initial Self-Assessment Report is prepared by the Programme Champion(s)
- Submit the application for validation to QQI via QHub, QQI's provider engagement platform
- Liaise with QQI in relation to the Panel site visit
- Make practical arrangements for the visit of an Expert Panel appointed by QQI, as necessary
- Complete a Factual Accuracy Report on the draft IER and return it to QQI
- Meet with the Programme Champion(s) to discuss any conditions or recommendations contained within the final Expert Panel report
- Ensure any conditions/recommendations laid down by the validating body are implemented
- Once a final response is received from QQI, the Programme Development Team must report the outcome to APC
- Once a programme has been validated by QQI, formally write to the Group Head of Marketing and Director of Global Engagement to inform them
- Chair a post-validation review internal meeting
- Once a Certificate of Validation is issued by QQI, check it in consultation with the Programme Champion(s) to ensure the information contained in it is correct and consistent with the programme document

Programme Champion(s)

- Create a programme team (faculty or departmental staff) with responsibility for preparing the Provider's Programme Document and requisite supporting documentation (e.g. Sample Assessments, Module Descriptors, Self-Evaluation Report, Staff CVs booklet)
- Liaise with the Programme Development Team throughout the development of the programme documentation
- Responsible for preparing the Proposed Programme Document, including the Self-Assessment Report
- Rework on document based on specific weaknesses outlined in feedback following the Programme Development Team 's review, as required

- Rework document based on specific weaknesses outlined in the critical self-assessment report
- Consider the final Expert Panel report and prepare a response
- Meet with the Programme Development Team to discuss any conditions or recommendations contained within the final Expert Panel report
- Check the Certificate of Validation is correct and consistent with the programme document

Academic and Professional Council

- Approve or reject application to prepare and submit an academic programme for validation by QQI at levels 6 to 9 on the NFQ
- Record result of process in minutes of APC meeting

Department of College Administration

- Maintain Certificates of Validation for successful validations

3.14.5 Process of Document Preparation

The purpose of this stage of the validation process is to develop a programme proposal to the point at which it is ready to be offered to learners. Detailed information is required, not just an outline. As such, this stage involves the most rigorous internal preparation. The validation criteria must be addressed.

Once approval for the development and submission of a programme has been given by the Academic and Professional Council (APC) and the Management Board, then the programme development team will create, and for the duration of the process maintain, a Programme Validation Control Sheet QAE (Appendix 49).

The relevant Programme Champion(s) must establish a programme team with responsibility for preparing the provider's programme document (PPD). They must liaise with the Programme Development Team throughout the documentation drafting stages of development. This should include an initial self-assessment against the validation criteria contained in QQI's *Policies and criteria for the validation of programmes of education and training* 2017 (by the Programme Development Team).

All documentation relating to the programme, including any pre-publicity or marketing material must include the phrase "Subject to QQI Validation" displayed prominently. Information about the programme, if published, should only give a broad indicative outline of the curriculum, if any at all. A detailed draft curriculum must not be published until validated.

3.14.5.1 The proposed programme document will include:

- Marketing material (for prospective learners)
- Teaching and learning strategies
- Any proposed embedded awards and their details

- Staffing requirements and relevant CVs
- Physical resource requirements
- Operational and management procedures (for programme)
- Five-year plan
- Samples handbooks for enrolled learners
- Sample assessments, model answers and marking schemes for each award stage
- Documentation relating to additional or elaborated requirements, where applicable, as may be set out in QQI's specialised validation policies and criteria documents and in QQI's operational procedures for validation
- Programme overview, including how the programme aligns with the college strategy
- Marketing and financial rationales and analysis

On receipt of the provider's programme document, the Programme Development Team must ensure that the following steps are followed:

3.14.5.2 Pre-validation check

Validation involves assessment and the result may be positive or negative. The purpose of this internal check is to filter out applications, which are likely to be refused and refer them back to the faculty / department for further development.

The Programme Development Team conduct a pre-validation documentation check to determine whether or not the programme addresses the validation criteria and programme description, and accords with the guidelines in QQI's *General Programme Validation Manual*.

As part of the pre-validation check, and in light of any major changes (e.g. additional embedded awards) that arise from developing the documentation for the proposed programme, the Programme Development Team will seek the recommendation of the Programme Proposal and Review Committee (PPRC) and subsequent approvals of Management Board and APC to submit the programme for validation.

3.14.5.3 The pre-validation check outcomes are either:

a) the document is approved for submission to critical self-assessment;
   or
b) the document is returned to the Programme Champion(s) and their programme team for reworking based on specific weaknesses outlined in the check.

If passed at pre-validation check, then the Programme Development Team may elect to arrange for the documentation to be critically reviewed by an academic (internal or external) not involved with the Programme Champion(s) and/or their programme team.

This review will produce a critical self-assessment against the validation criteria as outlined in section 3 of QQI's *Policies and criteria for the validation of programmes of education and training* 2017

Outcomes of the critical self-assessment will include either:

a) A recommendation that the programme be submitted to QQI for validation with all of the validation documentation required by QQI's Core Validation Policy and Criteria fully completed and finalised including a Self-Evaluation Report against the QQI validation criteria;
or
b) A recommendation that the programme not be submitted to QQI for validation at this time. The documentation is returned to the Programme Champion(s) and their programme team for reworking based on specific weaknesses outlined in the Self Evaluation Report.

At the end of **the pre-validation check** the following documents should be finalised:

- A detailed description of the programme, its context, its educational objectives and its target learners and their characteristics, as per QQI's Programme Validation Manual for Programmes of HET and Apprenticeships (FET and HET) (Edition 3, 2018)
- Proposed Programme Schedule as per QQI's Programme Validation Manual for Programmes of HET and Apprenticeships (FET and HET) (Edition 3, 2018)
- The programme assessment strategy and module assessment strategies (see QQI's Assessment and Standards document)
- A Self Evaluation Report of the proposed programme against the applicable validation criteria. The basic criteria for validation are set out in section 3 of QQI's Core Validation Policy and Criteria.
- Detailed samples of materials as outlined in 3.13.5.1.

3.14.5.4 Step 1: Submission of completed application to QQI

The application for validation is uploaded to QHub, QQI's provider engagement platform, by the Programme Development Team. The full application must include:

- Providers Programme Document and all supporting documentation (e.g. Module Descriptor booklet, Sample Assessment Handbook, Staff CVs, Programme / Learner handbooks, Major Project / Dissertation Handbook)
- Self-Evaluation Report
- Confirmation of Protection of Enrolled Learner (PEL) arrangements, as required
- Fee Cover Note
- Letter of Application

3.14.5.5 Step 2: Independent Expert Review Panel Selection

QQI appoint a Panel of expert assessors. The Programme Development Team are responsible for liaising with QQI with regard to the logistics of the Panel site visit or virtual event conducted via MS Teams.

3.14.5.6 Step 3: External Assessment

The Programme Development Team make practical arrangements for the site visit of the QQI-appointed Expert Panel, as necessary. QQI manage all other aspects of the visit.

3.14.5.7 Step 4: Draft Expert Panel Report

Following the site visit the Expert Panel agree a draft Independent Evaluation Report (IER) of its findings, conclusions, pre-requisites for validation, conditions, and recommendations. The Panel must submit its IER to QQI within two weeks.

Within two weeks of receipt of the IER, QQI send a copy of the report to the college in order for the Programme Development Team to review the report for factual accuracy.

The Programme Development Team must complete a Factual Accuracy Report and return it to QQI.

3.14.5.8 Step 5: College Response

Once the IER is accepted as factually accurate, QQI sends the IER to the programme development team, who are invited to respond (in consultation with the programme champion(s)) in writing (within a specified time) on the IER's findings, conclusions, prerequisites for validation, conditions and recommendations.

The Programme Development Team considers the final Expert Panel report and prepares a response in consultation with the Programme Champion(s) (PER C – Response to Expert Panel's report). The response must:

- Demonstrate how the proposed programme has been modified to meet any prerequisites for validation.
- Explain how any special conditions have been met or will be met (in which case this should be addressed in the implementation plan referred to below).
- Provide an implementation plan to address the final Expert Panel report's recommendations and conditions with specific objectives, actions, times and target/success metrics.

Communication in respect of Step 5 occurs directly between the Programme Development team and QQI.

3.14.5.9 Step 6: Final Expert Panel Assessment

On receipt of the college's response, QQI circulate the response to the Panel members and request a Confirmation of Acceptance (PER D) from the Panel Chair. The

Confirmation of Acceptance is included as an addendum to the IER. It is also copied to the Programme Development Team.

3.14.5.10 Procedure Following Submission to QQI

- Once documentation has been submitted to QQI, the Programme Development Team must ensure that all procedures laid down by QQI are followed.
- Such procedures may require further work to fulfil certain conditions / recommendations laid down by the validating body. The Programme Development Team must ensure that any such work is carried out.
- Once a final response is received from QQI, the Programme Development Team report the outcome to the Academic and Professional Council (APC), which is recorded in their meeting minutes.
- Where a programme has been successfully validated, the Programme Development Team must ensure that all relevant departments are informed of any decisions. Such departments include:

    - Academic faculties/departments
    - Marketing Department
    - Global Engagement Department
    - Registration
    - Admissions
    - Accounts
    - Exams Office
    - Other Campuses
    - International Partners

- Once the programme is successfully validated, the Programme Development Team must formally write to and inform the Group Head of Marketing and Director of Global Engagement that the programme has been validated. At that point, the “Subject to QQI Validation” phrase can be removed from documentation.

Regardless of the outcome of the validation process, the Programme Development Team Chair a post-validation internal meeting to review the validation event and to record any key points that may be relevant to future validation meetings. A record of this meeting must be retained by the Quality Assurance and Enhancement Department (QAED) for reference.

3.14.6 Record Maintenance

- All records relating to the process must be maintained by the Quality Assurance and Enhancement Department.
- For each successful validation, once a Certificate of Validation is issued by QQI the Programme Development Team in consultation with the Programme Champion(s) must check the Certificate of Validation to ensure the

information contained in it is correct and consistent with the programme document.

- The Certificate of Validation must be maintained by the Department of College Administration.

3.15 Programme Modification Procedure

3.15.1 Objective

- To ensure that proposed modifications to programmes are agreed and implemented in accordance with internal and external regulations.

3.15.2 Scope

This document relates to the extensive, significant and minor modifications to programmes resulting from consultative processes. It describes the processes and procedures on the how significant and minor changes are made. This procedure may be varied under the terms of an institutional agreement where a programme of study is delivered as a collaborative initiative with a partner institution.

3.15.3 Responsibilities

Programme Director

- Becomes familiar with the relevant QAE documentation
- Submits the completed QAE Appendix 8 (Significant Modification) or Appendix 9 (Minor Modification) Pro Forma to QAES
- Ensures all approved significant and minor changes are reflected in the programme documentation and circulated to all concerned parties within the faculty

Director of Academic Programmes

- Chairs of QAES
- Approves minor and significant changes to programmes
- Makes recommendations to APC of decisions to approve minor and significant changes

Head Librarian

- Acts as Secretary to the QAES
- Receives Modification Pro-Forma Documentation from the Programme Director
- Sits on QAES

Quality Assurance and Enhancement Sub-Committee

- Identifies the nature of the change as extensive, significant or minor
- Evaluates Programme Modification Proposals on their Merits
- Informs the Programme Director of the decision of the sub-committee
- Makes recommendations for approval of programme modifications to APC

- Communicates changes to the relevant college departments external to the proposer's faculty, as appropriate
- Communicates the relevant details of significant changes to the accrediting body

Academic and Professional Council

- Approves Programme Modifications

Validating Body

- Issues Confirmation of the receipt and acceptance of changes

3.15.4 Principles of Programme Modification

- Modifications to a College programme are subject to approval prior to implementation. The purpose of approval is to ensure that changes are maintained, and where possible improve, the standard of the programme and that the definitive record of each programme is kept up to date.
- Modifications to programmes must not be applied retrospectively and are normally implemented at the beginning of the semester/academic session following their approval.
- Modifications must not conflict with any recommendation or comments made by a Panel at the validation of the programme, nor with the college's policies or regulations.
- Where a programme is jointly taught with another programme or in some way contributes to another programme, the implications for that other programme must be taken into consideration.
- Where a modification is proposed to arrangements for the progression or assessment of learners who are currently enrolled on the programme, there must be consultation with those learners who are directly affected by the proposed change. As part of the programme modification approval process a decision is made as to the level of consultation appropriate
- The Programme Director must ensure that all approved modifications to programmes are communicated to all concerned parties within their faculty.
- The Quality Assurance and Enhancement Department (QAED) must ensure that all approved modifications are communicated to the relevant college department external to the proposer's faculty, as appropriate.

3.15.5 Categorisation of Modifications to Programmes

Modifications to programmes are categorised as extensive, significant or minor and are subject to the corresponding approval process. The following proposed changes constitute an ***extensive*** programme modification. An extensive change is dealt with at programmatic review but is described here for the purposes of completeness. What constitutes an extensive change is a matter for expert judgement, but the following examples may guide users of the document to ascertain whether their proposed

change(s) require(s) programmatic review. Further guidance is available in the Appendices.

- Undermining anything which was essential to support the original validation decision would be judged to be an 'extensive change'.
- Elimination of any core intended programme learning outcomes.
- A change in the prerequisite learning requirements for a given programme may require an extensive change to the programme.
- Examples of extensive changes may include:

    - Changes to the programme title
    - Changes to the programme that fundamentally changes the nature of the award
    - New entry requirements
    - The addition or removal of embedded awards
    - Fundamental changes to programme learning outcomes – this could be affected by changes to profound module learning outcomes
    - Addition or deletion of mandatory modules
    - Changes to module credit weightings.

The following proposed changes constitute a ***significant*** programme modification

- Changes to the approved programme schedule including:
- Addition or deletion of elective modules
- Changes to assessment strategies/weightings
- Changes to module title
- Changes to transient modules learning outcomes

Any modification, not defined above, normally constitutes a ***minor*** modification including:

- Booklist updates
- Indicative module content updates
- Changes in teaching strategies

3.15.6 The Approval Process

Modifications to programmes are linked to all other quality mechanisms such as: External Examiner reports, feedback from programme committees, module reports, learner feedback through representatives, analysis of learner statistics, and the annual programme report.

- Any programme modification proposal must present a rationale supported by evidence derived from these sources.
- The nature and extent of a change, defined as minor, significant or extensive must be determined by the expert opinion of the Quality Assurance and Enhancement Sub-committee (QAES) with cognisance to the categorisations

set out above and the guidance provided in Minor Programme Modification form.

- QAES also evaluate the proposal on its merits.

3.15.7 The Approval Procedure

- The proposer of the modification (normally the Programme Director) submits the relevant completed form to the Secretary of QAES (Head Librarian) who circulates the modification proposal to the sub-committee members within 5 working days of its receipt.
- QAES normally convenes within 10 working days of receipt of QAEM Appendix 8: Significant Programme Modification Form.
- QAES evaluates the modification proposal on whether it is sound in respect of its rationale, evidence presented and completeness of documentation, and also on whether the modification proposal constitutes a minor, significant or extensive change.
- In cases where the QAES is not satisfied with the quality of the proposal the programme director is asked to resubmit or withdraw their proposal.
- In cases where QAES is satisfied with the quality of the proposal, a recommendation on the categorisation as minor, significant or extensive is given.
- In cases where the proposal is evaluated as a minor change, a recommendation for approval is made to APC and the documentation, including QAEM Appendix 9 Minor Modification Form, is approved by the Chair of the Sub-committee (normally the Director of Academic Programmes). Proposers of modifications are reminded that all minor changes must be reflected in the Annual Programme Report.
- In cases where the proposal is evaluated as a significant change the same process as described for a minor change applies. In addition to this, a letter is sent to the accreditation body (normally QQI) informing them of the change. The letter will include:
    - The Programme Title
    - The Current Approved Programme Schedules
    - The Proposed Approved Programme Schedules
    - Any other relevant documentation
- The letter is sent by QAES within 5 working days of formal APC approval of the programme modification.
- Once confirmation on the adoption of modifications is received from the accreditation body, the modifications can be formally adopted, normally in advance of the upcoming academic year.
- In cases where the proposal is evaluated as an extensive change the Programme Director will be advised to consult QAE Document 3.11 Programmatic Review Procedure.
- In cases of both minor and significant changes, the Programme Director is responsible for ensuring that all programme documentation (including the definitive programme document) reflects any agreed modifications.

- The Programme Director is responsible for ensuring that a copy of all modified programme documents is made available (as relevant) to learners and faculty staff. QAES inform all college departments such as Admissions, Marketing, Registration, Examinations, where appropriate.

3.15.8 Timings in relation to Programme Modification

- Submission of programme modification proposals must be made no later than the 3rd week of June to be included in the next academic year.
- During term, QAES convenes within 10 days of receipt of the modification proposal.
- The QAES recommendation must be communicated to the Programme Director no more than two working days after the sub-committee meeting.
- Where QAES deems the modification to be extensive the change is carried forward to the next programmatic review.
- QAES must ensure that any recommendation for approval is included on the agenda at the subsequent APC meeting, normally held on the first Friday of every month.
- The accreditation body (normally QQI) are informed of the modification within five working days of APC approval.
- Modifications to the relevant documentation are to be implemented on receipt of confirmation they have been accepted by the accrediting body, (normally QQI) in advance of the next academic year.
- All communications to relevant parties must take place in advance of the next academic year.

3.16 Protection of Enrolled Learners (PEL) Policy and Procedures

Griffith College is subject to section 65(1) of the Qualifications and Quality Assurance (Education and Training) Act 2012, which ensures all enrolled learners can complete their enrolled programme or are refunded their fees. The Act stipulates that the college should put arrangements in place for the protection of enrolled learners (PEL) on programmes of three-months' duration, or more, where moneys have been paid by, or on behalf of the learner, to the provider for a programme of education and training. To support providers to meet their statutory requirement QQI has established QQI Policy for Protection of Enrolled Learners.

Typical examples of incidences for PEL activation are:

- A provider ceases trading while learners are enrolled on programmes
- A provider ceases offering a specific programme while learners are enrolled on the programme
- QQI withdraws validation of the programme while learners are enrolled

3.16.1 Objectives

- To ensure that the college has learner protection arrangements in place for enrolled learners on all QQI-validated programme, in accordance with the Qualifications and Quality Assurance (Education and Training) Act 2012, i.e. that all learners enrolled on QQI accredited programmes have an opportunity to complete a programme leading to an award, or are refunded the moneys most recently paid if the programme ends before they complete
- To ensure that all learners enrolled on QQI accredited are provided with adequate and accurate information about the programme that they wish to undertake, and about the protection in place for them in event that the programme ceases prior to their completion.

3.16.2 Scope

All learners enrolled on QQI accredited programmes, of three or more months' duration, who have registered for a programme and paid fees, including those who have paid a deposit for a programme.

3.16.3 Responsibility

- Head of QAE
- College President
- Financial Controller
- The Board of Directors
- the Higher Education College's Association (HECA)
- QQI

3.16.4 Procedure to establish PEL

The college has established PEL arrangements through membership of the Higher Education College's Association (HECA) PEL Scheme.

For each new programme developed by the college, of minimum three months' duration, the college establishes PEL arrangements with at least two other providers, to facilitate learners to transfer to a similar course provided by (at least one of) the other providers, or that their existing course will be transferred to one of the other providers and 'run-out' by that provider. Arrangements which facilitate learners to complete their studies, is the preferred PEL option and approach for the college when establishing PEL, as this accommodation is in the best interests of the learner.

When the proposed programme is being drafted, the Head of QAE contacts two PEL providers/HECA member colleges to request the establishment of PEL arrangements.

The PEL providers/HECA member provides PEL arrangement confirmation in the form of a template letter (the format of which has been agreed with HECA and QQI).

Written confirmation that the PEL arrangement is adequate and meet legal requirements is uploaded to QQI's QHub with the programme documentation at the time of validation conformation.

The college also has PEL arrangements in place for its English language learners via its membership of the organisation ELE Ireland (English Language Education) and in accordance with the Arrangements to Apply to English Language Programmes, implemented by the Department of Justice and Equality and the Irish Naturalisation and Immigration Services (INIS), in association with the Department of Further and Higher Education, Research, Innovation and Science (DFHERIS).

The details of the college' arrangements for PEL, and that they are in place in accordance with Section 65(4) of the 2012 Act, are made available to prospective learners on the college's website.

3.16.5 Procedures for PEL arrangements activation

i. In the event that PEL arrangements need to be activated, the college ensures that QQI, the HECA PEL Scheme administration, and named alternate providers, can readily access learner records, and that learners are aware of this at the point of registration.
ii. The College President, or nominee, informs QQI and the alternate providers that there is a need to activate the PEL arrangements and will discuss and agree a suitable timeframe for the transfer of data and learners to the respective alternate providers.

iii. The college agrees a timeframe for the transfer of learner and programme information, data and records to the respective alternate providers, with QQI and the alternate providers.
iv. Full details of specific individual programmes, the location and access credentials of all records that the college are obliged to make available in the event of PEL being activated are documented in the college's PEL Action Plan which is retained by the college, the HECA PEL Oversight Committee and the respective bonding partners.

3.16.6 Review/oversight of the college's PEL arrangements

The HECA PEL Oversight Committee is an independent body established to monitor ongoing compliance of members of the HECA PEL Scheme with PEL requirements specified as part of the scheme. The college reports on PEL arrangements to this committee as follows:

i. Quarterly, to indicate ongoing arrangements, and those which have changed since the last report.
ii. Annually, to confirm the financial stability of the college as a PEL underwriting partner providers (annual accounts and auditor confirmation of the college being of good financial standing).
iii. The HECA PEL Scheme is approved by QQI as an appropriate arrangement for learner protection, in accordance with the 2012 Act. The college normally reports on its PEL arrangements to QQI as part of its annual programme enrolment data/returns.

Section D: Staff Recruitment, Management and Development

Introduction

Griffith College has a strong commitment to best practice in the recruitment, management and development of its staff - both academic and non-academic.

Griffith College is committed to supporting equality, diversity and inclusion (EDI) for all staff and learners in every area of their campus experience. We value equality, diversity and inclusion in all aspects of the College's activities, and across each of its constituent campuses, as a significant contribution to good governance, providing a positive learner and staff experience for all.

Effective and efficient management of all staff is also a key priority for the College, and this encompasses several key parts such as: the operational aspects of the employee lifecycle, compliant and fair HR policies and processes, and a strong commitment and focus for wellbeing, mental health and EDI.

The College is thus keen to support staff development initiatives as appropriate and beneficial to the individual and the College as a whole. Staff development initiatives grow and develop in response to needs identified through review and monitoring processes such as programme reviews, faculty reviews, department reviews, performance reviews, etc. and less formal discussion and consultation which takes place on an ongoing basis throughout the year.

Staff Recruitment and Selection

Griffith College is dedicated to fostering a recruitment and selection process that is transparent, fair, and in alignment with the highest standards of professionalism and integrity. Our policy is to ensure that the best candidates are appointed for all positions, adhering to all relevant equality, freedom of information, and employment legislation currently in force.

We have established a robust process for the approval, posting, and end-to-end recruitment of staff. To enhance our recruitment efforts, a digital platform is used in most cases to streamline hiring processes, leverage technology effectively, and significantly improve the candidate experience. While currently limited to full-time academic and all non-academic roles, its use will be expanded across the college in the future.

All hiring managers have received training on effective recruitment skills, ensuring that our approach not only attracts top talent but also upholds the values and standards of Griffith College throughout the selection process. The College applies detailed procedures in recruiting staff, thereby reinforcing our commitment to ethical engagement and the ongoing success of our academic community.

4.1 Full-Time Academic and all Non-Academic Staff Selection and Appointment Procedure

4.1.1 Introduction

Griffith College ensures that, as a result of the consistent application of its selection and appointment procedures, the best candidate for full-time academic and all non-academic staff positions is appointed. The College recruitment procedures are compliant with equality, freedom of information and other relevant employment legislation currently in force.

4.1.2 Objectives

- To outline the selection and appointment procedure for full-time academic and all non-academic staff
- To detail the additional processes, which take, place in the selection and appointment of full-time faculty staff with lecturing responsibilities.

4.1.3 Scope

- This procedure applies to the selection and appointment of full-time academic and all non-academic staff.

4.1.4 Responsibilities

HR Department

- Discusses staffing requirement with hiring manager.
- Ensures a Staff Requisition Form (QAEM Appendix 22) is accurately filled out, with the Hiring Manager, and submits the form for approval for recruiting the role from the Management Board.
- Works with the hiring manager to finalise the job description content and format of the hiring process.
- Advertises vacancy internally and externally, as appropriate, through the College's BambooHR application.
- Short-lists candidates, in conjunction with hiring manager, and carries out telephone screening activities.
- Contacts short-listed candidates with details of first interview process.
- Supports the hiring manager to generate appropriate interview questions for all stages of the hiring process, and keeps detailed notes from each interview.
- Acts as member of interview panel for first interview.
- Assists the second and any subsequent interview process, coordinating with the hiring manager and the candidates.
- Provides feedback to successful and unsuccessful candidates.
- Contact the successful candidate to inform that any offer of employment that has been or will be made is strictly subject to satisfactory references being obtained.

- Checks candidate references in advance of confirming the appointment (QAEM Appendix 23).
- Upon successful completion of reference checks, prepares contracts for new hires and, once approved by the HR Director, issues them through BambooHR.
- Completes the onboarding process with the new appointee, through an orientation session and via BambooHR, including supporting documentation such as completion of payroll form, pension enrolment details, where applicable, IT access form, and social club application.
- Retains all documentation relating to the selection and appointment process, in accordance with the College's Record Management Policy.

Hiring Manager

- Discusses staffing requirement with the HR Department and completes the Staff Requisition Form to request approval (through the Management Board) to fill the vacancy.
- Develops the job specification, using the College template, with the support of the HR Department, if/as required.
- Provides feedback on shortlisted candidates at each stage of the recruitment process.
- Acts as member of interview panel for first and subsequent interviews.

Management Board

- Reviews Staff Requisition Form, which is provided by the HR Manager no later than the day before the next MB meeting (usually, weekly), and makes a decision on budget approval for the role.
- Communicates its decision to the HR Department so that hiring can commence (in the case of approval) or be deferred (where approval is not provided, or further information is required).

4.1.5 Requesting a Replacement/Additional Appointment

- Each head of faculty/department is responsible for operating within the approved staff level for their functional area, and to determining when there is a need to fill a vacancy (or seek approval for an additional appointment) for their function.
- The filling of all vacancies must be agreed, in advance of its advertisement, by submitting a Staff Requisition Form to HR for presentation to the College's Management Board.
- When a vacancy arises for an existing approved post, or when a need is identified for an additional appointment, the relevant head of faculty/department [hiring manager] reviews this requirement with the appropriate Director (or line manager). Once the need for the replacement/additional post is confirmed by the relevant Director (or the Line Manager), a Staff Requisition Form (as per Appendix 22) is sent to HR for

presentation to the next management board meeting (usually, no later than 4pm on Tuesday afternoon).

- In consultation with the hiring manager, the HR Department may present the request to the meeting of Management Board, may defer the request to a future Management Board meeting, or may query, evaluate, modify the request as appropriate.
- In considering approval to recruit a new/replacement staff member the Management Board meeting considers the position and ensures that relevant budget is available.
- Once MB approval is received, the HR Department is requested to commence the recruitment process. All recruitment is co-ordinated through the HR Department.

4.1.6 Job Posting and Advertising

- All job advertisements (both internal and external) are co-ordinated by the HR Department.
- Recruitment advertisements are posted on BambooHR and an internal email sent to 'all users' across Griffith College (Dublin, Cork and Limerick). Where a position may also be filled externally, this internal email invites staff to identify individual(s) who might be interested in the role being filled.
- When considering external promotion of a vacancy, the HR Department posts it on the Careers Service section of the College website, and considers the best jobs boards to use to ensure that the College identifies suitable candidates from which to select.
- The Careers Service section of the College website is updated by the HR Department within one week of the post being filled.

4.1.7 Selection Process

- After a period of advertisement, the HR Department shortlists a number of applications, having regard to the job specification and selection criteria which is agreed with the hiring manager. This involves reviewing the applications and selecting those who will be considered for next steps.
- The HR Department is responsible for contacting the approved candidates to provide initial information on the position and to conducting initial screening over the telephone. Applicants who are unsuccessful at this stage are notified as soon as possible by the HR Department.
- The first interview stage includes all candidates who successfully complete the telephone screening process as determined by the HR Department and the hiring manager. This interview may be conducted online or in-person, and includes the selected candidates, a member of the HR Department, and the hiring manager.
- Candidates who are successful in their first interview, particularly where it has been conducted online, is normally offered a second stage in person interview with a member of the HR Department and the hiring manager, or

any other appropriate panel member who may appropriately inform the selection process.

- Additional testing directly related to the role may be required for specific roles and measured against appropriate and objective requirements, included in the selection criteria. For example, candidates who apply for teaching positions at the College, and who are approved in the online first interview, are requested to complete a 'mock lecture' as part of the selection process. Guidelines on the 'mock lecture' and how it's evaluated is provided to the candidate, by the HR Department, in advance of its occurrence.
- When the selection process is complete the interview panel decides which successful candidate will be offered the position, subject to satisfactory reference checks. When there is no successful candidate identified, the selection process is recommenced.
- Candidates who are not successful at interview are advised in writing as soon as possible by the HR Department, usually not earlier than acceptance by the successful candidate of an offer of the post. This staggered process allows for the appointment to the next most suitable candidate to be made should the initial preferred candidate decline the offer.

4.1.8 Competition Files

In respect of each competition the HR Department retains the following records for a minimum of 12 months in accordance with the College's GDPR, record retention schedule, and other legal obligations:

- job description
- phone screening form
- interview questions and notes

The deletion or disposal of the records is monitored periodically, and any hard copy records that are older than 12 months may be destroyed by shredding, in accordance with the College's procedures.

4.1.9 Reference Check

Reference checking is an important part of the College staff pre-appointment process as it helps validate information already received from the candidate, gives an insight into their previous performance, and provides indication of possible suitability and future potential.

i. A HR staff member contacts the successful candidate to inform them of their success in the selection process, and that any offer of employment is made strictly subject to satisfactory references being obtained.
ii. The HR staff member requests the candidate's permission to contact their referees, and does so once the candidate gives permission
iii. It is the College's policy that a minimum of two satisfactory references (as determined by the College at its discretion) are obtained. These references are required to be completed on a Griffith College reference form by the

referee or, alternatively, as determined by the College at its discretion, a detailed record of a phone reference stating the name of the referee and the name of the HR Representative who carried out the phone reference conversation.

iv. All references are placed in the employee's file which is held in the HR Department.

4.1.10 Offers of Employment

On receipt of two satisfactory references, a copy of a government ID and visa (where applicable) to confirm eligibility to work in Ireland., the successful candidate is informed that they have been successful by the HR Department and are offered the position in writing.

4.1.11 Work Permits

Employment with the College is strictly subject to the relevant person being permitted to work in Ireland[4] and being permitted to fulfil all of the duties of the position being offered to them (including the applicable hours of work per week).

4 In general, non-EEA nationals must have a permit or visa (as applicable) to work in Ireland. Generally, EEA, UK and Swiss nationals do not need an employment permit or visa (as applicable). The EEA (European Economic Area) consists of the EU member states together with Norway, Iceland and Liechtenstein.

4.2 Part-Time Academic Staff Selection and Appointment Procedure

4.2.1 Introduction

Griffith College ensures that, as a result of the consistent application of its selection and appointment procedures, the best candidate for part-time academic staff positions is appointed. The College recruitment procedures are compliant with equality, freedom of information and other relevant employment legislation currently in force. Part time lecturing roles are managed within the faculty, with support provided by HR on request.

4.2.2 Objectives

- To outline the selection and appointment procedure for part-time academic staff
- To detail the additional processes, which take, place in the selection and appointment of part-time faculty staff with lecturing responsibilities.

4.2.3 Scope

This procedure applies to the selection and appointment of part-time academic staff.

4.2.4 Responsibilities

HR Department (when/as requested by the Hiring manager)

- Discusses staffing requirement with hiring manager.
- Works with the hiring manager to finalise the job description content and format of the hiring process.
- Advertises vacancy internally and externally, as appropriate, through the College's BambooHR application and on appropriate external sites.
- Supports the hiring manager to generate appropriate interview questions for all stages of the hiring process, and keeps detailed notes from each interview.
- Acts as member of interview panel.

Hiring Manager

- Develops the job specification, using the College template, with the support of the HR Department, if/as required.
- Advertises vacancy internally and externally, as appropriate.
- Short-lists candidates and carries out telephone screening activities, as required.
- Contacts short-listed candidates with details of first interview process.
- Conducts the interview and assesses the 'mock' lecture.

- Contacts successful and unsuccessful candidates to communicate outcome.
- Checks candidate references in advance of confirming the appointment.
- Creates contracts for new hires / issues them.
- Completes the onboarding process with the new appointee, through BambooHR, including supporting documentation such as completion of payroll form, IT access form, and social club application.
- Retains all documentation relating to the selection and appointment process, in accordance with the College's record management policy.

4.2.5 Requesting a Replacement/Additional Appointment

- Each head of faculty/programme director is responsible for operating within the approved staff level for their functional area/programme offering, and to determining when there is a need to fill a part-time lecturer vacancy.
- When the filling of a part-time lecturer vacancies is identified, the recruitment process is co-ordinated through the hiring manager, supported by the HR Department, if/as required.
- The hiring manager typically canvasses existing academic staff to see if they have anyone whom they wish to recommend for consideration for the role, in advance of its advertisement.

4.2.6 Job Posting and Advertising

- When considering external promotion of a vacancy, the faculty considers the best jobs boards to use (usually LinkedIn) to ensure that the College identifies suitable candidates from which to select.
- Applicants are requested to contact the hiring manager directly.
- The Careers Service section of the College website, when used, is updated within one week of the post being filled.

4.2.7 Selection Process

i. After a period of advertisement, the hiring manager shortlists a number of applications, having regard to the job specification and selection criteria. This involves reviewing the applications and selecting those who will be considered for next steps. The HR Department supports this process, if requested.

ii. The hiring manager is responsible for contacting the approved candidates to provide initial information on the position and conducting initial screening over the telephone. Applicants who are unsuccessful at this stage are notified as soon as possible of that decision.

iii. The first interview stage includes all candidates who successfully complete the telephone screening process as determined by the hiring manager. Candidates are requested to complete a 'mock lecture' as part of the

interview process. Guidelines on the 'mock lecture' and how it's evaluated is provided to the candidate in advance, by the hiring manager.

iv. During the interview the candidate's availability - days/evenings/times – is also discussed to ensure availability of the applicant to support the part time role.

v. When the selection process is complete the hiring manager decides which successful candidate to offer the position to, subject to satisfactory reference checks.

vi. When there is no successful candidate identified, the selection process is recommenced.

vii. Candidates who are not successful at interview are advised in writing as soon as possible by the hiring manager.

4.2.8 Competition Files

In respect of each competition the hiring manager is required to retain the following records for a minimum of 12 months in accordance with the College's GDPR, record retention schedule, and other legal obligations:

- job description
- phone screening form
- interview questions and notes

The deletion or disposal of the records is monitored periodically, and any hard copy records that are older than 12 months may be destroyed by shredding, in accordance with the College's procedures.

4.2.9 Reference Check(s)

i. Reference checking is an important part of the College staff pre-appointment process as it helps validate information already received from the candidate, gives an insight into their previous performance, and provides indication of possible suitability and future potential.

ii. The hiring manager contacts the successful candidate to inform them of their success in the selection process, and that any offer of employment is made strictly subject to satisfactory references being obtained.

iii. The hiring manager requests the candidate's permission to contact their referees, and does so once the candidate gives permission

iv. It is the College's policy that a minimum of two satisfactory references (as determined by the College at its discretion) are obtained.

4.2.10 Offers of Employment

On receipt of two satisfactory references, and confirmation of their holding of a work permit, where applicable, the successful candidate is informed that they have been successful by the hiring manager and are issued with a contract and a payment schedule for the forthcoming semester.

4.2.11 Work Permits

Employment with the College is strictly subject to the relevant person being permitted to work in Ireland[5] and being permitted to fulfil all of the duties of the position being offered to them (including the applicable hours of work per week).

5 In general, non-EEA nationals must have a permit or visa (as applicable) to work in Ireland. Generally, EEA, UK and Swiss nationals do not need an employment permit or visa (as applicable). The EEA (European Economic Area) consists of the EU member states together with Norway, Iceland and Liechtenstein.

4.3 Lecturer Onboarding Policy

4.3.1 Introduction

New lecturer onboarding is the process of integrating new teaching staff into the College. It serves to familiarise new lecturers with the College's mission, culture, policies, benefits, introductions, their specific job roles and expectations attached, and any new technology and tools they'll be using.

This process at Griffith College is typically conducted by the College's Teaching and Learning Department/ELDG, the relevant faculty staff/programme director, and any other College staff who may enhance the information provision, and support the new employees to feel welcome, informed, and prepared for their new roles.

4.3.2 Objectives

- To support and induct new lecturers into the policy and practices of the College and their faculty
- Engage new lecturers and provide them with the information necessary and identify the expectations for them to be successful as lecturers.
- Provide information about the supports and training available for lecturers.
- Provide answers to any questions or concerns new lecturers may have as they integrate into their new position.
- Provides an opportunity for new staff to meet people, socialise, and to start building relationships.
- To identify the minimum components of induction for all lecturers delivering academic programmes.
- To contribute to an overall positive onboarding experience, that helps new lecturers get up to speed quicker, and support staff retention.

4.3.3 Scope

This policy refers to the provision of on boarding for all new lecturers. Aspects of this policy have been highlighted as appropriate for the induction of existing lecturers new to an academic programme.

This policy may be varied under the terms of an Institutional Agreement where a programme of study is delivered as a collaborative initiative with a partner institution.

4.3.4 Responsibilities

Programme Directors

- Delivers the academic components of induction, in conjunction with the Faculty of Teaching and Learning and ELDG.

Faculty of Teaching and Learning (and ELDG)

- Coordinates and provides supporting information and onboarding (initial session and ongoing)
- Updates the Lecturer Handbook at least annually
- Outline the supports available and make all information, training, news and events available on Inside Griffith.

HR Department

- Provides any updates to ELDG/Teaching and Learning and PDs to support lecturer induction and ongoing orientation.

QAE Department

- Provides any updates to ELDG/Teaching and Learning and PDs to support lecturer induction and ongoing orientation.

4.3.5 The Purpose of Onboarding

Induction for an incoming lecturer is designed to provide:

i. necessary information about the College, campus, faculty (members, facilities, accommodation, regulations etc.)
ii. an understanding of the programme and related module learning outcomes, teaching methodology and assessment strategy
iii. an overview of and training in the teaching and learning facilities available to lecturers
iv. an overview of and training in the use of various presentation tools
v. an understanding of the Faculty/College expectations of lecturers in respect of their role (behaviour, preparation, presentation etc.)
vi. an introduction to and support interaction with other staff members.

4.3.6 Communication of Onboarding Arrangements

The faculty notify ELDG/Teaching and Learning of all new lecturers each semester. ELDG/Teaching and Learning will invite all lecturers (existing and new) to the Lecturer Onboarding sessions which are held in advance of the semester commencement date. Typically, the induction session is repeated multiple times to facilitate part time lecturers' schedules (e.g. evening session, mid-day session, weekend session).

4.3.7 Presentation of Induction

Lecturer on boarding activities normally commence prior to the commencement of a programme, and are supported with ongoing training throughout the academic year.

Lecturers are also provided with extensive supports via the College's intranet, for ongoing training and professional development opportunities.
Some of the elements detailed in section 4.5.4 are communicated to the lecturer in one-to-one meetings as opposed to during the formal lecturer on boarding session.

4.3.8 Minimum Components of On Boarding

In order to successfully achieve the purposes of induction, the following must constitute the minimum content components of a lecturer's induction programme

The items identified with an asterisk (*) constitute the minimum content components of an onboarding programme provided for an existing lecturer new to an academic programme:

Orientation to the College

Welcome on behalf of the College and faculty*
Introduction to key members of faculty and College staff*
Identification of key locations/campus map
Introduction to and information about central services and facilities, including the library and computing services
Academic support available to lecturers
Overview of Lecturer Handbook/Quality Assurance and Enhancement (QAE) Manual*
Health and Safety

Academic

Academic Calendar/programme timetables*
Faculty guidelines
Programme structure*
Aims and programme learning outcomes*
Teaching methods*
Assessment methods and assessment criteria*
AI challenges and opportunities*
Reading lists and guidance on recommending texts*
Faculty conventions for referencing and bibliographies/Plagiarism*
Guidelines on learning requirements of international learners
Identification of key programme teaching and learning resources

Training

Utilising presentation tools
Utilising library databases and intranets
AI challenges and opportunities
Ongoing training provision

4.3.9 Orientation of Part-time Lecturers

i. The hiring manager liaises directly with IT to request a College email, password, etc. for the new lecturer, and indicates which group emails to add the individual to.

ii. The part-time lecturer is provided with the *College Lecturer Handbook* and *Faculty Handbook*, and the hiring manager also provides an overview of how the faculty/programme operates, study modes, etc.
iii. The hiring manager advises the new lecturer of the various roles which support academic programmes within the College, for example, programme directors, year heads, faculty administrators, etc.
iv. The new lecturer is also advised of the supports provided across the college such as HR Department, IT Support, Digital Learning Department (DLD), Teaching and Learning, etc. and shown where to access relevant information on Inside Griffith.
v. Once the part-time lecturer is allocated module(s) for delivery they are given access to the relevant Moodle pages for these modules, and also receive the module descriptors, sample assessment material, etc.
vi. The new lecturer is introduced to the relevant Year Head (if applicable), and if a module is being delivered by different lecturers - the new lecturer also be introduced to the designated Module Leader.
vii. Lecturers provide feedback at the end of the semester on the Modules delivered.

Ongoing Staff Management, Performance Review and Staff Development

4.3.10 Introduction

At Griffith College, effective and efficient management of all staff is a key priority that encompasses both staff development and performance management. The College is committed to fostering an environment that promotes the operational aspects of the employee lifecycle, and compliant and fair HR policies, with a strong focus on wellbeing, mental health, and equality, diversity, and inclusion (EDI).

By maintaining high standards of integrity and ethical engagement, Griffith College is dedicated to creating a positive and inclusive environment for all staff and learners, reinforcing the College's commitment to their wellbeing and staff professional development. This is supported by the College's engagement with initiatives such as the See Change mental health programme, a staff Employee Assistance Programme (EAP), discounted health insurance and a commitment to achieving Athena Swan Bronze accreditation.

Performance management is a vital component of the College's staff management strategy, designed to support staff to achieve positive, goal-oriented outcomes. The performance management process is designed to foster a culture of accountability and enhancement, recognising the contributions of each employee, while also identifying areas for development. The performance review process facilitates constructive dialogue between employees and line managers, focusing on job performance and recognising development opportunities. By conducting performance review evaluation and meetings quarterly for full-time academic and all non-academic staff, the College ensures timely feedback and goal setting, which is beneficial for both the individual and the College. The College seeks to communicate the aims and objectives of the performance management processes clearly to all stakeholders and to support them with ongoing feedback throughout the year.

Part-time academic staff performance management is informed by learners' feedback, provided via semesterised surveys, on the delivery of modules by the lecturer. The lecturer meets with the head of faculty/programme manager to discuss this feedback and to listen to any feedback the lecturer provides.

Staff development is integral to the College achieving its vision and mission, through supporting individual growth and enhancement that benefits both the employee and the College. To this end, the College provides resources (including funding) for continuous professional development (CPD), encouraging staff to undertake self-evaluation and to engage in training that enhances their skills and knowledge relevant to their roles, and their personal and professional career development.

As well as role-specific training, the HR Department also organises both in-person and online supportive training, on an annual basis on topics such as mental health wellbeing and dignity and respect at work. These courses are essential skills for the development of our employee and management populations.

4.4 **Principles** of Performance Review and Staff Development

4.4.1 Objective

To outline the principles upon which the College's performance review and staff development processes are based.

4.4.2 Scope

These principles apply to the performance review and ongoing development of all College employees. The College's Performance Review process is described in the College's *Performance Management Policy and Procedure* document. The College's staff development process is described in the College's *Professional Development Support Policy.*

4.4.3 Principles of Performance Review and Staff Development

The College's Performance Review process, as described in the *Performance Management Policy and Procedure* document applies the following principles – performance review at Griffith College…

- is designed to achieve a positive, goal-oriented and productive outcome.
- principal aims and objectives are clearly communicated to all employees in a timely manner.
- encourages an exchange of views and ideas that result in constructive plans that support future performance.
- aims to recognise and support individual development opportunities.
- is normally carried out for the individual employees by their line manager, focussing on reviewing the performance of the job itself and the performance of the individual.
- is applied consistently and equitably.
- takes place with a level of frequency that is beneficial to the individual and the organisation – normally on a quarterly basis, for most full-time academic and all non-academic staff. This allows for frequent feedback, goal setting and review of performance, with timely feedback which benefits both the employee and the College.
- avoids cumbersome and administratively heavy structures.
- encourages employees to undertake self-evaluation.
- requires both the manager and individual employees to undertake suitable preparation prior to meeting.
- takes place in a suitable environment.
- is normally retrospective and prospective.
- is supported by ongoing feedback throughout the year.
- requires managers and individual employees to endeavour to ensure that action agreed during a performance review is carried out.
- requires suitable resources to be made available to support staff development needs.

- requires that any concerns identified with the performance of an employee are addressed in accordance with the processes laid out in the *Performance Management Policy and Procedure* document.

The College's staff development process, as outlined in the *Professional Development Support Policy* applies the following principles –staff development at Griffith College…

- aims to support the ongoing professional development of the College's staff by facilitating their attainment of knowledge, skills and competences relevant to their roles and also their personal and professional career development.
- applies to permanent staff (both full-time and part-time) who have successfully completed their probationary period with the College.
- encourages staff engagement in professional development by providing financial supports for staff (who complete the associated Professional Development Support Application Form and submit it to the HR Department, via their line manager).
- requires the staff member to submit the completed Professional Development Support Application Form well in advance of the proposed start date of the relevant training, conference or membership payment deadlines (typically, no less than 30 days in advance).
- funding is decided by the Management Board on the basis of the needs of the department / college, the relevance of the professional development support to the staff member's role, the staff members personal and professional development, the staff member's general performance, and budgetary considerations.
- funding approval is normally communicated to the applicant staff member within 10 working days of the management board's decision.
- requires the staff member to sign a Professional Development Support - Agreement Form outlining the specific terms of the support provided by the college. (This form is countersigned by an authorising manager (e.g. HR / Line Manager / Management Board) on behalf of the college.
- funding support for a programme of three or four-year duration is approved for the entirety of the period – there is no need for the staff member to seek annual re-approval (via Management Board), subject to ongoing satisfactory performance.
- where annual recurring funding is involved, is subject to the staff member providing confirmation of completion of the programme (or programme stage) to the HR department to prompt the processing of programme funds.
- may be further supported through the provision of additional exam/study leave entitlements to support the staff members in their studies, completion of assessments, or sitting of examinations.
- funding must be fully/partially reimbursed to the College, where a staff member resigns, during or shortly after availing of such professional development support.

Staff Communication

Griffith College endeavours to have clear, effective and timely communication with all employees. Communications to staff are in relation to every aspect of employment at Griffith College, such as events, news, policies or strategies.

The College is aware that staff have different preferences of channels for receiving communications, and so endeavours to provide information and communicate messages using a variety of mechanisms, in order to maximise engagement and reach the right people. Some of the ways in which the College communicates includes:

1. emails, which include distribution lists for staff by location, functional groups/roles, academic / non-academic, etc.
2. announcements on the HR management information system, BambooHR
3. calendar invites
4. the College website
5. the staff intranet site, Inside Griffith
6. face to face meetings and training sessions
7. recorded synchronous sessions (available for subsequent asynchronous access)

Inside Griffith, the College's intranet supports College communication, in particular on the following topics:

- AI at Griffith (Challenges and Opportunities)
- Glossary of Terms
- HR
- IT Support
- QAE Department
- Staff Directory
- Teaching and Learning
- Themis (Student MIS)
- Training Resources, including
    - Academic Integrity
    - AI in Higher Education
    - Assessment & Pedagogical Practices
    - Digital Tools
    - LinkedIn Learning
    - QQI and NAIN
    - Turnitin
    - Universal Design for Learning

Inside Griffith may be accessed by all staff, providing a single source of information. It allows for news and event details to be communicated, as well as providing the

opportunity to review site engagement rates and data to better understand which are the preferred communication mechanisms. Different sections of Inside Griffith are maintained by their relevant departmental personnel.

The college's Digital Learning Department (DLD) is integrally involved in Lecturer induction and ongoing professional support, and presents specific sessions for lecturers to support their engagement with the learning material. These sessions are led by the College's learning technologists who show learners where relevant resources are made available to them, demonstrate digital activities discuss any relevant aspects of programme delivery and share contact details.

The DLD also hosts a 'Digital Learning Platforms and Tools' support page on Moodle which provides lecturers with access to many training and support guides. In recognition of the wide variety of ways learners prefer to access learning material, this page offers material in a range of formats including video demonstrations, quizzes and interactive training guides to support learners' technical engagement.

4.5 Acceptance of Gifts and Hospitality from Learners

4.5.1 Introduction

The College is committed to ethical engagement and the promotion of an environment, which maintains the highest standards of integrity. It is the policy of Griffith College that all persons engaged in College's activity have the obligation to manage or avoid ethical, legal, financial or other conflicts of interest and to ensure that their activities and interests do not conflict with their obligations to the college or its welfare.

Offering and receiving gifts does not constitute part of the college's normal activity. The College provides a service for which staff are remunerated, and learners are supported without preference.

The policy must be included in the Human Resources policies and procedures and Lecturer Handbook.

The term 'gift' is a tangible item, or other benefit, exchanged in the course of College activity or business. Gifts offered may range in value and may commonly include, but are not limited to, luxury items, cash, vouchers, works of art, jewellery, etc.

For this policy, hospitality refers to any event or entertainment offered to an individual, including but not limited to, meals, beverages, tickets to sporting, cultural or social events such as theatre or shows, etc.

4.5.2 Objectives

- To provide guidance for both Griffith College staff and learners regarding appropriate practices for offering and receiving gifts and hospitality.
- To provide protection, both for employees and learners on those occasions when a gift or hospitality has been accepted, by recording these and the reasons for their acceptance, in an accountable, transparent and objective way.
- To prevent the misuse of authority and mitigate potential bias in judgement and decision-making.

4.5.3 Scope

This policy applies to all Griffith College employees, whether part-time or full-time, permanent or temporary, and all registered learners of Griffith College. This policy applies equally to those staff supporting the delivery of, and learners undertaking, programmes with Griffith College's collaborative partners.

4.5.4 Gifts and Hospitality – General Guidelines

To prevent undue influence or potential conflict of interest, employees should not accept or solicit gifts or hospitality, directly or indirectly, from learners which may influence or appear to influence the recipient's decision-making, unless accepted in accordance with this Policy.

This Policy is not intended to prohibit the exchange of gifts and hospitality among employees or individuals who have independent personal relationships (e.g. for holidays or birthdays) provided the gift or hospitality is not intended to influence the status of the individual giving the gift or hospitality. Any such gifts or hospitality should be purchased with the employee's personal funds.

Gifts of nominal value that are generally considered as common business or social courtesies are acceptable only as long as they are reasonable in type, frequency and value. If an employee has any doubt as to what constitutes a modest token, they may seek the guidance of their Head of Department or Line Manager who will, if appropriate, return the gift on their behalf.

The value of gifts or hospitality service accepted must not exceed €50. All employees are expected to disclose fully all individual gifts or hospitality service with a value exceeding €50 to their Line Manager or the Head of Department.

A gift or hospitality service which exceeds these criteria should be returned with a polite explanation stating that acceptance of the gift and hospitality is not permitted under the College Policy. Details of returned gifts must be notified by the employee to their Line Manager.

Under no circumstance are employees permitted to accept cash, gift cheques or any vouchers that may be exchanged for cash regardless of the amount.

The breach of this policy could result in disciplinary action (please refer to Learner Disciplinary Procedure QAE Document 7.8 and/or Human Resources Policies and Procedures, Disciplinary Procedure, Policy 25, as appropriate).

4.5.5 Implementation and Oversight

All individuals to whom this policy applies are responsible for becoming familiar with, and following this policy. It is the responsibility of each employee to ensure that Griffith College's image is not damaged in any way by the acceptance of gifts, or hospitality, which could compromise, or be perceived to compromise, their position or that of the college.

Heads of Department/Faculty are responsible for:

- Bringing this policy to the attention of their staff on appointment, and to the whole Department/Faculty on an annual basis
- Ensuring personal compliance with the procedure in respect of any gifts they may receive
- Leading on implementation of the policy within the Department/Faculty.

Employees who have concerns relating to the acceptance of gifts and hospitality should refer the matter to their Line Manager.

Section E: Teaching and Learning

Teaching and Learning

Physical, social, cultural and intellectual environment
The College has three campuses in Ireland located in Dublin, Cork and Limerick. Where programmes are delivered across multiple campuses, there are procedures for communication and sharing of Teaching and Learning resources and experience which have served the College well to date.

Dublin Campus: Griffith College's largest campus is situated on seven acres within a mile of St. Stephen's Green on Dublin's South Circular Road. The original campus buildings date back to 1813 and have played a role in both national and local history over the past two centuries. Since the College's acquisition of the campus in 1990, it has been completely refurbished to provide a wide range of amenities to support third-level education.

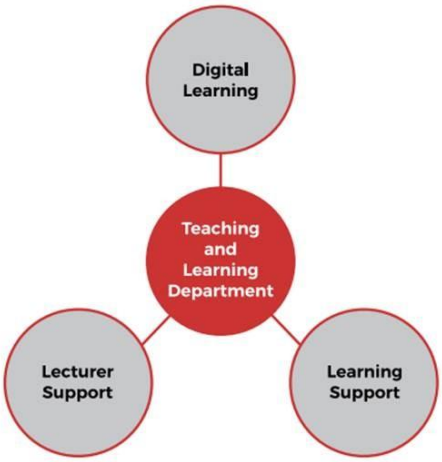
Cork Campus: The Cork College campus is located on Wellington Road, just a fifteen-minute walk from St. Patrick's Street, the main shopping street in Cork city centre. It is approximately five hundred metres from the main train station serving a wide variety of towns and cities. The main bus station is a fifteen-minute walk from the College and most bus routes start and terminate there.

Limerick Campus: Located on O'Connell Avenue in the heart of the city, Griffith College's Limerick campus is a fine red-brick Georgian premises. It is close to the city's main train and bus routes and situated for those seeking to experience all that Limerick City has to offer.

Teaching and Learning Department

The Teaching and Learning Department at Griffith College is made up of three groups that collaborate to support lecturers and students – these are Lecturer Support, Digital Learning and Learning Support. These three teams work together to deliver support in the teaching and learning space to lecturers and learners.

Figure 6: The three department members of TLD



Lecturer Support
There are a wide range of training opportunities and Continuous Professional Development (CPD) resources available to lecturers. These span from new lecturer Onboarding to technical training, UDL badge support and from trends and developments in dissertation design to updates in assessment and programme development.

Digital Learning
The Digital Learning team engages with learners to deliver a quality, user friendly and accessible digital learning experience across the three campuses. This student-centred approach ensures learners are confident in seeking help, and requests for eLearning support are answered in a timely, warm and effective manner by the dedicated learning technology team.

Learning Support
The College's Learning Support team provides support for learners with disabilities, learning difficulties, and neurological (and other) conditions, ensuring that all learners can manage the demands of their chosen programme. Learning support is available to both full-time and part-time learners, across all campuses and partner colleges.

A Provider Ethos That Promotes Learning

At Griffith College we are committed to fostering a dynamic and inclusive learning environment that nurtures curiosity for learning, critical thinking, and personal growth for all our students. Our ethos is grounded in the belief that education can change and improve lives, empowering individuals to achieve their full potential and contribute meaningfully to their future lives, careers and beyond.

At the core of our values system at Griffith College, we place the student at the centre of everything we do. This value holds true for teaching and learning, as we design our curricula, develop the learning strategies and implement our approach to teaching with the student as a priority. We understand however, that our staff and particularly our lecturing staff are fundamental in this process, and we work to provide comprehensive training and guidance to support our staff.

Our lecturers play a central role in guiding and nurturing our students' learning and development. Lecturer profiles reflect diverse backgrounds with industry led experience. This experience enhances the learning environment through real world experiences and current trends. Lecturers also support curriculum development, ensuring that academic programmes are aligned with industry needs and developments.

5.1 Roles and Responsibilities in the Supervision of Undergraduate Dissertations and Projects

5.1.1 Introduction

Key Elements of Successful Supervision Practices

An undergraduate learner, who is undertaking either a dissertation or a project, will normally be assigned a supervisor. Ongoing practice suggests that the key elements which lead to a productive learner/supervisor relationship include:

- Clarity of responsibilities
- Consistency of supervision practices and procedures
- Record keeping of all supervisory input/support by both faculty members and learners

The focus of this short guideline is to attempt to outline the role and responsibilities of learners and those involved in providing them with supervision and to identify the key structures which support this provision.

5.1.2 Objective

- To provide guidelines on the roles and responsibilities of the parties involved in providing supervision for undergraduate learners undertaking dissertations or projects.

5.1.3 Scope

This document is intended to act as a good practice guideline only as to how the supervision of dissertations and projects may be managed in undergraduate academic programmes.

5.1.4 Responsibilities

Programme Committee

- Ensures associated procedures are defined, documented and circulated
- Ensures a suitable supervisor is assigned and communication is managed

Supervisor

- Provides guidance and support to learner in the key aspects of producing the dissertation/project
- Ensures ongoing communication with learner and documents outcome
- Monitors learner progress
- Reads and comments on drafts or sections as appropriate

Learner

- Overall responsibility for management of dissertation or project
- Meets and keeps ongoing communication with supervisor
- Submits drafts or sections of dissertation or project to supervisor as appropriate

Programme Director

- Chairs Programme Committee and has overall responsibility for activities
- Ensures dissertation/project supervision process is monitored, appropriate feedback mechanisms are in place and action is taken where necessary

5.1.5 The Programme Committee's Responsibilities

The Programme Committee, chaired by the Programme Director is responsible for ensuring that the procedures and criteria associated with dissertations and projects are defined, documented and made available through a range of media, including programme handbooks, intranet etc.

The Programme Committee is responsible for ensuring that a suitable supervisor is appointed to each learner, normally by the outset of the academic year. Normally a supervisor is identified within the Faculty, however, a supervisor from outside of the Faculty or the college may be sourced. In this case, the Programme Committee must ensure that there exists a suitable mechanism for effective liaison between the external supervisor, the learner and the faculty

The Programme Committee must ensure that the supervisor selected, internally or externally, is competent to fulfil their role and that they are made aware of supervision practices and procedures.

5.1.6 The Supervisor's Responsibilities

The primary function of the supervisor is to provide guidance and support to the learner and to act as a critical and rational sounding board for ideas.

The supervisor will also provide:

- assistance for the learner in clarifying the project or dissertation topic and its aims and objectives
- assistance for the learner in the identification of and sourcing of appropriate information, literature and other relevant material/sources (primary and secondary)
- advice on appropriate structures and approaches
- advice on a suitable methodology
- advice on acceptable referencing styles
- assistance for the learner in managing the timetable for the project or dissertation

The supervisor should ensure effective liaison between themselves, the learner and the faculty. They should keep a written log of formal contact with the learner. The supervisor should regularly monitor the learner's progress. In doing so they should:

- assist the learner in identifying problems or difficulties with the project or dissertation
- ensure the learner is made aware of inadequate progress
- participate in assessment procedures and practices as specified by the Programme Committee
- The supervisor will normally read and comment on drafts or sections of the project or dissertation and return such work within a reasonable timeframe

The above recommendations are not exhaustive. Supervisory responsibilities will inherently change in the light of the nature of the project or dissertation.

5.1.7 The Learner's Responsibilities

The primary responsibility for the management of the dissertation or project lies with the learner. Amongst the responsibilities of the learner are to:

- Effectively manage the communication mechanism with their supervisor
- Agree a schedule of formal meetings with their supervisor and ensure that these are kept
- Submit drafts or sections of the project or dissertation to their supervisor as advised and eventually the completed work in the required format and in the timeframe directed by the faculty.

5.1.8 Feedback and Monitoring of Dissertation/Project Supervision

It is important that the Programme Director, in association with the Programme Committee and the supervisor, ensures that feedback is sought regarding the dissertation/project process and any issues arising are acted upon. The outcome of monitoring and feedback processes along with any action taken should be included in the Programme Committee's Programme Review. When devising the appropriate means of monitoring, the Programme Director should consider the following:

- Actively encouraging supervisors and learners to provide feedback on progress and communicate any concerns in a timely way and
- Establishing procedures within which formal and informal feedback on quality and standards of the dissertation/project process can be received and appropriate action taken where necessary.

National and international effective practice

Griffith College promotes the quality and enhancement of teaching and learning through structured and strategic engagement with national and international quality frameworks, standards and partnerships. At national level, programmes are designed and delivered in alignment with Quality and Qualifications Ireland (QQI) requirements and the National Framework of Qualifications (NFQ). Institutional performance and learner-support arrangements are reviewed regularly through statutory external evaluation processes and review cycles, and benchmarked against national higher education standards. The College also responds to identified national skills and economic priorities through relevant initiatives, including Springboard+.

The College's approach to teaching and learning is informed by the European Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG). In particular, the College supports student-centred learning, teaching and assessment, encouraging learners to take an active role in the learning process. Programme design, delivery and assessment are reviewed annually to ensure that they remain appropriate to the intended learning outcomes, learner needs, relevant disciplinary and professional expectations, and the mode and place of delivery.

The College engages with national and international partners and other relevant external stakeholders to support learner mobility, access, transfer, progression, credit recognition and international learning opportunities. Recognition arrangements for qualifications, periods of study and prior learning are fair, transparent and appropriate, and align to applicable national policies and criteria, the NFQ, the European Qualifications Framework and relevant European recognition principles, conventions and guidelines.

Programme development, assessment practices and pedagogic approaches are reviewed with reference to international developments, professional and industry expectations and learner needs. Inclusive teaching and learning practices support the participation of a diverse student body and prepare learners for engagement in global professional environments.
The College monitors the impact of effective national and international engagements through its quality assurance processes, including internal and external periodical reviews, as outlined in Sections 3.14 and 3.15.

Learning Environments

Griffith College is committed to providing and enhancing learning environments that are inclusive, accessible, secure, adequately resourced and fit for purpose. Learning environments support effective learner engagement and achievement, academic integrity and the attainment of programme learning outcomes.

The College provides learning through in-class and blended modes, as appropriate to programme objectives and learner needs. Its quality-assurance procedures apply to all learning environments and delivery contexts, including physical premises, specialist facilities, virtual learning environments, learning technologies, off-campus learning, placements, collaborative provision and transnational delivery.

Learning environments include classrooms, laboratories, training and specialist facilities, library and learning resources, virtual learning environment, information and communication systems, and off-campus settings such as professional practice, work-based learning and placements. These settings are designed and managed to support learning, as appropriate to the programme.

The requirements for learning environments, resources and learner supports are considered during programme design, validation, revalidation, monitoring and review. The College ensures that facilities, technologies, learning materials and support services are sufficient and appropriate for the programme and its learners. The learning environment and support services are reviewed for their fitness for purpose as part of regular programme review involving learners and other relevant stakeholders.

The College maintains access to appropriately qualified teaching staff, technical support, library and learning resources, and reliable information and communication systems. Where teaching is delivered through virtual learning environments, the College provides appropriate infrastructure, staff development and institutional support to enable effective teaching, learning, and assessment.

Digital learning environments are managed in a manner that supports academic integrity, fair assessment and secure learner participation. The College identifies and mitigates risks associated with online and alternative modes of delivery, including risks relating to learner identity, academic malpractice, academic or other fraud, capacity, access to services and the integrity of awards. Where online assessment or electronic proctoring is used, arrangements are subject to appropriate ethical and privacy safeguards. Learners are given clear information on relevant systems and, where applicable, on the storage, management, use and deletion of personal data.

Quality assurance arrangements apply to all delivery contexts and are managed in a manner that supports academic integrity, fair assessment and engages learner participation. The College regularly evaluates the effectiveness and fitness for purpose of its learning environment at programme, faculty, and institutional level. This evaluation draws on learner and staff feedback, programme monitoring and review, usage data, external feedback, and relevant risk assessments. Consideration of learning environments and appropriate resourcing form a core part of programme proposals, Annual Programme Review, programme re-validations, and cyclical institutional review.

5.2 Control Principles for Academic Use of AI (Artificial Intelligence)

5.2.1 Acknowledging and operating within the guidelines of a wider institutional use of AI policy, considerations specific to AI in Academic use are:

5.2.2 Collective Responsibility

When devising operational procedures for the use of AI in academia, the following principles should be upheld:

i. Any use of AI should be led by principles of ethical use, informed consent, and transparent use.
ii. Use of AI in Griffith College must meet all legal, GDPR, and regulatory obligations.
iii. Any use of AI in an academic context must be approached with a suitable level of risk assessment and consider the context it is used in.
iv. Academic integrity remains the responsibility of everyone in the college, including and especially any use of AI.
v. **AI will not be used in isolation to make decisions about admissions, transfer or progress of applicant, learners, nor graduates.** AI will not replace the human in any decision that is made.
vi. AI technology can be used in teaching and learning. There must be a general or faculty policy in place clarifying the parameters of AI use. This must include guidance on when and how AI can be used, and that all use is declared, documented, and transparent.
vii. Griffith College has a responsibility to graduate learners into an AI world, i.e. educating learners about responsible use of AI through knowledge, skills and competence.
viii. Student work or assessments must never be submitted to any AI software.

5.2.3 Individual Accountability

i. Anyone using AI generated content must cite it appropriately with the same level of academic integrity as citations of other materials and referenced works.
ii. The use of AI in assessment by learners is decided at faculty and programme level. AI can only be used as a supporting resource and must be declared in the submission.
iii. There will be procedures in place at faculty and institutional level to monitor the overall and suitable use of AI for assessment.
iv. AI will not be used as the method of assessing learner submissions for the purpose of grading.

5.2.4 Implementation Guidance

As well as the principles identified above, the following guidance is committed to for quality assurance and enhancement purposes.

i. The use of AI in academia is not permitted until the relevant faculty has developed its approved procedures.
ii. The Teaching and Learning Department (TLD) and the QAE Department (QAED) will support the faculties in developing AI procedures for teaching, learning and assessment. This is under the umbrella of Academic Integrity generally, and the use of AI specifically.
iii. The Library and faculties will develop guidelines for how to appropriately cite and reference the use of AI.
iv. **Staff and Learner training must include:**

- Induction into the general and faculty/department specific policies and procedures on use of AI.
- Training on general GDPR implications
- Training on the EU AI Act and what is relevant in the context of their role in the college
- Training on the impact of decision-making using AI on individuals, the college, and the wider community of both academic and society.

v. These principles will be reviewed at least once a semester (by QAED and TLD) to ensure they remain up to date.

5.3 Lecturer Use of AI in Teaching Policy

5.3.1 Introduction[6]

The purpose of this policy is to provide guidance on the responsible, ethical, and educationally beneficial use of Generative AI in teaching and learning. A commitment to Academic Integrity includes that we ensure "academic integrity can be cultivated and embedded in institutional practice" (NAIN, 2021: p.5)

5.3.2 Scope

This policy is relevant to all teaching staff at both undergraduate and postgraduate levels. This policy will be reviewed at least annually.
This policy is to be read alongside the following policies and procedures:

i. Control Principles for Academic Use of AI
ii. AI in Learner Assessment Policy
iii. Academic Integrity and Academic Misconduct Procedure

5.3.3 Responsibilities

Lecturers

- Deliver quality content in line with best practices in teaching and learning
- Are aware of and up to date on capabilities of generative AI tools
- Understand how AI is used in their specific discipline/industry
- Ensure all AI generated content is reviewed, verified with credible sources, cited or acknowledged, and edited, before use
- Are responsible for any AI generated content in terms of accuracy, relevance, bias, etc.
- Are aware of PSRB regulations in your discipline
- Attend and/or complete relevant training

PD/HF

- Ensure lecturers are aware of AI related college policies
- Develop additional guidelines related to PSRB regulations if necessary
- Bring data/updates of both best practice and also any emerging issues into the college as AI in education evolves

TLD

- Create opportunities for community of practice
- Support staff in delivering quality content
- Provide assessment strategy and supports
- Develop guidelines, tutorials and best practices

[6] This policy was created with AI assistance for idea generation, research, gap analysis, and proofreading.

- Update the college on best practice and emerging issues via ongoing monitoring of the implementation of this policy

AI Project Lead

- Understand and promote AI best practices in teaching, learning and assessment
- Provide regular training sessions for staff and students
- Provide guidance on recommended AI tools and how to use them

IT/DPO

- Provide guidance on GDPR, EU AI Act, and other relevant privacy and security compliance
- Provide guidance on security of AI tools

5.3.4 Authorised use

i. Where professional, statutory and regulatory bodies (PSRBs) impose stricter limitations on AI use than this policy, those external requirements take precedence. Where this policy is more restrictive than external requirements, the College policy takes precedence. If you are unsure of PSRB regulations in your discipline, contact your faculty for direction.
ii. 'Arthur' is used as the preferred AI platform. 'Arthur' is Griffith College's secure, "walled garden" version of ChatGPT.
iii. AI use must be declared where it pertains to teaching and learning. Lecturers must add/edit the following statement to any material the creation of which was assisted by generative AI tools: "AI was used to support the development of this material, which was then reviewed, edited, and verified by the lecturer for accuracy and alignment with the intended learning outcomes."
iv. All AI generated content must be reviewed, verified and edited if needed before use.
v. AI generated content must not be directly distributed to learners without prior review / revision.
vi. Lecturers can use AI as part of module design and delivery, provided that AI tools are used to support and enhance pedagogical goals and not as a substitute for thoughtful course design, delivery, and assessment.
vii. When a lecturer uses Generative AI, they are responsible for that content in terms of accuracy, relevance and any bias.

5.3.5 Unauthorised use

Lecturers must not:

i. Use Generative AI to teach for them.

ii. Use Generative AI to make decisions in academic matters (this includes detection tools, grading, or evaluating learner work).
iii. Upload learner work to any Generative AI tools (even if anonymised).
iv. Make available, as a teaching material, any AI generated content without verification, declaration/citation and fact-checking.
v. Distribute AI generated content that perpetuates bias, discrimination or inappropriate stereotypes.
vi. Distribute AI generated content known to contain inaccurate information or fabricated citations.
vii. Replace human interaction with AI generated virtual agents (synchronous or asynchronous). This does not include the use of chat bots to supplement access to information.
viii. Misrepresent AI generated content as original scholarly work.
ix. Upload sensitive information to Generative AI tools as described in the Control Principles for Academic Use of AI.

5.3.6 Generative AI can be used in the following ways:

5.3.6.1 Design

i. Curriculum design – to generate ideas and drafts for module outlines, lesson plans, teaching activities, rubrics, reading lists, assessments, and assessment briefs.
ii. Supplementary resource creation – to generate drafts of case studies, examples, discussion prompts, sample data sets, sample simulations, exemplars and templates, study guides, glossaries, and general supplemental learning materials.
iii. Accessibility – to generate alternative formats, simplified explanations, transcripts for video/audio, image captions/alt text.
iv. Content enhancement – to assist in the development of presentations, interactive elements, simulations, videos, podcasts, etc.
v. Course content evaluation - to detect bias, ensure diverse viewpoints are represented, and enhance inclusive language and examples.

5.3.6.2 Delivery

i. Moodle page optimisation – to offer suggestions on how to lay out information, label folders, and improve navigation.
ii. To draft email communications, announcements, and instructions.
iii. Language support – to translate material, improve grammar and clarity for better readability, and translate to Plain Language.
iv. To train/create personalised GPT chatbots to provide teaching support/answers to student queries (with appropriate training/disclaimers). This must not replace genuine interactions with learners.

5.3.6.3 Assessment

i. To help identify potential biases or gaps in existing assessments.
ii. To help map assessments to cognitive levels (for example, Bloom's taxonomy)
iii. To help check if assessments and learning outcomes are aligned.
iv. To format feedback – generate feedback draft based on lecturer notes/rubric to improve readability, clarity and consistency.
v. To generate sample answers based on assessment instructions and rubric.
vi. To draft formative or summative questions.

5.4 Library Acquisitions Policy

5.4.1 Introduction

The mission of the College's library is:

- To promote learning support, life-long learning skills and continuous educational achievement by meeting the diverse education and research needs of learners, faculty and staff
- To continually discover and anticipate its customers' needs and expectations and to develop new services that fully meet and exceed those needs and expectations
- to build, select and preserve, in cooperation with College faculties and departments, a collection of information resources commensurate with the current and anticipated discipline needs of the College's instructional programmes and supportive of teaching and learning processes.

Amongst the ways that the library fulfils its mission, is by making acquisitions, which are beneficial and strategic. The decision to acquire resources for the library is made in conjunction with the faculties and departments and in response to current and future requirements.

- The library's focus is on providing access to a wide variety of materials and resources and not towards acquiring multiple copies of core texts
- The Senior Librarian is responsible for managing the budget allocation for the library on an annual basis
- The final decision regarding library acquisitions rests with the Head Librarian.

5.4.2 Objectives

- To outline the library's mission statement and the criteria and priorities which determine its choice of acquisitions
- To indicate how requests for acquisitions can be made to the library
- To describe how the library ensures its collection continues to meet user needs
- To outline the library acquisition review processes
- To reinforce the contents of the Library Policies and Procedures Manual.

5.4.3 Scope

This policy is relevant to acquisitions made by the library for the benefit of any programme, academic or professional, delivered by the College.

5.4.4 Responsibilities

Senior Librarian

- Manages library's budget allocation

- Makes the final decision regarding library acquisitions
- Evaluates potential acquisitions in terms of criteria and priorities
- Negotiates additional budget requirements with Management Board
- Ensures library collection continues to meet user needs
- Ensures ongoing evaluation of library acquisition practices take place

Library Staff

- Evaluates potential acquisitions in terms of criteria and priorities

Lecturers

- Inform the library of predictable resource requirements before the academic year commences, and unpredictable resource requirements during the academic year
- Inform themselves of the library collection in order to advise learners

Management Board

- Discusses additional budget requirements with Senior Librarian

5.4.5 Communicating Acquisition Requests to the Library

- All lecturers (new or returning) should inform the library, normally by the end of the preceding academic year, of their resource requirements for the following academic year. This allows sufficient time to ensure that resources are available when required and to inform the budgeting process
- Resource requirements which are unpredictable and emerge during the academic year should be made known to the library which will, if appropriate, attempt to address these needs
- It is the responsibility of each lecturer to make themselves aware of the current library collection and to make informed recommendations to learners of available library resources.

5.4.6 Acquiring Library Resources: Criteria and Priorities

The library considers potential acquisitions in terms of the following criteria:

- Appropriateness to the library's mission and service role
- Relevance to user needs
- Academic quality of the material
- Cost in relation to expected use (in some cases expensive acquisitions are justifiable even though anticipated use may be relatively low)
- Strategic value

The library also make acquisitions on a prioritised basis, as follows: Firstly, provision for curriculum-related materials in general; Secondly, provision of reference material

and secondary sources and services; Thirdly, provision of materials of broad academic or cultural interest.

Should the required acquisitions exceed the library's allocated budget for the academic year, the Senior Librarian must obtain the financial approval of the Management Board.

5.4.7 Maintaining the Library Collection

The library recognises the need for ongoing evaluation of its collection to ensure that it remains current, relevant and accessible. The Senior Librarian is responsible for ensuring that the following processes take place:

- Carrying out, reviewing and acting on (where appropriate) learner and staff feedback
- Discussing feedback and key issues with the Library Services and ICT Committee on an ongoing basis
- Presenting, in collaboration with the Library Services and ICT Committee, a Departmental Review to college management and invited college members, at least once every eighteen months
- Providing a library resource consultation to faculties developing new programmes
- Participating in Programme Reviews, Faculty Reviews and Programmatic Reviews.

5.5 Library User Policy

5.5.1 Objectives

- To identify those authorised to make use of the library's facilities
- To identify the user's privileges in terms of library materials
- To identify the code of conduct by which library users are bound
- To reinforce the contents of the Library Policies and Procedures Manual.

5.5.2 Scope

This policy applies to all users of the College's library facilities and services.

5.5.3 Responsibilities

Library Users

- Abide by the library's regulations regarding use of materials/borrowing entitlements
- Abide by the library's user code of conduct

Senior Librarian

- Identifies authorised library users in conjunction with the Management Board

Management Board

- Only authorises additional library users in conjunction with the Senior Librarian

Library Staff

- Implement the library's regulations regarding use of materials/borrowing entitlements
- Implement the library's user code of conduct and take appropriate action, if necessary, when these regulations are contravened

Library Services and ICT Committee

- Reviews policy and incorporates feedback into Departmental Review
- Advises the APC on policy changes

5.5.4 Authorised Library Users

In accordance with its mission statement, the library's primary function is to make appropriate educational resources available to the staff and learner body of the College

Current staff and registered learners (of all of the College's campuses) are free to avail of the library's facilities on presentation of a valid staff or learner card. Other individuals or groups may be provided with temporary or long-term access to the College's library, subject to authorisation from the Management Board in consultation with the Senior Librarian.

5.5.5 Use of Library Materials/Borrowing Entitlements

In order to ensure the equitable circulation of materials, the library has devised regulations regarding borrowing eligibility, length of loan of various materials, number of items that can be borrowed at one time, renewals, reserves, inter-library loans, overdue materials charges and damage and replacement assessments.

These regulations are reviewed and revised on an annual basis and made available by the library to staff and learners at the outset of the academic year. They are also included in the Learner Handbook and the Lecturer Handbook and the Library's Policies and Procedures Manual.

5.5.6 Library User Code of Conduct

The library staff seek to encourage research and study by providing and maintaining a conducive library environment. Library users are expected to act responsibly, appropriately and courteously, to preserve this environment and the library facilities and services which contribute to it

In order to communicate these standards to library users, the library has devised a code of conduct, which is reviewed on an annual basis and included in the Learner Handbook, the Lecturer Handbook and the Library's Policies and Procedures Manual.

5.5.7 Breach of Library Regulations

The college endeavours to take an educational approach to unintentional breaches of the library's code of conduct. Advice is given when beneficial and explanations of the seriousness/repercussions of inappropriate use of the library on staff and learners is provided where possible

However, learners, or staff, who show disregard for the College's interests by deliberately or repeatedly breaching the library's code of conduct will be subject to the appropriate disciplinary procedure,

Section F: Assessment of Learners

Assessment of Learning Achievement

6.1 Assessment Submission, Approval, & Correction Procedure

6.1.1 Objectives

- To outline for lecturers the operational procedure for submission, approval and correction of assessed work and examinations
- To outline the information required by a lecturer in order to fulfil their responsibilities with regard to the operational aspects of submission, approval and correction of assessed work and examinations.

6.1.2 Scope

This procedure relates to all lecturers submitting assignment titles and/ or examinations papers for all academic programmes.

6.1.3 Responsibility

Programme Director/Year Head

- Provides lecturers with clear guidance and information on assessment process
- Follows assignment submission, approval and correction process
- Follows examination submission, approval and correction process

Lecturer

- Follows assignment title submission, approval and correction process
- Follows examination submission, approval and correction process

Faculty Administrator

- Follows assignment submission, approval and correction process
- Follows examination submission, approval and correction process

Programme Committee

- Agrees timeframe for submission of assignment titles and examination papers for review

Examinations Office

- Agrees timeframe for lecturer submission of examination papers, marking schemes, model solutions, instruction sheets and internal review forms

- Acts as a liaison between the External Examiner and the lecturer
- Releases assessment results following the Examination Board

Internal Reviewer

- Reviews examination papers, marking schemes, model solutions, instruction sheets and internal review forms

Learner

- Submits completed coursework, and retains a copy where possible

Internal Moderator

- Provides feedback on correction of assignments
- Provides feedback on correction of examination scripts

6.1.4 Information Provision

In order to provide lecturers with clear guidance on the assessment process, the Programme Director/Year Head/Lecturer Support shall, on appointment, provide information to the lecturer which shall include:

- The Lecturer's Handbook
- The Approved Programme Schedule (APS)
- The assignment weighting associated with their module
- The module overview as it appears in the Programme Document
- The appropriate number/nature and timing of coursework and examinations
- Approval process for Assessment Titles and Examinations Papers

6.1.5 Assignment Title Submission, Approval & Correction

- All assignment titles, current and supplemental, together with the appropriate assessment criteria, marking scheme and learner instructions, including method of submission shall be submitted by the lecturer to the Programme Director for review in advance of the beginning of the semester
- On approval, assignment titles and assessment criteria shall be distributed on an Assignment Title Sheet (EA3) normally by the lecturer, to learners via the programme/module handbooks, and placed on the Virtual Learning Environment (VLE)
- Completed assignments (with completed *Assignment Cover Sheet* (EA5) shall be submitted by the following methods:
- Collected from the learner, normally by the Programme Administrator, who shall record receipt
- Submitted electronically by the learner via the Virtual learning Environment (VLE) to the lecturer who shall retain records on the VLE Assignment Submission.

- The learner shall retain a copy of their assignment submission where it is possible to copy the coursework.
- The lecturer shall submit the final *Assignment Submission Sheet* to the Faculty Administrator who shall carry out the agreed Assessment Control Procedure (QAE Document 6.12 Assessment Control Procedure). Learners who have not submitted coursework on the due date, where permitted, shall be asked to submit it directly to the Faculty Administrator who shall contact the lecturer regarding the appropriate collection/recording process.
- The Programme Director shall liaise with the Faculty Administrator to arrange for a representative sample of assignments to be internally moderated (QAE Document 6.7 Internal Moderation Procedure).
- The Faculty Administrator shall liaise with the Programme Director regarding provisional approval of results prior to release.
- All amendments approved by the Programme Director shall be implemented, recorded by the lecturer and documented.
- Following approval by the Programme Director, the lecturer shall give provisional results and feedback to the learner) via VLE. The feedback shall be in the agreed format (see Procedure on Provision of Assessment Feedback to Learners (QA E8).
- The lecturer shall record assignment results on THEMIS, the college learner information system and arrange to meet the Faculty Administrator to carry out the agreed assessment control procedure (QAE Document 6.12 Assessment Control Procedure).

6.1.6 Examination Paper Submission, Approval & Correction

- All examinations papers - annual and supplemental - together with the appropriate marking scheme, model solutions and instruction sheet shall be submitted by the lecturer to the designated internal reviewer for review within a timeframe agreed by the Programme Committee and prior to submission to the Examinations Office.
- All reviewed examination papers, annual and supplemental, together with the appropriate marking scheme, model solutions, instruction sheet and internal review form shall be submitted by the Module Lead lecturer to the Examinations Office via the secure college portal in the format and within the timeframe communicated by the Examinations Office at the outset of the academic year.
- The Examinations Office shall communicate with the External Examiner via the secure college portal in relation to the approval of the examinations papers.
- The Examinations Office shall communicate to the lecturer, and the Programme Director, any additions/amendments recommended by the External Examiner.
- All recommendations adopted by the lecturer, in conjunction with the Programme Director, shall be implemented through the Examinations Office.
- Following the completion of the examinations, completed examination scripts shall normally be collected from the Examinations Office by the Faculty Administrator.
- Completed examinations scripts shall be collected by the lecturer from the Faculty Administrator who shall carry out the agreed assessment control process.

- The lecturer shall record examinations results on the college database - THEMIS, the college learner information system and arrange to meet the Faculty Administrator to return the corrected scripts and carry out the agreed assessment control procedure (QAE Document 6.12 Assessment Control Procedure).
- The Programme Director shall liaise with the Faculty Administrator to arrange for a representative sample of examination scripts to be internally moderated.
- Results shall be released to learners by the Examinations Office via THEMIS, following the approval of the relevant review and examination boards.

6.2 Procedure for Extensions of Deadlines for the Submission of Assessed Work and Late Submission Penalties

6.2.1 Objectives

- To outline the principles governing extensions of deadlines on the submission of assessed work
- To outline the procedure for a learner to apply for an extension of a deadline for the submission of assessed work
- To outline the authorisation process for extensions on the submission of assessed work
- To outline the penalties associated with the late submission of assessed work without an extension of the submission deadline
- To indicate the information to be provided to learners regarding late submission penalties at the outset of the academic year.

6.2.2 Scope

This procedure applies to extensions of deadlines on the submission of assessed work and late submission penalties for undergraduate and postgraduate academic programmes.

6.2.3 Responsibility for Implementation

Learner

- If required, applies for an extension normally at least one week prior to the deadline using the appropriate application form
- Attaches relevant documentation to extension request form and submits it to the Faculty Administrator

Programme Director

- Determines whether or not to grant an extension
- Communicates decision to learner and lecturer
- Ensures that late submission penalties are communicated to learners

Programme Committee

- In respect of modules delivered in association with another faculty, determines late submission penalties

6.2.4 Key Principles Governing the Granting of Extensions

- The following principles should be considered when reviewing an application for an extension on the submission of assessed work:
- Time management and the observance of deadlines are key skills which should be fostered in learners
- The imposition of a time restraint on the submission of assessed work has a direct bearing on the nature of the assessment, the individual workloads of learners and staff and the operation of review and examination boards
- The granting of an extension is a mechanism to support a learner who, through no fault of their own, is experiencing difficulties in completing their assessed work on time. This policy is intended to address circumstances, which impact directly and negatively on a learner's academic performance. This policy is not intended to provide compensation for all challenging and difficult circumstances a learner may experience.
- An extension should only be granted where this does not affect the inclusion of the assessed work at the appropriate examination board
- The period of an extension granted to one learner should not normally extend beyond the date of the return of corrected coursework to another learner
- The procedure for granting extensions should be sensitive to a learner's circumstances but should be sufficiently robust to avoid abuse or inconsistent application.

6.2.5 Grounds for an Application for an Extension

In light of the principles outlined above, the following must be considered reasonable grounds for an application for an extension on the submission of assessed work:

- Illness: A serious or incapacitating injury, illness, or medical condition (or a sudden, marked deterioration in an on-going or longer-term condition), or an emergency procedure. Applications on these grounds should normally be supported by current medical documentation.
- Bereavement: Applications on the grounds of bereavement may be granted at the discretion of the Faculty
- Extenuating Circumstances: Applications on the grounds of extenuating circumstances include the following:
    - Where a learner's ability to submit their assessed work within the appropriate timeframe has been diminished due to a serious, unexpected disruption of the learner's personal life, they may be granted an extension.
    - Where a learner's ability to submit their assessed work within the appropriate timeframe has been diminished due to an escalation in ongoing work commitments - normally as evidenced by written support from their employer - they may be granted an extension.

- Where a learner's ability to submit their assessed work within the appropriate timeframe has been diminished due to jury duty - normally as evidenced by written support from the court authorities - they may be granted an extension.

6.2.6 Circumstances which are not ordinarily considered as grounds for extension include, but are not limited to:

- Minor illnesses or ailments
- Poor management of time (including events which could have been anticipated and/or planned otherwise) or misunderstanding of deadlines or dates
- Choices and preferences in personal life (e.g. attending a wedding, holidays)
- Failure of computer or other equipment being used to produce assessed work, including a failure to backup work or save files
- Multiple deadlines within a short period
- Circumstances without appropriate, independent supporting evidence

6.2.7 Applying for an Extension

A learner can apply for an extension on the submission of their assessed work normally up to one week prior to the submission date. Applications received after this time should be considered in terms of their merit and the nature of the circumstances (See section 6.4.4 and 6.4.5). Applications for extension submitted on or after the due date of the assessed work will only be considered in exceptional circumstances.

Learners should be aware that there is no automatic entitlement to an extension and, should an extension not be granted, they will be subject to the faculty's late submission penalties if they do not submit their assessed work on time

An application should normally be made on the appropriate Application for Extension on Deadline for Submission of Assessed Work (Appendix 37), which is available from the Faculty Office and on the Virtual Learning Environment (VLE).

Having completed the application form the learner must attach any supporting documentation relevant to their application and submit it for consideration to the Programme Director via the Faculty Administrator.

6.2.8 Authorisation for Granting an Extension

Authorisation for granting an extension rests with the Programme Director. The Programme Director may refuse to grant an extension on a number of grounds, including:

- If they believe the grounds for the extension are unsubstantiated
- If they believe an extension would adversely affect the learner's workload in the context of the programme as a whole
- If the lecturer delivering the module has provided good reason for not granting the extension

- If the granting of the extension would undermine one or more of the principles cited in section 6.4.4 above

The Programme Director should communicate their decision to the learner and the lecturer, normally within two days of receiving the extension application form and record their decision on the form.

6.2.9 Appeals

A Learner wishing to appeal the outcome of their application may do so by invoking the appeals procedure (Section F, Document 6.4, Appeals Procedure).

Please note that due to the time restrictions involved in the submission of assessments a learner can normally only appeal the outcome of their application if they requested the extension at least one week before the submission date and if they appeal, in writing, to the Quality Assurance and Enhancement Officer within one working day of having their application refused.

6.2.10 Late Submission of Assessed Work (without an extension of the submission deadline granted)

- A learner who submits a piece of assessed work after the submission date, without having been granted an extension, will be subject to a late penalty.
- The extent of the penalty and the administrative arrangements for imposing this penalty is managed by each Faculty individually.
- At the outset of the academic year, Programme Committees must determine the late submission penalties associated with modules delivered in conjunction with another Faculty. In this case, penalties imposed on learners must not differ, regardless of the faculty of origin.
- Late submission penalties must be appropriate to a given module's learning outcomes.
- Each Faculty must ensure that its arrangements for dealing with late submissions are clearly identified in its programme handbook.
- Each Faculty must ensure that, at the outset of a programme of study, the learner is made aware of:

    a) The Faculty's assessment submission arrangements
    b) The penalty which is applied to a late submission and any variations on this penalty for specific assessment components
    c) Whether or not weekend days are included when calculating the number of days, a submission is late
    d) Exactly when a submission is considered "late" i.e. 5pm, 12am etc.

6.3 Procedure on Provision of Assessment Feedback to Learners

6.3.1 Introduction

The purpose of this procedure is to safeguard the following principles:

- All learners must receive feedback on their assessments on a regular basis
- The feedback provided to learners must relate to learning outcomes and the assessment criteria and must be consistent with the mark/grade awarded
- The feedback provided to learners must aim to inform learners of their progress and assist them in improving their future performance
- Regular, timely, beneficial feedback to learners on assessed work is understood as an integral part of the assessment process.

6.3.2 Objective

- To ensure that appropriate and constructive feedback is provided to learners on assessed work in a way that promotes learning and facilitates the ongoing process of development.

6.3.3 Scope

This procedure applies to assessment related to all academic programmes.

6.3.4 Responsibilities

Lecturer

- Provides clear assessment guidelines
- Chooses a method of feedback appropriate to the assessment
- Records and communicates clear and consistent feedback
- Informs learners of how they may obtain further feedback
- Provides feedback within a specified time period and informs the learner of any changes to that time period
- Assesses fairly, consistently, and in accordance with a collegially approved criterion-referenced grading scheme that is based on intended learning outcomes.

Faculty Administrator

- Informs learners of administrative procedures/regulations related to assessment

Programme Director/Year Head

- Ensures there are mechanisms to identify learners whose academic performance is cause for concern
- Determines arrangements for late submission of coursework

- Reviews and monitors feedback systems

Programme Committee

- Reviews the effectiveness of feedback systems and incorporates deliberations into Programme Review

External Examiner

- Reviews the effectiveness of the assessment feedback process

6.3.5 Learner Assessment Guidelines

In order to provide learners with clear guidance on the assessment process, each module lecturer should provide assessment guidelines that include:

i. Deadlines for assessment submission (where appropriate)
ii. The status of any marks or grade (i.e. whether or not it contributes to their overall assessment etc.)
iii. The learning outcomes being assessed
iv. The assessment criteria and how they relate to the intended learning outcomes
v. The form of feedback that is provided e.g. oral/written
vi. The expected timeframe for providing feedback to learners
vii. The form and extent of feedback to be provided

At the beginning of the academic year, the Faculty Administrator should make learners aware of the mechanism for the return/viewing of assessed work

Learners should be made aware that all marks are provisional and subject to external examination until approved by the relevant Examination Board.

6.3.6 Feedback Method & Content

- The method of feedback chosen must be consistent with the nature of the assessed work and the need to ensure that each learner understands how best to improve their performance in future assessments.
- Feedback must relate clearly to the learning outcomes and the assessment criteria.
- Feedback must be appropriate to the assessment task (e.g. written, oral individual, oral, group etc.) and the types of assessment (e.g. formative, diagnostic).
- If an oral method of feedback is used in respect of a summative assessment element, lecturers must submit a written record to the Faculty Administrator.
- Learners must be informed by the lecturer about where and how they might seek additional feedback if necessary.

- Programme Directors must ensure that there are sufficient mechanisms in place to identify learners whose academic performance is cause for concern.

6.3.7 Timeframe for the Provision of Feedback

- Learners should receive feedback on assessed work as soon as possible (normally within two weeks) and *before* an additional piece of assessment in the same module is undertaken by the learner.
- The expected timeframe for the provision of feedback should be made explicit to learners on the assignment schedule, prior to submission of assignments. Where this timeframe subsequently changes, the revised timeframe should be made explicit also.
- Where a learner has failed to meet the submission deadline, the timescale for the provision of feedback is at the discretion of the Programme Director, but should normally be provided to the learner prior to the module examination.
- Programme Directors should have in place mechanisms for reviewing and monitoring the nature and timeliness of feedback on all forms of assessment.

6.3.8 Monitoring and Review

- Programme Directors/Year Heads should put in place a regular review of the assessment feedback provided across a programme.
- Programme Committees should discuss the effectiveness of the assessment feedback process and include these deliberations in Programme Reviews.
- The External Examiner should review the effectiveness of the assessment feedback process as part of their monitoring of standards and quality.

6.4 Appeals Procedure

6.4.1 Objectives

- To describe the procedure available to a learner or applicant wishing to appeal against a decision of an academic or disciplinary nature, where it is demonstrated that the outcome is not based on sound evidence, that criteria have not been correctly applied, or that the processes have not been consistently implemented.

6.4.2 Scope

This procedure applies to all appeals relating to:

- Admissions
- Recognition of Prior Learning or prior experiential learning
- Module or Programme Deferral
- Extension of Deadlines for the Submission of Assessed work
- Examinations and Assessment
- Learner Discipline
- Academic Misconduct
- Desk-Based Review of an Appeal
- Decision of Appeal Board

6.4.3 Responsibilities

Appellant

- Reads and considers the appeals procedure (QAE Document 6.4 Appeals Procedure) and the appended documentation
- Is clear on the grounds for appeal
- Submits the appeal within the time frame
- Submits all documents and evidence at the same time as submitting the appeal

Quality Assurance and Enhancement Officer (QAE Officer)

- Acknowledges receipt of appeals
- Performs a desk-based review of all appeals received and ascertains whether there are valid grounds for appeal
- Gathers a faculty response to all submitted appeals at desk-based review stage
- Notifies the appellant of the decision of the desk-based review
- Notifies the Director of Academic Programmes or their nominee when an appeal board is to be held
- Schedules appeal hearings, and notifies all parties of the time, date, and location of these hearings

- Provides Appeal Board members with documentation pertaining to the appeal
- Acts as secretary to the Appeal Board
- Notifies the appellant of the outcome of the appeal hearing
- Retains all records of appeals submitted
- Liaise with appropriate College personnel to facilitate changes to the learner's record, in line with the outcome of the appeal as appropriate
- Notifies the College President when a Presidential appeal has been lodged
- Is responsible for providing further information relating to grounds for appeal and addressing any questions that may arise

Admissions Officer or Global Engagement Office Manager

- Supports applicants and attempts to informally resolve the issue(s) raised in the case of an admissions appeal

Faculty

- Provide every learner with the appeal procedure and explain the appeal process for each academic decision that can be appealed (see section 6.4.5)
- Provide all relevant evidence to the QAE Officer in response to an appeal

Director of Academic Programmes

- Nominates representatives to sit on the Appeal Panel
- Nominates the Appeal Panel Chair
- Notifies QAE Officer of the composition of the Appeal Panel

Appeal Board

- Acts on behalf of APC
- Hears individual appeal cases at Stage Two

Appeal Board Chair

- Is responsible for the implementation of Appeal Board hearings
- Is responsible for finalising the minutes and records of Appeal Board hearings

Appeal Panel

- Includes all annually nominated academics who can sit on individual Appeal Panel meetings
- Is the panel from which Appeal Board members who hear individual appeal cases (Stage Two) are drawn

Appeal Panel Chair

- Supports the QAE Officers
- Supports the Appeal Panel members
- Considers the applications to be heard at Stage Two based on specific criteria

College President

- Nominates a Presidential Appeal Committee
- Notifies the learner of the outcome of the Presidential Appeal Committee hearing

6.4.4 The Rights of Appellants at Appeal Hearings

Appellants have the following rights in relation to appeal hearings:

- The right to be informed of the grounds upon which they may appeal a decision of the college.
- To be given 10 working days advance notice of the hearing (or less, if agreed by all parties) in order to ensure that they can attend and, should they wish, organise representation. The notice must state the time and venue of the hearing and must specify the appellant's rights in relation to the hearing.
- The right to attend the hearing: If an appellant fails to attend the hearing or to nominate a representative in advance, the hearing will proceed in the absence of the appellant.
- The right to be represented at a hearing by a fellow learner, a staff member, a relative, a friend, or an advisor.
- A representative may speak on behalf of the appellant.
- An appellant who chooses not to be represented must confirm in writing before or at the hearing that they have been informed of their right of representation and has declined to exercise it.
- The appellant has the right to be accompanied by a translator. Any costs associated with the appointment of a translator by the learner (other than one provided by the college) will be borne by the learner unless the Appeal Board so otherwise determines. An appellant for whom English is not a native language and who chooses not to appoint a translator is requested at the hearing to confirm (in writing) that they have been informed of their right to appoint a translator and have declined to exercise it.
- Sight of Evidence: The appellant has the right to request sight prior to the meeting of evidence to be presented at the hearing, to hear and see the evidence presented, to challenge the evidence on cross-examination and to present their own evidence.

6.4.5 Grounds for Appeal

Disagreement with any decision cannot in itself constitute grounds for appeal.
The grounds for each specific type of appeal are as follows:

i. Admission/Recognition of Prior Learning Procedure

The Admissions Officer or Global Engagement Office Manager, as appropriate, will speak with the applicant and attempt to informally resolve

the issue(s) raised. An applicant wishing to appeal the outcome of an application for College entry may do so, normally on the following grounds:

- The applicant wishes to provide evidence that there was an irregularity in the way a query or an application for admission was considered.
- The applicant wishes to appeal against the College's admission criteria or RPL criteria.
- The applicant wishes to present additional documentation in support of their original admission or RPL application. In this case, the applicant must also show good reason why such documentation could not have been made available previously.
- The applicant wishes to appeal against the manner in which the admissions or RPL criteria were applied.
- There is an alleged breach of natural justice.

ii. Deferrals Procedures (i.e. in the case of QAE Document 3.9 Applicant Deferred Entry and QAE Document 3.9 Deferrals of Programme, Module or Assessment for Registered Learners)
A learner wishing to appeal the outcome of a deferral application may do so, normally on the following grounds:

- The learner wishes to provide evidence that there was an irregularity in the manner in which the deferral application was considered.
- The learner believes the decision regarding the deferral application is manifestly unreasonable.
- The learner wishes to present additional documentation in support of their original grounds for deferral request. In this case, the appellant must also show good reason why such additional documentation was not made available previously.
- There is an alleged breach of natural justice.

iii. Procedure for extensions on Deadlines for the Submission of Assessed Work and Late Submission Penalties (QAE Document 6.2)
A learner wishing to appeal an outcome of an application for extension on the deadline for the submission of assessed work may do so, normally on the following grounds:

- The learner wishes to provide evidence that there was an irregularity in how the extension application was considered.
- The learner believes the decision regarding the extension application is manifestly unreasonable.
- The learner wishes to present additional documentation/grounds in support of their original request for extension. In this case, the learner must also show good reason why such additional documentation was not made available previously.
- There is an alleged breach of natural justice.

iv. Examination Board Procedure (QAE Document 6.13)

A learner wishing to appeal the decision of an Examination Board may do so, normally on the following grounds:

- The learner wishes to provide evidence that there was a non-academic irregularity in how their assessments were conducted.
- The learner wishes to present information of mitigating circumstances which were not known to the Examination Board. In this case, the learner must also show good reason why such circumstances were not made known prior to or at the Examination Board meeting.
- There is an alleged breach of natural justice.

v. Learner Disciplinary Procedure (QAE Document 7.8)

A learner wishing to appeal the decision of a Disciplinary Board may do so, normally on the following grounds:

- The learner wishes to provide evidence that there was a material procedural irregularity which, had it not occurred, might have significantly changed the outcome of the original disciplinary hearing.
- That the penalty imposed by the disciplinary hearing is considered too severe, bearing in mind the circumstances of the case.
- The learner wishes to present new evidence or information of mitigating circumstances which was not known to the Disciplinary Board. In this case, the learner must also show good reason why such circumstances were not made known prior to or at the Disciplinary Hearing.
- There is an alleged breach of natural justice.

vi. Academic Misconduct Procedure (QAE Document 6.11)

A learner wishing to appeal the decision of an Academic Misconduct Disciplinary Board may do so, normally on the following grounds:

- The learner wishes to provide evidence that there was a material procedural irregularity which, had it not occurred, might have significantly changed the outcome of the original disciplinary hearing.
- That the penalty imposed by the Academic Disciplinary Board is considered too severe, bearing in mind the circumstances of the case.
- The learner wishes to present information of mitigating circumstances which were not known to the Academic Disciplinary Board. In this case, the learner must also show good reason why such circumstances were not made known prior to or at the Academic Disciplinary Board meeting.
- There is an alleged breach of natural justice.

vii. Appeal Procedure when appealing outcome of Desk-based Review (within the QAE Document 6.4 Appeals Procedure)
A learner wishing to appeal the outcome of the desk-based review process may do so normally under the following grounds:

- The learner wishes to provide evidence that there was a material procedural irregularity which, had it not occurred, might have significantly changed the outcome of the original desk-review.
- A learner may appeal the decision of the desk-based review on the grounds that the decision is manifestly unreasonable.
- The learner wishes to present information of mitigating circumstances which were not known to the desk-based reviewer. In this case, the learner must also show good reason why such circumstances were not made known prior to or at the desk-based review.
- There is an alleged breach of natural justice.

viii. Appealing the Appeals Board outcome: Presidential Appeal (within the QAE Document 6.4 Appeals Procedure)
The decision of an Appeal Board may only be appealed to the President where the outcome was expulsion or academic withdrawal from the College.

A learner wishing to make a Presidential appeal of the outcome of an Appeal Board process may do so normally under the following grounds:

- The learner wishes to provide evidence of a material procedural irregularity which, had it not occurred, might have significantly changed the outcome of the original hearing from expulsion or academic withdrawal.
- That the penalty imposed by the disciplinary or appeal hearing (expulsion or academic withdrawal) is considered too severe relative to the circumstances of the case.
- The learner wishes to present information of mitigating circumstances which were not known to the relevant Appeal Board. In this case, the learner must also show good reason why such circumstances were not made known prior to or at the Appeal Board or in any previous correspondences made in respect of the Appeal.
- There is an alleged breach of natural justice.

6.4.6 Appeal Forms, Time Limits and Late Appeals

(i) A learner wishing to appeal a decision referred to in section 6.4.5 above must complete an Appeal application form [Click here to download] (available from faculty, QAED and also online) and submit it to the Quality Assurance and Enhancement Office via the dedicated email address: appeals@griffith.ie.

(ii) The faculty provides each learner with the appeal procedure at a time relevant to the communication of the academic decision.

(iii) The faculty must also explain the relevant appeal process to the learner for the academic decision that is being communicated.

The Quality Assurance and Enhancement Officer must acknowledge receipt of the appeals form.

Timeline:

(i) The typical appeal submission deadline is within 5 working days from when the original decision is formally communicated, with two exceptions:

(ii) - For appeals relating to the late submission of assessed work, the appeal submission timeline is 1 working day.- For appeals relating to a decision of academic misconduct leading to expulsion from the college, the appeal submission timeline is 10 working days.

Specific deadlines are outlined in the following table.

Appeal, based on the following grounds,	Appeal Form submission deadline		
	Within 1 working day	Within 5 working days	Within 10 working days
Admission (QAE Admission Appeals Procedure)		x	
Recognition of Prior Learning (QAE Document 3.7 Recognition of Prior Learning Procedure)		x	
Late Submission of Assessed Work (QAE Document 6.2 Procedure for extensions on Deadlines for the Submission of Assessed Work and Late Submission Penalties)	x		
Deferral (QAE Document 3.9 Applicant Deferred Entry and QAE Document 3.10 Deferrals of Programme, Module or Assessment for Registered Learners Deferrals Procedure)		x	
Learner Disciplinary (QAE Document 7.8 Learner Disciplinary Procedure)		x	
Academic Misconduct (QAE Document 6.11 Academic Misconduct Procedure) - All outcomes except expulsion		x	
Academic Misconduct (QAE Document 6.11 Academic Misconduct Procedure) Appealing an outcome leading to expulsion			x
Exam Board Decision (QAE Document 6.13 Examination Board Procedure)		x	
Appealing outcome of the Desk Based Review (Desk-based Review section of the QAE Document 6.4 Appeals Procedure)		x	

Appealing outcome of the Decision of Appeal Board to the President's Appeal Committee (QAE Document 6.4 Appeals Procedure)		x	

The appeal application must include:

(i) The appeal form which details:
- The name and address of the appellant.
- The category or subject matter of the decision being appealed (e.g. admissions, deferral, disciplinary, etc.).
- The claimed ground(s) for appeal (which must be in accordance with section 6.2.5 above).
- Signature, which confirms that the appellant is aware of and understands their rights.

(ii) All evidence and documents to be considered as part of the appeal. An appellant is required to submit all evidence (documents, communications, certificates etc) at the same time as their appeal. All evidence and documents must also be submitted within the relevant timeline. Any evidentiary information received outside of that timeline will not be considered as part of the appeal.

(iii) If relevant, the name of the programme, the relevant module(s) and other academic details.

6.4.6.1 Late Appeals

In exceptional circumstances, learners may be entitled to enter an appeal outside of the time limit. Such circumstances, which will need to be evidenced, may include:

- Where the learner is Ill within the specific time limit period listed in section 6.4.6 in this policy.
- The learner not being informed of the original decision that they subsequently wish to appeal. The time limit must run from the time the appellant was informed. Learners are advised that, for this purpose, notifying learners via the email address most recently known to the college is considered proper notification of a decision.
- Any other circumstances which, in the opinion of the Chair of the Appeal Board, means that the learner was unable to submit an appeal within the relevant time limit.

6.4.7 Stage One: Desk-Based Review

If a learner or applicant submits an appeal, a desk review of the appeal is conducted by the QAE Office to establish if it was submitted within the time limit and whether valid grounds for appeal exist.

As part of this desk-based review, the relevant faculty will always be asked to respond to the appeal. This action facilitates the faculties' right to reply prior to a determination on the desk-based review.

6.4.7.1 Potential outcome of a Stage One: Desk-Based Review

An appeal will normally be upheld if:

(i) It is submitted within the relevant time limit.
(ii) There is enough substantial evidence supporting the grounds of the appeal.
(iii) There is no conflicting evidence in the faculty response.

An appeal will normally progress to an Academic Appeal Board if:

(i) It is submitted within the relevant time limit.
(ii) There is enough substantial evidence supporting the grounds of the appeal.
(iii) There is conflicting evidence in the faculty response.

An appeal will normally not be upheld if:

(i) It is not submitted within the relevant time limit.
(ii) There are no extenuating circumstances evidenced that would justify considering a late-submitted appeal.

and/or

(iii) There is not enough or substantial evidence supporting the grounds of the appeal.

and/or

(iv) There is conflicting evidence in the faculty response.

6.4.8 Stage Two: Appeal Board

If the appeal is referred from the desk-review stage, or if the desk-based review decision is appealed, the appeal progresses to Stage Two.

At this stage, the Chair of Appeal Board reviews the appeal at Stage Two to ensure it meets the criteria of:

(i) The case was referred to the Appeal Board by the QAE Officer as progression of a Stage One appeal.
(ii) The case is submitted by the appellant to appeal a Stage One outcome and reflects evidence that was unknown to the QAE Officer at the time of the Stage One desk-review decision. If this extra evidence is not provided with the appeal, the application to appeal the desk-review decision is rejected, and the desk-review decision is upheld.

If the Chair approves the appeal to progress to panel review, an Appeal Board of a minimum two academic staff is convened to hear the Stage Two appeal.

As part of this stage, if not already provided, the relevant faculty will be asked to respond to the appeal. This action facilitates the faculties' right to reply prior to a determination on the desk-based review.

6.4.8.1 Potential outcomes of a Stage Two: Appeal Board

A Stage Two Appeal Board appeal will normally be upheld if:

(i) The application is submitted within the relevant time limit.
(ii) There is enough substantial evidence supporting the grounds of the appeal.

A Stage Two Appeal Panel appeal will normally not be upheld if:

(i) The appeal is not submitted within the relevant time limit.
(ii) There are no extenuating circumstances evidenced that would justify considering a late-submitted appeal.

And/or

(iii) There is not enough or substantial evidence supporting the grounds of the appeal.

Regardless of the outcome of the individual appeal, a Stage Two Appeal Board may make recommendations to faculty and departments based on the substance of the case.

6.4.8.2 Stage Three: Presidential Appeal

A Stage Two Appeal Board outcome may only be appealed to Stage Three if:

(i) It was submitted within the relevant time limit (within 5 working days of the previous outcome being communicated to them).
(ii) The appeal is against the sanction of an Appeal Board where the outcome is academic withdrawal from the programme, expulsion, or gross misconduct leading to expulsion, or not being offered a course.
(iii) There is sufficient substantial evidence supporting the grounds of the appeal.

Where an appeal is subject to the decision of a President's Appeal Committee, the application of any disciplinary penalty or academic misconduct process is suspended pending the outcome of the appeal. This includes a learner's suspension, which will be put on hold and the learner may attend college during the conduct of the Presidential Appeal Committee review process. Conditions may be agreed and put in place to facilitate this attendance reinstatement by the learner. This will be communicated to the learner in writing as part of Presidential Appeal Committee correspondence. If the appeal is not upheld, the suspension is reinstated.

Each Presidential Appeal is subject to a preliminary desk-based review of the appeal application and all associated documents (by the QAE Officer) to establish if valid grounds for a Presidential Appeal exist (see section 6.4.5 (viii) of this policy for criteria). If the appeal does not meet the grounds to progress, the appeal is dismissed and there will be no right to appeal this decision.

If the grounds for Presidential Appeal are valid, a copy of the appellant's documentation is provided to the office of the President by the QAE Officer.

6.4.8.3 Presidential Appeal Committee

The Presidential Appeals Committee is chaired by the College President, or their nominee. The Committee comprises no fewer than three persons, appointed by the President, two of whom are external to the College.

6.4.8.4 Outcomes of Stage Three: Presidential Appeal Committee hearing

A Stage Three: Presidential Appeal will normally be upheld if:

(i) The application is submitted within the relevant time limit.

(ii) There is enough substantial evidence supporting the grounds of the appeal.

A Stage Three: Presidential Appeal will normally not be upheld if:

(i) The appeal is not submitted within the relevant time limit.

And/or

(ii) There is not enough or substantial evidence supporting the grounds of the appeal.

Regardless of the outcome of the individual appeal, a Stage Three: Presidential Appeal Committee may make recommendations to faculty and departments based on the substance of the case.

The decision of the Presidential Appeal Committee or the associated desk-based review is final.

6.4.9 Composition of an Appeal Board at Stage Two

6.4.9.1 Nominations

At the start of each academic year, APC appoint an Academic Panel from which possible Appeal Board members will be selected.

(i) Each faculty nominates a minimum of two candidates.

(ii) This panel remains in place for the duration of the academic year.

(iii) The panel will include members of academic staff at all levels (including heads of faculty, programme directors and year heads).

(iv) The Academic Panel Chair will be nominated by the Director of Academic Programmes.

6.4.9.2 Chair of the Academic Panel

(i) The Chair reviews the Stage Two submission to ensure it meets the grounds (insert reference here).

(ii) They implement the policy.

(iii) They have reporting and monitoring responsibilities.

6.4.9.3 Appointing an Appeal Board when there is a Stage Two appeal:

(i) An Appeal Board normally consists of two persons to hear a Stage Two appeal.

(ii) All members of the Appeal Board must be external to the faculty concerned in the appeal, and not have been in any way involved in the process under appeal.

(iii) All Academic Panel members will be contacted to convene an Appeal Board.

(iv) The QAE Officer will act as a non-voting Secretary to the Appeal Board.

(v) In all cases, the appointed Appeal Boards will act on behalf of the Academic and Professional Council.

(vi) There must be no overlap of the same academic panel member being involved in these three functions (desk-based review, Appeal Board, Presidential Appeals Committee). i.e. if a panel member is included in the Appeal Board, they are not nominated to the Presidential Appeals Committee.

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6.4.10 Appeal Board meeting procedure

i. The QAE Officer notifies all parties (Appeal Board members, appellant) of the date, time and location of the hearing.

ii. Prior to the appeal hearing, the QAE Officer ensures that the appellant is aware of their rights as set out in Appendix 48 and explains the process to ensure meaningful participation.

iii. If the learner wants to bring an accompanying person, they must reply and confirm the name, contact details and role that person has (a fellow learner, a staff member, a relative, a friend, or an advisor) at last two working days before the day of the Appeal Board meeting. If the normal notice period is waived, the learner should inform the QAE Officer of the second attendee with as much notice as possible if two working days' notice is no longer possible.

iv. When notifying Appeal Board members, the QAE Officer forwards copies of documentation pertaining to the conduct of Appeal Hearings, and all relevant documentation pertaining to the case, including information gathered from the relevant faculty or department.

v. One of the Appeal Board members agrees to chair the meeting (in advance of the hearing).

vi. The appeal hearing is convened on the appointed date.

vii. At the appeal hearing, the Chair of the Appeal Board:

a. Informs the appellant of their rights in relation to the appeal, explains these rights, and asks the appellant to confirm that they have understood them.
b. Explains the running of the meeting to the appellant.
c. Introduces each person and their role in the meeting to the appellant.
d. In closing the meeting, asks the appellant to confirm that they have gotten the opportunity to make their case and to confirm that they do not wish to present more evidence.

viii. The Appeal Board may request more information or evidence from the appellant, the faculty or other departments before making a decision.

6.4.11 Communications

The QAE Officer communicates the outcome of the appeal to the appellant, the faculty concerned, and any relevant departments, in writing, by email.

In a case where an appeal is unsuccessful, the notification to the learner states the following:

(i) The decision of the Appeal Board.
(ii) The penalty to be imposed (if relevant).
(iii) The learner's right of appeal (where applicable).
(iv) The period within which this appeal must be lodged (where applicable).

In a case where an appeal is successful, the notification to the learner states the following:

(i) The decision of the Appeal Board.
(ii) Any relevant next steps or conditions.

6.4.12 Appeal Hearings Outcomes

The outcomes of successful appeals against under the College's QAE Procedures are listed below. In the case of a successful appeal of a/an:

(i) Admission Decision / Recognition of Prior Learning Decision
The Admissions Officer/Global Engagement Office Manager carries out the standard admission procedures.

(ii) Late submission of Assessed Work Decision
A Learner is permitted to submit work without penalty and within an agreed timeframe.

(iii) Applicant Deferral / Deferrals of Programme, Module or Assessment for Registered Learners
The Admissions Officer/Registration Manager makes whatever amendments are necessary to the learner's assessment record on the learner administration system and must also amend the Learner Record Amendment Form (LRAF) (where applicable) and document the circumstances and grounds for the amendment. The Admissions Officer/Registration Manager and the Chair of the Admissions Sub-Committee sign the LRAF. This form and the accompanying report are made available to the next sitting of the Examination Board and is stored in the Registration Office for future reference.

(iv) Learner Disciplinary Decision
Where the college 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 is retained in the learner's file except as required by law or court order. The college may retain anonymised data, separate from the learner's record, for reporting and analysis purposes.

(v) Academic Misconduct Decision
Where the college is satisfied at any stage within these procedures that academic misconduct has not taken place, no documentation relating to the alleged misconduct and the associated investigations is retained in

the learner's file. The college may retain anonymised data, separate from the learner's record, for reporting and analysis purposes.

(vi) Examination Board Decision
In the case of successful appeal, the Senior Examination's Officer makes whatever amendments are necessary to the learner's records on the learner administration system and on the examination broadsheet. The relevant documentation is made available to the next sitting of the Examination Board.

(vii) Desk-based Review Decision
The appeals process resumes as if the original review found valid grounds for appeal.

(viii) Appeal Board Decision
The relevant outcomes in relation to the decision being appealed against, as listed above, will apply.

6.4.13 In the case of an unsuccessful appeal of a/an:

- Admissions Decision
- Recognition of Prior Learning Decision
- Late Submission of Assessed Work Decision
- Deferral Decision
- Exam Board Procedure

The decision of the Appeal Board is final.

6.4.14 In the case of an unsuccessful appeal of a/an:

- Learner Disciplinary Decision
- Academic Integrity and Misconduct Decision
- Desk-based Review Decision
- Appeal Board Decision

The decision of the Presidential Appeal Committee is final.

6.4.15 Records and follow up
In all cases, all records of the Appeal Board's determinations are kept centrally by the Quality Assurance and Enhancement Department and a copy held by the relevant Senior Manager, i.e. the person with overall responsibility for a department/faculty. Specific requirements of individual procedures are listed below.

i. Late submission of Assessed Work
A copy of the amended application form indicating the decision on the deadline extension and the appeal form is held on the learner's file.

ii. Deferral Decision Appeal

In the case of successful appeals, the Admissions Officer/Registration Manager makes whatever amendments are necessary to the learner's assessment record on the learner administration system and must amend the Learner Record Amendment Form (LRAF) (where applicable) documenting the circumstances and grounds of the amendment.

The Admissions Officer/Registration Manager and the Chairs of the Deferral Appeal Board sign the Learner Record Amendment Form (LRAF) (available from faculty or administrators).

A copy of this form and the accompanying report is normally made available to the next sitting of the Examination Board.

Statistical reporting is provided to the Academic and Professional Council.

iii. Learner Disciplinary Procedure

Documentation regarding penalties imposed for proven misconduct are retained on the learner's file for the periods denoted in Learner Disciplinary Procedure.

Documentation regarding expulsion forms a permanent record on the learner's file.

iv. Academic Integrity and Misconduct

In the event of the Appeal Board upholding the decision of the disciplinary hearing, or altering the classification of academic misconduct, and where the learner has not appealed this decision within 5 working days to the Presidents Appeal Committee, a copy of the notification of the disciplinary hearing decision and the decision of the Appeal Board is filed on the learner's file by the PD/Faculty Head.

6.4.16 Confidentiality

This confidentiality section refers to appeals regarding an allegation of misconduct, academic or otherwise, made by the college against a learner. It applies only to the Learner Disciplinary Procedure and Academic Misconduct Procedure.

Where the college 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 is retained in 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.

6.4.17 Monitoring and Review

An Appeals Report is presented to APC with recommendations and anonymised data on an annual basis.

Assessment Regulations

6.5 AI in Learner Assessment Policy

6.5.1 Background

Advances in AI are transforming higher education activities and practices. Since the arrival of ChatGPT in November 2022, which brought an increased public awareness of generative AI and its capabilities, limitations, risks and challenges, the use of AI assistance or AI generated content is increasingly commonplace across higher education activities, impacting all disciplines – e.g. business, computing, engineering, media and the creative arts.

Since 2023, Griffith College has developed a range of policies, procedures, guidelines and support resources to guide programme teams in their understanding, use and accommodation of AI resources. Links to the College's current policies are provided below, informed by the Generative AI Guidelines for Educators developed by NAIN – Ireland's National Academic Integrity Network.

Academic teaching teams may find the identification of non-original learner submissions challenging. This has only become more complex with the impact AI is having on learner behaviour. The diversity of assessment design, the increased use of multi-step assessment, as well as the consideration of declaring specific use of AI are some of the tools available that can address this. The College's existing policies on the Control Principles for Academic Use of AI and Academic Misconduct Policy will continue to apply.

6.5.2 Scope

The purpose of this policy is:

- To outline Griffith College's responsibilities to staff, learners and graduates
- To outline the AI Assessment Scale (AI AS) framework in respect of the College's Acceptable Use of AI

6.5.3 Griffith College's Responsibilities

Griffith College has specific responsibilities to staff, learners and graduates. These include ensuring:

i The currency and relevance of the College's programmes; and that the teaching, learning and assessment methods prepare graduates appropriately for related careers. For example, if AI is already being adopted and used in industry for specific purposes, it is essential that graduates are prepared to use the related AI resources.

ii That staff and learners are informed, knowledgeable and competent. This includes knowledge and skills about the availability, ethical use, and capabilities of emerging AI applications for academic consideration. AI use has consequences for bias/transparency, environmental threats, data privacy risk, Intellectual Property (IP) and copyright infringement.

iii The protection of academic integrity and the qualifications awarded to graduates, so that they are awarded on the basis of the learners' own developed knowledge, skills and competences.

iv That academic staff can make informed decisions about the suitability of AI use for academic purposes and assessment. In order to deliver relevant, quality education for learners, academic staff must consider the impact AI has or could have, whether positive or negative, on programme and module related learning outcomes.

6.5.4 Artificial Intelligence Assessment Scale (AI AS) Framework[7]

Listed below are the various categories of AI use available that may be chosen by a lecturer in advance to give learners clarity on what constitutes acceptable AI use in an assignment. ~~.~~Lecturers will indicate which category/categories on offer that apply to each assignment. Lecturers must chose or exclude each of the various categories without assuming use of the remaining categories. This allows for more flexibility in assessment design.

i An assignment brief must clearly state which categories of AI use are permitted.

ii All AI generated content and process must be declared.

iii Any category that is not listed as permitted may be assumed to be prohibited.

iv If it is determined that a learner has used an AI tool in any way that is not permitted by the identified categories on the specific assessment brief, then they will be subject to the disciplinary procedures listed in the Academic Misconduct procedure regarding the misuse of AI in assignments.

Please also see appendices at the end of this policy for relevant information to be provided to learners as context to AI use.*

No AI Use	The use of any AI tool (online or locally hosted) **is not permitted for any part of an assessment**. This includes closed book and time-bound examination settings.
AI for Planning	AI tools may be used at the **planning stage of an assignment**. All AI use must be declared. Learners must add an appendix showing the ideas, structures, and recommended research given by an AI. Acceptable use in this level is defined as: **Idea generation**: Using AI to generate suggestions on specific topics that could be included in their assessment. The learner would then have to research and create the assignment content without AI assistance. **Structure**: Asking AI to give an overview or to plan how to discuss the

[7] The description and scale provided here is a version of Perkins, M., Furze, L., Roe, J. and MacVaugh, J., 2024. The Artificial Intelligence Assessment Scale (AIAS): A framework for ethical integration of generative AI in educational assessment. Journal of University Teaching and Learning Practice, 21(06). It has been adapted for use in Griffith College. There is a link to the original article at the end of this policy.

	topic of the assignment (e.g. a short bullet point list). The learner would be required to take that list and expand it into a full assignment without further assistance from the AI. **Research**: Asking AI for references to appropriate sources that discuss the topic. Learners would then be required to evaluate those references. If any of the references are relevant to the assignment it should then be cited in the assignment work. AI summaries of any source is not permitted. **All AI use must be declared.**
AI for Editing	AI tools may be used to improve the written quality of an assignment. A learner who uses AI in this way would be required to cite how and where AI editing was use. Acceptable use in this level is defined as: **Synonyms to words and phrases**: Using AI for alternative suggestions for a word or phrase. A learner could also ask an AI if a word or phrase exists for a concept they are trying to communicate. **Grammar checking**: Asking AI to perform grammar checking on sentences or short paragraphs (< 200 words) and provide suggestions on how to update or change the content to better communicate the idea in said sentences or paragraphs. **All AI use must be declared.**
AI for Support Tasks	AI tools may be used to perform certain tasks in the assignment. The tasks that AI tools may be used for in this level may be considered menial, mechanical, or tedious, and not a direct contribution to a learning outcome. Learners are expected to clearly declare which tasks of their assignment have been AI generated. Examples of such tasks would be (but not limited to, as it varies from discipline to discipline): **Sample dataset generation**: Datasets for a given assignment may not exist, or exist in low sample count and/or poor quality versions. AI can be used to create sample datasets. If such a dataset is created it is clearly declared in the assignment. **Basic data analysis**: summaries and basic statistics of data for further analysis by the learner. **Template creation**: AI generates a visual organisation of how information would be presented. **Image annotation**: AI generates alternative text and captions to describe what images and visuals are depicting. **All AI use must be declared.**
AI for Collaboration	AI is used to **complete certain elements of the task (to express part of the learning outcomes), with learners providing discussion, analysis or commentary** on the AI-generated content. This level requires critical engagement with AI generated content and evaluating its output. You will use AI to complete specified tasks in your assessment.

	All AI use must be declared.
Full AI Use	AI can be used for any and all parts of the assessment without restrictions and without critical analysis. **There is no example of assessment where this is allowed as it would not meet any learning outcomes.**

AI in Learner Assessment (AI AS)

GRIFFITH COLLEGE

No AI Use	**Do not use any AI at all.**
AI for Planning	You can use AI when planning your assignment! **Examples:** ·Generate ideas for topics ·Draft an outline ·Research sources (that you will read later) **All AI use must be declared.**
AI for Editing	You can use AI to help you edit a draft of an assignment. **Examples:** ·Check grammar for short paragraphs ·Provide suggestions to improve ·Suggest synonyms **All AI use must be declared.**
AI for Support Tasks	You can use AI tools to perform certain tasks in the assignment – not directly related to learning outcomes. **Examples:** ·Generate sample dataset ·Template creation ·Basic data analysis ·Image annotation **All AI use must be declared.**
AI for Collaboration	You can use AI to complete certain elements of the task (to express part of the learning outcomes). You will use AI to complete specified tasks and provide discussion, analysis or commentary on the generated content. **All AI use must be declared.**
Full AI Use	**AI use without restriction and without critical analysis is not permitted in any assessment.** **Use of AI in this manner will result in a case of academic misconduct.**

Adapted from Artificial Intelligence Assessment Scale (AIAS): A Framework for Ethical Integration of Generative AI in Educational Assessment (2023). CC-BY-NC-SA
For the full text of the Griffith College adapted AI in Learner Assessment Policy please refer to the QAE Manual: http://www.griffith.ie/QAEManual

Figure 7: Visual of the AI permission options at assessment level

6.5.5 Specific Responsibilities

These responsibilities are shared by all staff and learners to different degrees of participation.

6.5.5.1 Griffith College Responsibilities

1. The college commits to increasing the resources available to its Teaching and Learning Department (TLD) and to Faculties / Programme Teams seeking advice on their discipline-specific decisions regarding the approval /prohibition of AI applications (if any) for use by learners / staff.

2. The College will continually consult with staff, learners and industry/employment representatives to understand the priorities and impact of the use of AI in Higher Education and society.
3. The College, through APC as academic governance and oversight, prioritises an Academic Integrity culture, embedding it in all levels of the institution.
4. The College commits to ensuring the availability and maintenance of an AI Assessment Scale to inform learners regarding the extent (if any) to which AI can be used to inform or assist assessments.

6.5.5.2 Staff Responsibilities

1. Programme teams in conjunction with the College's Teaching and Learning Department will lead in deciding the parameters of permitted academic use of AI within their programme(s)/modules. This is informed by programme documents, programme and module learning outcomes, developments in their industry, and the changing expectations of both learners and employers in respect of graduates' required knowledge, skills and competences.
2. Programme teams and the Teaching and Learning Department must provide clarity, frequently and consistently, for staff and learners in relation to the spectrum of AI use and AI misuse in any given assessment, and in each associated assignment brief.
3. Faculties and programme teams will also be guided by the College's AI Assessment Scale (AI AS) framework to make informed choices about the agreed use or misuse of AI at the level of module-based assessments and communicate this to all learners and staff. In particular:
    3.1. In faculties where no use of AI is permitted, it must be made explicit to learners that any use of AI assistance or AI generated content by learners, will be reviewed in accordance with the College's prevailing academic misconduct policies.
    3.2. The AI AS level of each module is proposed by the Module Leader.
    3.3. The AI Assessment Scale (AI AS) Categories must be included in the Assignment brief.
    3.4. Where any categories other than "No AI Use" are being implemented at assignment level, the PD must be informed by the Module Leader and may request a review.
    3.5. In modules where the use of particular AI resource(s) by learners and staff are approved, the college's AI Assessment Scale (AI AS) framework will be made known to learners and staff and any use of such applications by learners in their summative assessments must be declared.
    3.6. Where faculties wish to restrict the use of AI to particular modules and the resulting assignments and not the entire programme, this should be made clear to learners by the lecturer of that module.

3.7. A faculty's or programme team's approach may be restricted by the requirements of an external PSRB (Professional Statutory Regulatory Body), for example in the case of ACCA (for exemptions), Law Society of Ireland, etc. In such cases, the Faculty and Programme teams may determine that the use of AI by learners in their assignments and assessments is strictly prohibited.

6.5.5.3 Learners

1. Learners must embrace Academic Integrity as a key element of their education path.
2. Learners will participate and engage in training and opportunities to better understand and apply AI ethically and academically.
3. Learners must make sure they understand the standard they are being held to. This includes making sure they understand the relevant AI Assessment Scale (AI AS) framework for each of their assessment briefs. It also includes understanding the consequences of allowed use and/or misuse of AI, including the Academic Misconduct procedure process in Griffith College.

6.5.5.4 Lecturers

1. Lecturers must embrace Academic Integrity as a key element of the education they are providing.
2. Lecturers will participate and engage in training and opportunities to better understand and apply AI ethically and academically.
3. Lecturers must communicate the standard that learners are being held to. This includes making sure that learners understand the relevant AI Assessment Scale (AI AS) framework for each of their assessment briefs. It also includes communicating the consequences of allowed use and/or misuse of AI, including the Academic Misconduct procedure in Griffith College.

6.5.6 Monitoring and Review

The implementation of this policy will be monitored and reported to Education, Learning and Development Group (subcommittee of APC) and Teaching and Learning Department.

This AI Assessment Scale (AI AS) framework policy will be reviewed at least annually and once an academic year.

The implementation and impact of AI and also of the AI Assessment Scale (AI AS) framework will be reviewed on an ongoing basis in order to inform annual reporting, best practice, identify training needs, and data-informed decisions.

6.5.7 Resources

Griffith College Specific Policies addressing AI

Control Principles for Academic Use of AI

Academic Integrity and Misconduct Policy

Other relevant Resources

NAIN Generative AI Guidelines for Educators 2023
NAIN Academic Integrity Guidelines 2021



This version of AI AS is based on Artificial Intelligence Assessment Scale (AIAS): A Framework for Ethical Integration of Generative AI in Educational Assessment (2023)

© attributed to original authors, shared for non-commercial use and distributed under the same license as the original. Griffith College did change the number of levels as well as the level descriptions and indicators.

Appendix to Artificial Intelligence Assessment Scale (AIAS)

*Notes that lecturers should make learners aware of:
Learners should be made aware of and be mindful of the following whenever they are using AI tools:

- AI tools are known to hallucinate, they can provide false or misleading information. Should you use an AI tool you should check and verify the output to determine if it is correct
- AI tools are also known to return copyrighted material with certain prompts. This may inadvertently trigger a plagiarism check if you are not careful. It is advisable to keep the content the AI is assisting you with to a minimum at all times.
- AI use is a direct cause of GHG (Green House Gas) emissions. The more you use AI the more you'll directly contribute to global warming
- At no point should a learner take a direct action suggested by an AI without first considering the ethics and consequences of that action. An AI cannot be held accountable like a learner can.

6.6 Internal Review Procedure

6.6.1 Introduction

The Internal Reviewer plays an important role in ensuring that the attainment of the level, standards and learning outcomes of a module or modules is appropriately examined by the relevant assessment. The Internal Reviewer carries out their review of the quality of the examination paper before it is submitted for consideration to the External Examiner by the Examination's Office.

6.6.2 Objectives

- To set down the procedure which will govern the internal reviewing of examination papers
- To outline the profile of appropriate internal reviewers
- To describe the role and responsibilities of internal reviewers
- To detail the information and training to be provided to internal reviewers.

6.6.3 Scope

This procedure applies to any module in an academic programme that is all or part assessed by means of an examination paper.

6.6.4 Responsibilities

Internal Reviewer

- Reviews examination papers in terms of the criteria indicated in section 6.5.5
- First time internal reviewers attend a training workshop on effective internal reviewing
- If satisfied with examination paper, completes report and returns to lecturer
- If queries with examination paper reverts to lecturer for clarification
- Documents any unresolved differences with lecturer, returns report to lecturer and alerts Programme Director or Year Head
- Attempts to resolve relatively minor differences with the lecturer and the Programme Director

Programme Director

- Identifies and informs the Faculty Administrator/Faculty Administrator of appropriate internal reviewers for each module requiring an examination paper, at the start of the academic year
- Attempts to resolve relatively minor differences between the lecturer and the internal reviewer
- Reviews examination paper personally in event of significant differences between lecturer and internal reviewer
- May request that the lecturer resubmit the examination paper

- Acts as internal reviewer for a resubmitted examination paper and documents outcome
- Refers disputed examination paper to Director of Academic Programmes if, under exceptional circumstances, requested by lecturer or internal reviewer

Lecturer

- Provides internal reviewer with examination paper, marking scheme and model solutions
- Attaches internal reviewer report to examination paper and submits to Examination's Office
- Discusses internal reviewer's queries and attempts to clarify
- Attempts to resolve relatively minor differences with the internal reviewer and the Programme Director

Quality Assurance and Enhancement Office

- Ensures programme and module learning outcomes and internal reviewer forms etc. are available online

Director of Academic Programmes

- Reviews any disputed examination paper referred by Programme Director and makes final decision

6.6.5 Responsibilities of Internal Reviewers

The responsibilities of the internal reviewer centre on the review of the examination paper in the following terms:

i. Whether or not the attainment of the module's learning outcomes is appropriately assessed by the examination paper having regard to those assessed by continuous assessment
ii. Whether or not the syllabus of the module is adequately covered by the examination paper and the continuous assessment element
iii. Whether or not the marking scheme is appropriate
iv. The accuracy of spelling, grammar, punctuation and calculations
v. The accuracy of the marking totals per question.

6.6.6 Appointment of Internal Reviewers

The Programme Director must identify internal reviewers for each module, with an examination element at the outset of the academic year and provide a list of these names to the Faculty Administrator, the Examination's Office and the Programme Committee

A person who is identified as an appropriate internal reviewer must:

- Have detailed subject knowledge of the module being examined

- Be familiar with the stated learning outcomes of the module being examined
- Be competent to judge whether the stated learning outcomes are being appropriately examined by the examination paper

For each programme and module, the following information must be available to the internal reviewer in an online format by the QAE Office:

- Have detailed subject knowledge of the module being examined
- The programme's aims, learning outcomes and teaching, learning and assessment strategy, as they appear in the approved Programme Document
- The module's aims, learning outcomes and teaching, learning and assessment methods as they appear in the approved Programme Document
- Copies of the Internal Reviewer Report (Appendix 44).

A person who has not acted as a second reader before is required to attend a training workshop, provided by the Centre for Promoting Academic Excellence, which incorporates:

i. An overview of the role of the Internal Reviewer
ii. Examples of effective and ineffective internal reviewing
iii. Instructions on how to complete the Internal Reviewer Report.

6.6.7 The Internal Reviewing Process

Each lecturer responsible for writing an examination paper should be informed by the Programme Director as to the identity of the chosen internal reviewer. The Faculty Administrator must provide the internal reviewer with:

i. The draft examination papers
ii. The marking scheme for the examination paper
iii. The model solutions for the examination paper

Having reviewed this material in conjunction with the programme and module learning outcomes the internal reviewer should normally have three working days in which to return to the lecturer with any comments or recommendations, in line with their responsibilities set out in section 6.6.5.

Where the internal reviewer is satisfied with the examination paper they must complete the Internal Reviewer Report (Appendix 44) and return it to the lecturer. The lecturer must attach this to the examination paper and submit it to the Examination's Office.

Where the internal reviewer is not satisfied with the examination paper, they should, in the first instance, speak to the lecturer and attempt to clarify and resolve any differences.

Should the internal reviewer and the lecturer be unable to resolve such differences, the internal reviewer must indicate this on the Internal Reviewer Report (Appendix

44), return it with the examination paper etc. to the lecturer and alert the Programme Director.

6.6.8 Resolution of Differences

Should the lecturer and the internal reviewer be members of different faculties, the Programme Director of the Faculty of which the lecturer is a member will carry out the process detailed below

In the case of general agreement on the examination paper with specific and limited disagreement, the Programme Director should invite the lecturer and the internal reviewer to discuss with the Programme Director the nature of the disagreement and to come to a resolution.

If there is significant difference of opinion between the lecturer and the internal reviewer, as to the appropriateness of the examination paper as a whole, the Programme Director must review the examination paper.

Should the Programme Director be satisfied that there are grounds for the internal reviewer's judgement they should request that the lecturer review the examination paper in terms of the module learning outcomes and/or syllabus content and compose an alternative draft for consideration. In this instance the Programme Director will act as internal reviewer prior to the submission of the examination paper by the lecturer to the Examination's Office and will record the amendments made on the original Internal Reviewer Report (Appendix 44).

If the lecturer or the internal reviewer is dissatisfied with the Programme Director's decision, they can request that the Programme Director refer the matter to the Director of Academic Programmes. This request should only be made under exceptional circumstances. The decision of the Director of Academic Programmes is final.

6.7 Internal Moderation Procedure

6.7.1 Objectives

- To set down the procedure, which will govern the internal moderation of academic coursework and examination marking
- To assure the integrity of academic programme work and examination marking.

6.7.2 Scope

Every component of assessment that contributes towards the classification of an award, undergraduate or postgraduate, is normally subject to an element of internal moderation. This procedure may be varied under the terms of an Institutional Agreement where a programme of study is delivered as a collaborative initiative with a partner institution.

6.7.3 Responsibilities

Programme Director

- Nominates appropriate internal moderators and informs CA, Programme Committee and Examination's Office
- Seeks resolution of differences between the lecturer and the internal moderator and communicates any marking revisions to PA

Faculty Administrator

- Distributes and receives sample coursework/examination scripts etc. to/from internal moderators
- Amends marks and retains records of marking revisions

Lecturer

- Seeks to resolve differences with internal moderator
- Under exceptional circumstances may request referral of Programme Director's decision to External Examiner

Internal Moderator

- Signs out sample coursework/examination scripts from Faculty Administrator
- Reviews sample coursework/examination scripts, records determinations regarding appropriateness and consistency and returns to Faculty Administrator
- Seeks to resolve differences with lecturer
- Alerts Programme Director of any unresolved marking differences

- Under exceptional circumstances may choose to request referral of Programme Director's decision to External Examiner

External Examiner

- Reviews difference in marking of lecturer and internal moderator if requested by Programme Director
- Reviews difference in decision of Programme Director and opinion of lecturer or internal moderator if required

6.7.4 Purpose of Internal Moderation

The purpose of internal moderation is:

- To seek to ensure that learners are assessed accurately, fairly and with only those aspects of subjectivity which are academically justifiable
- To seek to ensure that marking standards are consistent in and across a number of modules in a programme of study.

6.7.5 Sampling

i. All programmes are subject to internal moderation on a sampled basis.
ii. Internal moderation takes place on campus
iii. The sample of coursework or scripts selected is representative of the range of marks awarded e.g. fails, firsts and borderlines
iv. The number included in the sample is consistent with the following:

    a. If the number of pieces of coursework or scripts is less than or equal to eight in total, all are internally moderated
    b. If the number of pieces of coursework or scripts exceeds eight in total, the greater of 8 scripts or 10% in number of the coursework or scripts are internally moderated.

6.7.6 Internal Moderation of Coursework

i. The Programme Director and Year Head should identify internal moderators for each module at the outset of the academic year and should provide a list of these names to the Faculty Administrator and the Programme Committee.
ii. Internal moderators should liaise with the Faculty Administrator regarding the collection of sample coursework, marking schemes and coursework instructions.
iii. The internal moderator reviews the coursework and corresponding documentation and determines whether they feel there is consistency between individual and overall marking.
iv. Where the internal moderator is satisfied that the marking is consistent, they should indicate this on the Internal Moderator Report and return it with the coursework to the Faculty Administrator.

v. Where the internal moderator is not satisfied that the marking is consistent, they should in the first instance speak to the lecturer and attempt to clarify and resolve any differences.
vi. Should the internal moderator and lecturer be unable to resolve such differences, the internal moderator should indicate this on the Internal Moderator Report, return it with the coursework to the Faculty Administrator, along with an alternative series of proposed marks for the sample, and alert the Programme Director or Year Head.

6.7.7 Internal Moderation of Examinations

i. The Programme Director/Year Head must nominate internal moderators for each module at the outset of the academic year and provide a list of these names to the Faculty Administrator and the Programme Committee.
ii. Internal Moderators should liaise with the Faculty Administrator regarding the collection of sample scripts, marking schemes and examination papers.
iii. The internal moderator reviews the examination scripts and corresponding documentation to establish whether or not they are satisfied that there is consistency between individual and overall marking.
iv. Where the internal moderator is satisfied that the marking is consistent, they should indicate this on the Internal Moderator Report (QAEM Appendix 45) and return it with the examination scripts to the Faculty Administrator.
v. Where the internal moderator is not satisfied that the marking is consistent, they should in the first instance speak with the lecturer and attempt to clarify and resolve any differences.
vi. Should the internal moderator and the lecturer be unable to resolve such differences, the internal moderator should indicate this on the Internal Moderator Report (QAEM Appendix 45), return it with the examination scripts to the Faculty Administrator, along with an alternative series of proposed marks for the sample, and alert the Programme Director or Year Head.

6.7.8 Resolution of Differences

Should the lecturer and the internal moderator be members of different faculties, the Programme Director of the Faculty of which the lecturer is a member should carry out the process detailed below.

i. In the case of general agreement on marking with exceptional differences, the Programme Director should invite the lecturer and the internal moderator to discuss the particular case(s) and to come to a resolution.
ii. If significant differences have arisen between the lecturer and the internal moderator, the Programme Director should review the

assessment in question and if necessary review a larger sample. Should the Programme Director feel that there are grounds for the change in marking put forward by the internal moderator, they should take corrective action which may include the following:

a. Deciding that the internal moderator's marks are more appropriate than the lecturer's
b. Suggesting a modified mark which in their view best reflects the learner's achievement
c. Requesting the External Examiner to review the assessment

iii. If the lecturer or the internal moderator is dissatisfied with the Programme Director's decision to choose 6.6.8 (b) (i) or 6.6.8 (b) (ii) above, they can request that the Programme Director refer the matter to the External Examiner (6.6.8 (b) (iii)). This request must only be made under exceptional circumstances. The decision of the External Examiner is final.

iv. The Programme Director should provide the Faculty Administrator with a revised series of marks where appropriate.

v. The Faculty Administrator should amend the marks accordingly, keeping the original and the revised marks on file and open to scrutiny by the External Examiner.

6.8 Examination Regulations

6.8.1 Objectives

- To specify examination regulations which learners must be aware of prior to attending an examination
- To identify the means by which the College will endeavour to communicate these regulations to learners.

6.8.2 Scope

These regulations apply to all learners attending the examinations of academic programmes.

6.8.3 Responsibilities

Learner

- Must become familiar with the examination regulations detailed in this document prior to attending an examination

Examination's Office

- Refers to Examination Regulations in Learner Handbook, posts them to the Virtual Learning Environment (VLE), outside examination venues and on learner notice boards

Faculty Administrator / Learning Support Office

- Refers any information provided by learners regarding special examination arrangements to the Examination's Office

Programme Director/Year Head

- Refers to examination regulations prior to first examination session

Invigilator

- Provides instructions at the outset of, during and at the end of an examination
- Responds to learner requests during an examination
- Receives examination scripts from learners
- Confiscates any items not permissible in the examination room
- Acts on a suspicion of academic misconduct in accordance with the College's Academic Misconduct procedure.

6.8.4 Communication of Examination Regulations

The College endeavours to communicate Examination Regulations to learners as follows:

- They are referred to in the College's Learner Handbook and posted to the Learner Intranet by the Examination's Office.
- They are posted outside examination locations and on learner notice boards by the Examination's Office.
- They are referred to by the Year Head or Programme Director.

6.8.5 Examination Regulations

Learners who are candidates for examinations are required to familiarise themselves with and will be assumed to be aware of the following examination regulations

6.8.5.1 Prior to an Examination:

i. It is the candidate's responsibility to ensure that they know the correct date, time and location of all examination sessions at which they are required to attend as posted to the learner intranet and on to the Examinations notice board
ii. A candidate who requires special arrangements for examinations due to specific learning needs, illness or physical disabilities must inform their Faculty Administrator and/or the Learning Support Office well in advance of the examination period. The Faculty Administrator will in turn inform the Learning Supports Office in order for appropriate arrangements to be made.
iii. All candidates must be in possession of photographic learner identification and must bring this to the examination hall to be checked prior to admittance. Should a candidate not be in possession of their learner identification card, they must provide alternative photographic identification for inspection in the form of a passport, driving licence or national identification/age card.
iv. If a candidate is not in possession of alternative photographic identification, they must obtain a replacement learner card from the Library prior to the examination.
v. Also, students who have no ID are allowed to complete a 'Proof of Identification' form in the exam hall and then to be positively identified by a lecturer/administrator/Exams Office staff member.
vi. All candidates taking computer-based examinations must familiarise themselves with any username and password requirements which may be necessary to access and save material to the College's computers
vii. Candidates should be at the examination room twenty minutes prior to the examination

6.8.5.2 Entering and Exiting an Examination:

i. Candidates will not be allowed to enter the examination room without appropriate photographic learner identification (see section 6.7.5.1)
ii. Candidates will not be allowed to enter the examination room after the examination has been in progress for one hour.
iii. Candidates will not be allowed to leave the examination room during the first hour or during the final hour of an examination.
iv. Candidates who wish to temporarily leave the examination room may do so with an invigilator's consent and subject to their giving their answer book to an invigilator before leaving. In this instance the candidate must be accompanied by an invigilator.
v. Candidates who wish to permanently leave the examination room outside of the restrictions described in 6.7.5.2 (b), (c), and (d) may do so with an invigilator's consent and subject to their submitting their answer book to an invigilator before exiting. Candidates will not be readmitted to the examination room under these circumstances.
vi. Candidates who are required to leave the examination room early due to illness must report the illness to an invigilator. Failure to do so will render an appeal against a result of the examination on the grounds of illness void.

6.8.5.3 Permitted and Prohibited Items: Unless specific instructions to the contrary are given:

i. Candidates are only permitted to take to an examination desk: writing implements, rulers, drawing instruments, slide rules and, where allowed, non-programmable calculators. Pencil cases are allowed if they are checked upon entry.
ii. Books, electronic or magnetic information storage devices, mobile phones (or pagers), smart watches or other electronic devices, notes, and any form of paper, may not be taken to the examination desk and must be surrendered to the invigilators before the start of the examination.
iii. Where permissible, dictionaries and other relevant documents (e.g. constitution) will be provided in the examination room.
iv. Bags, cases, outdoor clothing and other similar items must be placed in an area designated by the College before the examination begins.
v. Candidates are advised not to bring any valuable items to the College on the day/s of the examination/s as they will not be permitted to store them in the examination room.
vi. Food and drink (other than water) are prohibited at examinations.

6.8.5.4 During Examinations:

i. It is the responsibility of the candidate to check that they have been given the correct question paper. If there is any doubt the candidate must attract the attention of an invigilator immediately.
ii. Candidates are required to act in accordance with any instructions issued by the invigilator(s).

iii. Candidates who require supplementary material or have completed their examination must attract the attention of an invigilator by raising their hand and without disturbing other candidates.
iv. A candidate may not speak to or otherwise communicate with another candidate during the examination and may not act in such a way as to disturb other candidates. Such an act may be considered (i) academic misconduct and, if so, will be dealt with Document 6.11 Academic Misconduct procedure or (ii) a learner disciplinary matter, in which case it will be dealt with under the Learner Disciplinary Procedure (QAE Document 7.8).
v. Candidates must cease work when instructed to do so by the invigilator.
vi. At the end of the examination, silence must be observed until the scripts of all candidates in the examination room have been collected by the invigilators and candidates must not leave their desks until the invigilator announces that they may do so.

6.8.5.5 Answer Books:

i. Candidates must clearly identify their work by completing their personal details on each answer book and on every other item of examination stationery used and must attach all items together securely unless instructed otherwise by the invigilator.
ii. All work must be written in the answer book(s) or on other examination stationery provided in the examination room.
iii. No part of an answer book should be torn out, detached or removed.
iv. Rough work and all calculations must be written in the answer book(s) and must be crossed through if it does not form part of the answer to the question being attempted. Answers must be numbered clearly to indicate the answer to which they refer.
v. No candidate may remove from an examination room answer books or any other item of examination stationery whether used or not.

6.8.5.6 Academic Misconduct:

i. Candidates should be aware that the College takes an extremely serious view of any attempt to commit academic misconduct in an examination. This is reflected in the penalties imposed for proven cases of academic misconduct as described in the College's Academic Misconduct procedure.
ii. Where a member of staff, who is invigilating or otherwise overseeing an examination, assessment or supervised test carried out under examination conditions, has reasonable grounds to suspect that academic misconduct has occurred /is occurring, or is reliably informed by any other person that academic misconduct is suspected, the candidate will be made aware of the suspicion and will be subject to the College's Academic Misconduct procedure.

6.9 Role & Responsibilities of Invigilators

6.9.1 Objectives

- To describe the role, responsibilities and duties of Invigilators
- To outline the duties of the Examinations Office with respect to Invigilators
- To distinguish the role, responsibilities and duties of the Senior Invigilator.

6.9.2 Scope

The role and responsibilities outlined in this policy apply to all Invigilators monitoring academic examinations taking place on or off campus.

6.9.3 Responsibilities

Invigilator/Senior Invigilator

- Becomes familiar with their role, responsibilities and duties
- Becomes familiar with health and safety regulations
- Becomes familiar with their responsibilities under the Academic Integrity and Misconduct Procedure

Examinations Office

- Provides notice to invigilators of timetable arrangements and relevant documentation etc. regarding their role
- Provides specific information to Senior Invigilator and reinforces their role and responsibilities
- Provides specific information to the Invigilator and reinforces their role and responsibilities

Lecturer

- Attends first half hour of examination and remains contactable throughout
- Informs Examinations Office if unavailable to attend examination and remains contactable throughout the examination and appoints someone to act on their behalf prior to the examination

Invigilators

- Familiarising themselves with the rules and regulations for the conduct of examinations as described in these guidelines and in the related documents identified above
- Informing the College of any suspected irregularities in the examination process
- Ensuring that the appropriate control procedures are adhered to when assessment work is transferred from one party to another

- Seeking to ensure that the integrity of the examination process is upheld.

Examinations Office

- Where possible, the Examinations Office will inform Invigilators of the dates and times they have been appointed to act as Invigilator for the College, at least four weeks prior to the examinations. The Examinations Office will also provide invigilators with contact numbers and payment details and any up-to-date College regulations including *Invigilator Guidelines*

6.9.4 Senior Invigilator

The role of the Examinations Office in terms of the Senior Invigilator is to reinforce the following:

i. Their duties as described in section 6.8.8 below
ii. The duties of the Invigilator as described in section 6.8.9 below
iii. Related College policies which they should be familiar with, as identified above
iv. Procedures to be followed in the event of an emergency evacuation from the examination hall

6.9.5 In terms of each examination, the Examinations Office must communicate the following to the Senior Invigilator:

i. The examination session(s) for which they are required to act as a Senior Invigilator
ii. The Invigilator(s) who will be working with them throughout the examination session
iii. The location of the examination
iv. The number of groups attending the examination
v. Any specific requirements for the examination (e.g. dictionaries, log tables etc.)
vi. Any instances of learners who have been granted additional time to complete the examination
vii. Any other information pertaining to the examination or the candidates which is relevant to the Senior Invigilator's role

6.9.6 The Examinations Office will also provide the Senior Invigilator with:

i. The relevant examination paper(s)
ii. Adequate answer books and stationery
iii. A seating plan for the examination room
iv. An attendance sheet(s)
v. The contact details for the lecturer who has set the examination paper (if the lecturer is not present)
vi. List of Invigilators
vii. Copies of announcements to be made

viii. Invigilator Reports
ix. Invigilator Record Sheet

6.9.7 The role of the Examinations Office in terms of the Invigilator is to reinforce the following:

i. Their duties as described in section 6.9.9 below
ii. The duties of the Senior Invigilator as described in section 6.9.9 below
iii. Related College policies which they are to be aware of, as identified above
iv. Procedures to be followed in the event of an emergency evacuation from the examination hall

6.9.8 In terms of each examination, the Examinations Office will communicate the following to the Invigilator:

i. The examination session(s) for which they are required to act as an Invigilator
ii. The Senior Invigilator they are to report to
iii. The location of the examination
iv. The number of groups attending the examination
v. Any other information pertaining to the examination or the candidates, which is relevant to the Invigilator's role.

6.9.9 The Duties of the Senior Invigilator

The Senior Invigilator is responsible for the examination process taking place in the room to which they are appointed. Where possible the Senior Invigilator should have invigilated at least once before and have had training in order to be a senior invigilator.

Their specific duties are:

i. To present themselves at the Examinations Office (or a designated collection room) no later than 45 minutes before the start of the examination, to record their attendance and receive a briefing on the examination taking place and to collect the necessary examination materials, as described in section 6.8.6 above and to inform the Examinations Office of any omissions from the examination materials received.
ii. To inform the Invigilators of any permissible items particular to an examination and in addition to the items included in the Examination Regulations.
iii. To ensure that the examination hall is adequately prepared for learner admittance at least 30 minutes before the start of the examination.
iv. To ensure that candidates are admitted to the examination room ten minutes before the start of the examination and that each learner's identification has been checked. Where a problem results with a learner's

identification the Senior Invigilator should be available to assist the Invigilator.

v. To ensure that candidates have followed the Examination Regulations with regard to prohibited and permitted items and in accordance with the regulations pertaining to the specific examination.
vi. To ensure that candidates are seated according to the specified seating plan.
vii. To read out to candidates the specified examination announcements as per the most recent guidelines.
viii. To request the Invigilators to distribute each examination paper (face up) according to the specified seating plan.
ix. To give the instruction to begin the examination at the appointed time and to announce the time at which the examination will end.
x. To ensure the learner attendance is recorded.
xi. To ensure candidates' enquiries are dealt with in an appropriate manner.
xii. To ensure that the examination is conducted in accordance with the examination regulations and is properly invigilated.
xiii. To carry out any health and safety duties as described in section 6.9.11 below
xiv. To complete the necessary report at the end of the examination. The Senior Invigilator's Report should contain any instances such as:

a. A record of late arrivals and early departures
b. A record of candidates who have left the examination hall for any reason and for any period of time
c. A learner becoming unwell during an examination and the consequent result (e.g. prolonged absence from examination, decision not to continue with examination etc.)
d. A suspected case of academic misconduct
e. Any disciplinary issue, which may have arisen before, during or after the examination
f. To carry out the requisite checking process as described in the Assessment Control Procedure.
g. To return all examination scripts and documentation to the Examinations Office.

6.9.10 The Duties of Invigilators

The Invigilator is responsible for carrying out a number of duties and for taking instruction from and reporting to the Senior Invigilator

Their specific duties are:

i. To present themselves at the Examinations Office (or a designated collection room) no later than 45 minutes before the start of the examination, to record their attendance and receive a briefing on the examination taking place as described in section 6.9.8

ii. To establish from the Examinations Office who the Senior Invigilator for the examination is and the location of the examination
iii. To prepare the examination hall for learner admittance at least 30 minutes before the start of the examination
iv. To check learner identification before admitting learners to the examination room and to refer any difficulties arising from this process, where necessary, to the Senior Invigilator
v. If the candidate does not have a suitable photographic proof of identity, they should be asked to wait outside the examination room and to complete a "Proof of Identification Form". Normally a staff member will be on hand at the venue that can identify candidates. If this is not the case, the candidate should be asked to take their seat, the seat number should be recorded and the Examinations Office should be informed immediately. The Examinations Office will then locate a member of staff who can identify the learner and sign the "Proof of Identification Form". This form should be attached to the Senior Invigilator's Report.
vi. To ensure that candidates have followed the Examination Regulations (QAE Document 6.7) with regard to prohibited and permitted items and in accordance with the regulations pertaining to the specific examination as described by the Senior Invigilator
vii. To seat candidates in accordance with the specified seating plan
viii. To distribute each examination paper (face up) in accordance with the specified seating plan and the Senior Invigilator's instructions
ix. To record attendance
x. To deal with learner queries where appropriate and to refer any difficulties to the Senior Invigilator
xi. To remain in the examination room for the duration of the examination unless accompanying a learner out of the examination room
xii. To inform the Senior Invigilator immediately of any suspicion of academic misconduct
xiii. To provide candidates with additional paper on request
xiv. To accompany learners who wish to temporarily leave the examination room (in accordance with the Examination Regulations QAE Document 6.8)
xv. To assist the Senior Invigilator in carrying out the requisite checking process as described in the Assessment Control Procedure (QAE Document 6.12)
xvi. To accompany the Senior Invigilator to the Examination Office when they are returning all examination scripts and documentation.

6.9.11 Health & Safety

Should a learner become unwell during the programme of an examination, the Invigilator should:

i. Inform the Senior Invigilator of the situation, write the time on the learner's answer book and give it to the Senior Invigilator

ii. Accompany the learner out of the examination room and remain with the learner for the duration of their absence from the examination room
iii. Accompany the learner back to the examination hall should they wish to continue with the examination and write the return time on the learner's answer book before returning it to them. The Senior Invigilator must record this instance in their report, including the time that the learner left and re-entered the examination room
iv. If the learner has decided not to continue with the examination, the Invigilator must contact the Examinations Office and remain with the learner until a representative from the Examinations Office meets the learner to formally record their decision not to continue with the examination. The Invigilator should also inform the Senior Invigilator on their return to the examination hall. The Senior Invigilator will record this instance in their report, including the time that the learner left the examination room

6.9.12 Evacuation of an Examination Room

Should a situation arise which warrants the emergency evacuation of an examination room, the Senior Invigilator must carry out the steps described in Appendix 30 with the assistance of the Invigilators.

6.9.13 Academic Misconduct

i. As communicated formally to learners in both the College Examination Regulations and the Academic Misconduct procedure the College takes any suspicion of academic misconduct extremely seriously. It is a duty of all Invigilators to ensure that they are familiar with the contents of both of these policies prior to acting as an Invigilator for the College.
ii. **Exam Announcement** - Please note you are not permitted to access Moodle during the time you are taking the examination. Reports are run regularly to identify learners who access Moodle during examinations. This access will be construed as academic misconduct and reported to the relevant faculty.
iii. A suspicion of Academic Misconduct in terms of examinations will normally be based on a candidate:

    a. Communicating (or trying to communicate) in any way with another candidate during an examination
    b. Being found with unauthorised material in the examination room

6.9.13.1 Should an Invigilator suspect a case of academic misconduct they should carry out the instructions described in section 6.10.13.2 of the Academic Integrity and Misconduct procedure (QAE Document 6.10) as transcribed below:

i. Where a member of staff, who is invigilating or otherwise overseeing an examination, assessment or supervised test carried out under examination conditions, has reasonable grounds to suspect that academic misconduct has

occurred, or is occurring, or is reliably informed by any other person that academic misconduct is suspected, it is the responsibility of the complainant to:

- Immediately bring to the learner's attention the suspicion of academic misconduct.
- Ensure that the learner is prevented from further acts of academic misconduct of which they are suspected by confiscating any relevant documentation.
- Permit the learner to complete the examination or assessment.

ii. Inform the Senior Invigilator and provide a statement of the circumstances relating to the incident - including a note of the work completed before the detection of the alleged academic misconduct and the time that the alleged academic misconduct was detected - for inclusion in the Senior Invigilator's Report. This is sent to the Senior Examinations Officer at the end of the examination.

iii. The Senior Examinations Officer will discuss the incident with the complainant, gather all available information and/or documentation about the incident, and refer the case to the appropriate Year Head/PD/Faculty Head/Faculty Head nominee.

iv. If an item to be confiscated is something other than documentation e.g. a mobile phone, programmed calculator etc. the invigilator refers this to the Senior Examinations Officer. The Senior Examinations Officer documents how the item could have contributed to the alleged academic misconduct, sign the document and ask the invigilator to co-sign the document. The item in question is normally returned to the learner at the end of the examination.

v. The Year Head/PD/Faculty Head/Faculty Head nominee will discuss the suspected case of academic misconduct with the Senior Examinations Officer and, if necessary, with the complainant and review all information and/or documentation available. The Year Head/PD/Faculty Head/Faculty Head nominee will make a determination as to whether they consider that the suspected breach of academic conduct can be substantiated.

6.9.13.2 Due to the importance of the Invigilator's role with regard to suspected cases of Academic Misconduct in examinations, any doubts regarding the definition of Academic Misconduct or the consequent action to be taken in suspected cases of Academic Misconduct must be clarified with the Senior Examinations Officer prior to an examination.

6.9.14 Note on Lecturer Attendance at Examinations

Lecturers (full time and part time) are expected to attend the first half hour of any examination which they have set, to remain contactable throughout the examination and to cooperate with the Senior Invigilator.

Where exceptional circumstances prevent the lecturer attending the examination it is the lecturer's responsibility to inform the Examinations Office prior to the examination, to appoint someone to act on their behalf and to be contactable throughout the examination. The Examinations Office should provide this contact information to the Senior Invigilator.

Academic Integrity in the Assessment Process

6.10 Academic Integrity and Misconduct Procedure

6.10.1 Introduction

Griffith College promotes and supports learners in their development of academic writing, emphasising the role and value of researching and referencing the work of others as they develop their own views and findings, alongside fostering creative ideation for practical projects. These academic supports create a positive culture around academic integrity and recognise that both critical thinking and creative development are interconnected and focus on the fact that academic integrity is a mind-set and a set of skills, practices, and values to be developed. This includes helping learners to avoid possible situations of academic misconduct.

The College recognises that academic misconduct may arise from a range of factors including misunderstanding of academic conventions, inadequate academic skills development, time pressures, language barriers, misuse of emerging technologies, or deliberate attempts to gain advantage through different types of academic misconduct. Accordingly, the College adopts an educative and proportionate approach to academic integrity, particularly where concerns arise at an early stage of a learner's academic development.

6.10.2 Academic Integrity

The College applies the NAIN definition of Academic integrity as being

> *"the commitment to, and demonstration of, honest and moral behaviour in an academic setting"*[8]*.*

Academic integrity includes:

> *"compliance with ethical and professional principles, standards and practices and a consistent system of values, that serves as guidance for making decisions and taking actions in education, research and scholarship"*[9]

> *"Academic integrity is built on honesty, trust, fairness, respect and responsibility including the courage to uphold these values."*[10]

[8] Writing Center, University of North Carolina at Chapel Hill Academic Integrity: [Accessed 18/11/2025] in National Academic Integrity Network (NAIN) (2025) Academic Integrity: National Principles and Lexicon of Common Terms. Dublin: QQI., page 5

[9] National Academic Integrity Network (NAIN) (2025) Academic Integrity: National Principles and Lexicon of Common Terms. Dublin: QQI., page 14

[10] National Academic Integrity Network (NAIN) (2025) Academic Integrity: National Principles and Lexicon of Common Terms. Dublin: QQI., page 7

Each learner is responsible for adopting and maintaining their own academic integrity, underpinned by a commitment to the six values outlined by NAIN which include honesty, trust, fairness, respect, responsibility and courage.

Appropriate guidance, instruction, and support in relation to academic writing, ideation, referencing conventions, collaborative learning boundaries, and the ethical use of artificial intelligence and other technologies in assessment is provided to learners.

Any form of academic misconduct is unacceptable. This policy outlines the different categories of academic misconduct, and the associated means of prevention and detection. It details the penalties associated with levels of academic misconduct and describes the investigation, academic misconduct meeting and the right to appeals procedure associated with cases of academic misconduct. Academic misconduct will in the first instance be the subject of an academic misconduct process within the relevant faculty.

The College is committed to ensuring that all allegations of academic misconduct are considered fairly, consistently, confidentially, and in accordance with the principles of procedural fairness. Any learner subject to an academic misconduct process shall have the opportunity to respond to concerns raised, provide relevant evidence, and avail of the applicable appeals procedures.

6.10.3 Objectives

- To promote a culture of academic integrity through education, learner support, clear guidance, and early intervention strategies.
- To define the terminology and provide the definitions associated with academic integrity and misconduct.
- To, in the first instance, focus on academic integrity rather than misconduct at induction and in all assessment communication with learners.
- To identify the means of promoting and developing learners' academic writing and preventing and detecting academic misconduct.
- To distinguish, where appropriate, between poor academic practice arising from misunderstanding or inexperience, and deliberate or repeated academic misconduct.
- To ensure that all allegations of academic misconduct are managed in a timely, transparent, fair, and consistent manner across all faculties and programmes.
- To identify the means of promoting and developing learners' creative ideation within practical creative modules, while ensuring appropriate processes are in place to prevent and detect academic misconduct in both theoretical and practice-based work.
- To provide academic misconduct procedures applicable to cases of academic misconduct.

- To ensure that learners suspected of academic misconduct have the right to a fair and impartial determination of the issues concerned, considering any other relevant or appropriate evidence, factors, or circumstances.
- To relate penalties to associated levels of academic misconduct, and to ensure that any resulting penalty arising should be reasonable and proportionate.
- To encourage reflective learning and developmental outcomes where appropriate, particularly in cases involving minor or first-instance breaches.
- To seek to ensure that all guidelines and workshops are conducted with the relevant audience in mind – ensuring that they are presented in plain language, that is jargon free, and accessible to all stakeholders in the process.
- To ensure that the use or misuse of artificial intelligence tools and emerging technologies in assessment are addressed clearly, consistently, and proportionately.

6.10.4 Scope

This policy applies to all forms of assessment, whether conducted in-person, online, synchronous, asynchronous, supervised, unsupervised, individual, or group-based, including assessments involving the use of digital platforms and artificial intelligence technologies.

The College recognises that approaches to assessment and academic misconduct continue to evolve in response to technological developments, sectoral guidance, and emerging academic practices. Accordingly, this policy may be supplemented by operational guidelines, and institutional guidance documents issued from time to time.

This policy should be read in conjunction with the following institutional policies, procedures, and guidance documents:

i. Assessment Control Principles
ii. Role and Responsibilities of an Invigilator
iii. Control Principles for Academic Use of AI
iv. AI in Learner Assessment Policy

6.10.5 Responsibility for implementation

- Head of Faculty
- Programme Director
- Year Head
- Faculty nominee
- Lecturers
- Learners
- Invigilators and Senior Invigilator
- Senior Examinations Officer
- Director of Academic Programmes
- Faculty Administrator

6.10.6 Definitions of Academic Misconduct

Academic misconduct is an act or omission contrary to the College's academic regulations which, if undetected, would confer an unfair advantage on a learner in an assessment, under which a learner's knowledge, skills and performance is measured for progression towards, or for the conferment of, an academic award or a professional qualification. It includes both intentional and unintentional behaviours where such conduct results in, or has the potential to result in, an unfair academic advantage.

Based on the National Academic Integrity Network (NAIN) Lexicon[11], the classifications of academic misconduct include, but are not limited to:

Plagiarism	Plagiarism includes copying or incorporating material derived from pre-existing work (published or unpublished) without the permission of the originator, or without an established form of acknowledgement. It includes verbatim quotation, editing, paraphrasing, imitation or other devices, including the use of generative or AI-assisted tools, use of AI-generated or edited material, which give the impression of the material being a learner's original work. It also includes the exploitation of ideas from others or via AI, without proper acknowledgement or authorisation, which mostly occurs in research, project work or assignments. Plagiarism may occur in any medium, including written, visual, audio, or digital/AI-generated content. For example, plagiarism in film refers to the use or reproduction of another person's script, visuals, audio, or creative ideas without proper acknowledgement or permission, presenting them as original work. It includes copying scenes, dialogue, or stylistic elements in a way that is clearly identifiable.
Collusion	Collusion occurs when a learner submits, without appropriate acknowledgement of source, work that is done in collaboration with another person or AI application. It also occurs when a learner produces work for another learner, or permits another learner to copy all or part of their work, or use that piece in order to generate work via an AI application, knowing that the work will be submitted by the other learner as their own work, other than where such behaviour is expressly permitted in relation to that particular piece of coursework. This includes unauthorised collaboration involving generative AI tools where individual authorship is required. For more information reference the Appendix 32: Guidelines on the Prevention and Detection of Academic Misconduct in Programme work.

[11] National Academic Integrity Network (NAIN) (2025) Academic Integrity: National Principles and Lexicon of Common Terms. Dublin: QQI.

Misrepresentation	Misrepresentation is a statement or conduct in assessment, which intentionally conveys a false or wrong impression of material significance in the context of the work under assessment. Misrepresentation does not include unintentional inaccuracy. It includes the presentation of AI-generated or externally produced content as original work without disclosure where disclosure is required and/or AI use is permitted
Fraud	Fraud is defined as deception, which includes, without prejudice to the generality of the foregoing, the invention, distortion, fabrication or falsification of data or other results of research or work of others. It also includes the manipulation or fabrication of outputs produced through digital tools, software, or artificial intelligence systems.
Impersonation	Impersonation is where an individual assumes the identity of another person with the intention of gaining unfair advantage during an examination or any other form of assessment. It also refers to a person who knowingly and willingly allows their identity to be used with the intention of gaining an unfair advantage for the person impersonated.
Cheating	Cheating is the offence of gaining or seeking to gain an unfair or fraudulent advantage in assessment, where the conduct is of such seriousness as to be regarded as major academic misconduct. This includes but is not limited to the use of unauthorised materials, assistance, or technologies during assessed work or examinations.
Unfair Advantage	Unfair Advantage is the offence of gaining or seeking to gain, conferring or seeking to confer, an unfair advantage by any unlawful device or ill practice, including the improper use of AI applications. This includes any behaviour that undermines the integrity, fairness, or validity of assessment outcomes. Examples include obtaining unauthorised assistance from another person, such as a fellow learner, professional practitioner, graduate of the programme, or any third party, paid service or not, to complete or make a substantial contribution to assessed work without explicit permission.
Unauthorised content generation (UCG) / Misuse of AI	Unauthorised content generation is the production of academic work, in whole or part, for assessment, academic credit, progression or award, using unapproved or undeclared human or technological assistance. This includes Artificial Intelligence (AI) assistance. Submission of AI-generated content without explicit permission, and/or without acknowledging the use of AI, is regarded as academic misconduct. Where AI use is permitted, learners are required to follow institutional guidance on appropriate use, transparency, and attribution.

6.10.7 Distinction between Minor, Major and Gross Academic Misconduct

The College recognises that there is a distinction between minor academic misconduct, major academic misconduct and gross academic misconduct as defined below. These distinctions are intended to support proportionate, consistent, and

educationally appropriate responses to academic integrity breaches, in line with institutional policy and sectoral guidance.

Depending on the nature and category of the academic misconduct, the number of prior infringements, and the seriousness of the breach, a learner may be found to have committed minor academic misconduct, major academic misconduct, or gross academic misconduct irrespective of any prior findings; accordingly, a determination of major or gross academic misconduct may be made without a preceding finding of minor or major academic misconduct where the severity of the offence so warrants as outlined below.

Minor Academic Misconduct	Minor Academic Misconduct refers to plagiarism, collusion, unfair advantage, and unauthorised content generation/misuse of AI arising from negligence rather than deliberate intent. It generally reflects poor academic practice, misunderstanding of academic conventions, or insufficient engagement with academic integrity guidance rather than intentional deception. A “first time” instance may include cases where there is knowledge of previous poor academic practice, provided the learner does not have a formal record of a previous academic misconduct finding. A “second time” instance arises where a learner commits a further act of minor academic misconduct having been formally notified of a previous finding of minor academic misconduct. In determining whether an incident constitutes a second instance, it will be considered whether the learner had a reasonable opportunity to understand and apply the academic integrity guidance and educational interventions (training) provided following the first infringement.

Major Academic Misconduct	Major Academic Misconduct refers to deliberate cases of plagiarism, collusion, unfair advantage (except for when this encompasses the majority of the submitted work, which is considered Gross Academic Misconduct), and/or unauthorised content generation/misuse of AI (even those occurring for the first time, especially where the learning outcomes of the assessment are being undermined) and all cases of misrepresentation, fraud, impersonation (except for impersonation at a formal examination, which is considered Gross Academic Misconduct) and cheating. It also includes repeated instances of minor academic misconduct where prior warnings and/or interventions have not resulted in behavioural change.
Gross Academic Misconduct	Gross Academic Misconduct refers to particular instances of Academic Misconduct for which the only appropriate penalty is immediate expulsion or a second instance of major academic misconduct. Such cases are considered exceptional and involve clear, deliberate, and significant breaches of academic integrity that fundamentally undermine the validity of assessment outcomes or the reputation of the College. The college's Academic and Professional Council have identified these incidents as: • Impersonation at a Formal Examination: Both the learner being impersonated and the person doing the impersonation, if that person is a registered learner at Griffith College, will be charged with Gross Academic Misconduct. • A learner submitting an undergraduate project/ dissertation or a postgraduate project/ dissertation, where the major portion of the work, code or documentation, is directly taken from another source including an AI application, will be charged with Gross Academic Misconduct. Where "major portion" is assessed, this will be determined with reference to the overall contribution, originality, and authorship of the submitted work. • A learner submitting assessed work, where the major portion of the work, code or documentation, fits the definition of unfair advantage, or has been AI generated, whether it is paid for or not, and presented as the learner's own work, will be charged with Gross Academic Misconduct. • Any learner soliciting on behalf of a professional service which creates academic work for submission, or alleged to have referred another learner to such a service, will be charged with Gross Academic Misconduct. Where

	allegations arise, supporting evidence will be considered in accordance with procedural fairness. For the incidents listed above, a learner can be investigated directly for Gross Academic Misconduct without having to progress through Minor and Major misconduct first. Each case will be assessed on its individual merits, considering context, evidence, intent, proportionality, and relevant mitigating or aggravating factors.

6.10.8 Retroactive Investigations into Academic Misconduct

The College is committed to upholding the integrity of its academic awards and ensuring that all assessments are conducted in accordance with the highest standards of academic honesty in respect to each individual learner.

In accordance with QQI (Quality and Qualifications Ireland) requirements and the associated principles of academic integrity and quality assurance, the College ensures that all procedures relating to academic misconduct are applied consistently, fairly, and in a manner that protects the integrity, validity, and credibility of Griffith College programmes/courses including QQI-validated awards at all times.

To safeguard these standards, the College reserves the right to retroactively investigate any possible academic misconduct where there is a reasonable concern or allegation of academic misconduct. This includes concerns arising at any point during a learner's programme of study and, where appropriate, after the completion of a programme and the conferment of an award. Investigations may be initiated, continued, or reopened where new information or evidence becomes available that may be relevant to a previously considered matter. If this happens in the course of a current academic misconduct investigation, the retroactive cases will be considered as part of the current investigation and not as separate cases for the purposes of a cumulative misconduct designations.

The College may retroactively investigate academic misconduct concerns in relation to:

i. All summative and formative assessments completed by a learner during the course of their studies with the College, including but not limited to examinations, assignments, dissertations, projects, presentations, and online assessments.
ii. Any assessment or piece of work that has previously been the subject of an academic misconduct investigation, where new evidence, information, or technological capability becomes available that was not considered, sufficiently or at all, at the time of the original determination or which places earlier considerations or findings in a new evidential light.

iii. Any assessment where concerns arise during the learner's programme or after completion of studies, including where the award has already been conferred.
iv. Any instance where credible information suggests that academic misconduct may have occurred, regardless of when the assessment was submitted or when the concern comes to light.

The College reserves the right to investigate allegations of academic misconduct even after a learner has graduated and an award has been conferred. Where such an investigation determines that academic misconduct occurred and that the integrity of the award has been compromised, the College may take appropriate action, which may include the amendment, suspension, or revocation of the academic award in accordance with the College's regulations and applicable awarding body requirements.

6.10.9 Standard of Proof

Having regard to the gravity of the matter for decision, a learner is deemed to have committed one of the forms of academic misconduct defined in sub-section 6.10.6 of this document, in circumstances where the adjudicating body is satisfied that the charge is proven, on the balance of probabilities, based on an assessment of the evidence before it, and in accordance with the principles of fair procedures.

This standard requires that the decision-maker is satisfied that it is more likely than not that the alleged academic misconduct occurred, having considered all available evidence fairly and impartially.

6.10.10 Prevention of Academic Misconduct at College Level

The college is committed to putting measures in place, which aim to support and promote academic integrity by preventing instances of academic misconduct. This approach reflects an educative and preventative model aligned with national and sectoral academic integrity principles, including NAIN guidance. To ensure that all learners are aware of how academic misconduct could occur, and the seriousness and potential consequences thereof, the college: will seek to:

- Provide an explanation of academic integrity and include a summary of this policy (i.e. the definitions and penalties for academic misconduct) in the Learner Handbook and post the full policy to the VLE and college website.
- Require learners to sign a registration form which indicates that they are bound by the regulations identified in the Learner Handbook and as updated on the VLE and college website.
- Ensure that the importance of academic integrity is presented to all learners in advance of assignment submission, and that learners are informed as to what constitutes academic misconduct, and what the associated penalties are.

- Post notices in locations such as outside examination locations, on learner noticeboards, on the VLE and college website indicating inappropriate conduct during examinations.
- Ensure that information provided to learners on academic integrity (and misconduct) and the QAE Manual is also made available to college staff through the Lecturer Handbook and college website.

6.10.11 Prevention of Academic Misconduct at Faculty Level

In order to ensure that all learners are aware of the nature and seriousness of academic misconduct and the consequences thereof, the Programme Director, Head of Faculty, Year Head and/or Faculty nominee will:

i. Reference this policy in all programme handbooks issued to learners.
ii. Make specific reference to this policy in programme documents relating to learner assessment.
iii. Ensure that academic integrity is presented to all learners at the commencement of and throughout the academic year (in a plain language, jargon free, accessible manner), with explicit reference to emerging issues such as generative artificial intelligence and digital authorship expectations.
iv. Ensure that learners are informed as to what constitutes academic misconduct, and what the associated penalties are.
v. Provide learners with academic workshops on good academic practice, to endeavour to prevent academic misconduct, prior to issuing the first piece of assessment to include:

    - An overview of this policy
    - Guidelines on proper use of academic referencing
    - Guidelines on appropriate use of online resources
    - The College, Faculty and Programme regulations pertaining to coursework submission
    - An introduction to the College's regulations pertaining to conduct under examination conditions
    - Guidance on the ethical and authorised use of artificial intelligence tools in academic work

vi. Reinforce the content of the academic workshop and the importance of academic integrity throughout the academic year, to set (and reset) these expectations.
vii. Implement a progressive programme for supporting academic integrity by helping learners to select appropriate sources and to use them correctly, including citing and referencing.
viii. Require learners to submit all coursework with the prescribed cover sheet, which includes a signed declaration that the submission is exclusively a result of their own work, unless otherwise permitted by the

programme regulations. This declaration includes confirmation of compliance with AI use and authorship requirements where applicable.

ix. Require learners to make available a hard and soft copy of their coursework where it is considered necessary to assist in the detection of suspected cases of academic misconduct.

x. Ensure that information provided to learners on academic integrity (and misconduct) is similarly made available to the faculty team through faculty meetings and programme committee meetings, the Lecturer Handbook and college website (QAE manual).

6.10.12 Learner Right of Attendance at an Academic Misconduct meeting

At all times, in communicating with the learner around the suspected academic misconduct, the college staff involved in the specific process reminds the learner of their rights:

i. A learner who is the subject of academic misconduct proceedings is entitled prior to the academic misconduct meeting, to a clear statement of the alleged academic misconduct.

ii. A learner who is the subject of academic misconduct proceedings has the right:

- To attend
- To be accompanied by a support person
- To request (no less than three days in advance of the academic misconduct meeting) sight of evidence to be presented at the relevant meeting
- To hear and see the evidence presented, and
- To present their own evidence
- To call witnesses to the academic misconduct meeting, at the discretion of the panel, within no less than three working days' notice and their contact details to be provided before the meeting
- To seek an adjournment of a meeting for extenuating circumstances no less than three days in advance of the meeting unless an emergency
- To counselling and other pastoral supports available to learners throughout the investigation and possible academic misconduct process

iii. All proceedings will be conducted in accordance with principles of procedural fairness, and consistency of application.

iv. An accompanying support person at an academic misconduct meeting may be a fellow learner, a relative, a friend or an adviser.

v. An accompanying support person is not entitled to speak on behalf of the learner, albeit may at the discretion of the academic misconduct panel be invited to contribute to the meeting.

vi. A learner may choose to be accompanied by a translator. Any costs associated with the appointment of a translator by the learner (other than one provided by the college) must be borne by the learner, unless the College so otherwise determines.

vii. A learner who chooses to attend without an accompanying support person will be requested to confirm in writing that they have been informed of their right to be accompanied and have declined to exercise it.

viii. Where a learner fails to attend the meeting, and has not requested to reschedule, the meeting may proceed in the absence of the learner, provided that the College is satisfied that appropriate notice has been given and that proceeding in absence is fair and reasonable in the circumstances.

ix. Following the determination of the academic misconduct meeting the learner has the right to appeal the outcome of any academic misconduct meeting in relation to suspected academic misconduct

6.10.13 Academic Misconduct Process

The following sub-sections describe the process which takes place when a complainant suspects that a learner has committed one of the forms of academic misconduct, defined in sub-section 6.10.6 of this document, in a piece of coursework and/or examination. All stages of the process will be conducted in line with principles of proportionality, fairness, and consistency, and will take account of both mitigating and aggravating factors where relevant.

Please see Appendix 26: Academic Misconduct Classification Flowchart.

6.10.13.1 Coursework

i. A complainant who suspects a case of Academic Misconduct gathers all available information and/or documentation about the incident and refers the case(s) to their faculty nominee who is responsible to consider and manage the case. This is typically a Programme Director or specific staff member assigned to consider academic misconduct cases. The faculty nominee reviews all information and/or documentation available. If the faculty nominee determines that there is no case to answer the incident is closed and no formal records are kept. In the case where the complainant is also the faculty nominee, the case goes to the Programme Director (if not the faculty nominee) or another designated member of the faculty/programme team.

ii. Where no case is found, informal feedback or guidance may still be provided to support the learner's academic development where appropriate, however no mandated penalties are enforced.

iii. The college also supports the appropriate use of a viva voce (henceforth referred to as a "viva") as a method of determining whether suspected academic misconduct has taken place. A viva may, exceptionally, be held to inform the academic misconduct process, as appropriate. The process for conducting the viva is outlined in Appendix 25. The findings of the viva panel will be considered by the faculty nominee when determining if there is a case to be answered.

iv. The use of a viva is intended as an evidential and clarificatory mechanism and not as a punitive measure.

v. If the faculty nominee determines that there is a case to be answered, the learner will be invited to a formal academic misconduct meeting following the procedure outlined in sub-section 6.10.14 Conducting Academic Misconduct Meetings.

6.10.13.2 Examinations

The following sub-section describes the process, which takes place when a complainant suspects that a learner has committed one of the forms of academic misconduct defined in sub-section 6.10.6 of this document, under examination conditions.

i. Where a member of staff, who is invigilating or otherwise overseeing an examination, assessment or supervised test carried out under examination conditions, has reasonable grounds to suspect that academic misconduct has occurred, or is occurring, or is reliably informed that academic misconduct is suspected, it is the responsibility of the complainant to:

- Immediately bring to the learner's attention the suspicion of academic misconduct.
- Ensure that the learner is prevented from further acts of academic misconduct of which they are suspected by confiscating any relevant documentation and in the case of an examination any materials or resources brought into the exam centre.
- Permit the learner to complete the examination or assessment.

ii. Inform the Senior Invigilator and provide a statement of the circumstances relating to the incident - including a note of the work completed before the detection of the alleged academic misconduct and the time that the alleged academic misconduct was detected - for inclusion in the Senior Invigilator's Report. This is sent to the Senior Examinations Officer at the end of the examination.

iii. The Senior Examinations Officer will discuss the incident with the complainant, gather all available information and/or documentation about the incident, and refer the case to the appropriate Programme Director, Head of Faculty, Year Head and/or Faculty nominee.

iv. If an item to be confiscated is something other than documentation e.g. a mobile phone, programmed calculator etc. the invigilator refers this to the Senior Examinations Officer. The Senior Examinations Officer documents how the item could have contributed to the alleged academic misconduct, sign the document and ask the invigilator to co-sign the document. The item in question is normally returned to the learner at the end of the examination.

v. The faculty nominee will discuss the suspected case of academic misconduct with the Senior Examinations Officer and, if necessary, with the complainant and review all information and/or documentation available. The faculty nominee will make a determination as to whether they consider that the suspected breach of academic conduct can be substantiated.

vi. Where the Programme Director, Head of Faculty, Year Head and/or Faculty nominee determines that the suspected case of academic misconduct cannot be substantiated, no further action is taken, and no record is retained. In addition, the first marker is asked to mark the learner's examination script(s) on its own merit, and without prejudice.

vii. Should the suspected academic misconduct be assessed by the faculty nominee as a potential breach of academic conduct, the procedure for academic misconduct meetings will be followed.

6.10.13.3 Multiple Assessment Submissions

Should a learner complete and submit a number of pieces of coursework, and in respect of more than one of which academic misconduct as defined in sub-section 6.10.6, is alleged to apply, the faculty nominee has the discretion to treat all incidents of academic misconduct as individual incidents of academic misconduct or as a single incident of academic misconduct. In general, if this is the learner's first offence of minor academic misconduct, all instances will be treated as one incident of academic misconduct. In the case where the learner has progressed from minor to major academic misconduct, the faculty/programme team can opt to treat each instance as a separate incident.

6.10.14 Conducting Academic Misconduct Meetings

i. If the faculty nominee determines that there is a case to be answered, a statement summarising the alleged academic misconduct will be prepared and sent to the learner summoning the learner to an academic misconduct meeting to answer the allegation of academic misconduct. This statement also identifies:

- the learner's rights as set out in section 6.10.12 above

- informs the learner that they will be requested at the academic misconduct meeting to confirm whether they have received sufficient notice of the meeting, that they have read and understood their rights as detailed to them and to confirm their intentions in relation to the exercise of these rights.
- The academic misconduct meeting is held no less than 5 working days from the date of the notice to the learner unless the learner agrees to a shorter period.

ii. The hearing of an academic misconduct meeting is attended by the faculty nominee, the complainant or a second academic staff member, any expert the faculty nominee wishes to participate on the day, the learner and the learner's representative where the right of representation is exercised. The members of staff in attendance at the meeting will determine the outcome of the investigation.

iii. If the Faculty nominee is the complainant, another member of the Faculty/Programme team or another Faculty Programme Director, Head of Faculty, Year Head and/or Faculty nominee can adjudicate at the academic misconduct meeting.

iv. Should the suspected academic misconduct be properly defined as Gross Academic Misconduct, two further members from outside the faculty team will adjudicate the case together with Faculty nominee.

v. At the commencement of the academic misconduct meeting the faculty nominee requests the learner to confirm the position as regards notice of the meeting and the learner's rights as referred to in section 6.10.12 above and will offer the learner an adjournment of no less than 5 working days in the event that the learner requires this for the purposes of further consideration of the exercise of their rights.

vi. If having regard to the evidence presented at the academic misconduct meeting and the submissions made by or on behalf of the learner, the faculty nominee considers that a case of academic misconduct has been proven, they will notify the decision to the learner in writing and the notification will state:

- That a finding of academic misconduct has been made
- The penalty which is to be imposed
- The learner's right of appeal
- The period (5 working days) within which an appeal (if any) may be lodged by or on behalf of the learner. Please see the Appeals Procedure.

6.10.15 Application of Penalties

The penalty applicable to confirmed cases of academic misconduct is determined by whether the incident constitutes a first or subsequent case of minor or major academic misconduct, or gross academic misconduct. The gradation of penalties aims to ensure that a consistent approach is adopted across all academic programmes.

6.10.15.1 Minor Academic Misconduct

There are two instances of Minor Academic Misconduct recognised in this policy:

- those which occur for the first time, and
- those which occur for the second time in the knowledge of the first infringement.

A third or further minor academic infringement in the knowledge of the second infringement is deemed to be major academic misconduct. Escalation will be considered where prior educational interventions have not resulted in demonstrable improvement.

i. Penalty for Minor Academic Misconduct, which has taken place for the first time:
   - In cases where a portion of the assessment is determined to have resulted from academic misconduct, the assessment will be graded excluding those portions.
   - In cases where the majority of the assessment is determined to have resulted from academic misconduct, or where grading the partial assessment results in a fail, the learner must resubmit the entire assessment within a prescribed timeframe. Faculties/Programme teams have discretion on the timeframe and may opt to have learners resubmit within the same assessment period or repeat the assessment at the next available sitting. Consideration should be given to allow learners adequate time to complete any re-assessment.
   - The mark awarded for the repeat assessment is capped at the pass mark.
   - If the learner does not resubmit the assessment within the prescribed timeframe, they will receive a fail grade for the assessment.
   - A record of the offence is placed on the learner's file and is removed on programme completion
   - The learner is required to attend mandatory Academic Integrity Training.

ii. Penalty for Minor Academic Misconduct, which has taken place for the second time:
   - The learner is given zero for the entire piece of assessed coursework.12

[12] Where a learner is awarded a zero mark for an assessment as a result of an academic misconduct determination, this will be recorded on the learner's academic record and transcript as 1%. This convention is applied for administrative and system-recording purposes only and does not alter the substantive outcome of a fail/zero grade classification.

- The learner must resubmit the entire piece of coursework. The total mark in respect of all coursework in the related module(s) is capped at a pass mark.
- If the learner does not resubmit the piece of coursework within the prescribed timeframe they receive a fail result for the entire piece of coursework.
- A record of the offence is placed on the learner's file and is removed on programme completion.
- The learner is required to attend mandatory Academic Integrity Training.

6.10.15.2 Major Academic Misconduct

There is one instance of Major Academic Misconduct recognised in this policy:

- that which occurs for the first time, or is the result of 3 minor academic misconduct incidents

A second or further major academic infringement in the knowledge of the first infringement is deemed to be gross academic misconduct. Escalation will be considered where prior educational interventions have not resulted in demonstrable improvement.

i. Penalty for Major Academic Misconduct, which has taken place for the first time:
   - The learner is given zero for all assessment elements of the module (coursework and examination).13
   - The learner is registered for a another sitting on the module and their total results arising from this sitting is capped at a pass mark.
   - A record of the offence is placed on the learner's file and is removed on programme completion should this be the only case of major academic misconduct committed.
   - The learner is required to attend mandatory Academic Integrity Training.

6.10.15.3 Gross Academic Misconduct

Gross Academic Misconduct includes any offence classified as Gross Academic Misconduct or the result of a second major academic misconduct.

ii. Penalty for Gross Academic Misconduct:
   - The learner is expelled from the College and is not permitted to re-enrol for a period of five years.

[13] Where a learner is awarded a zero mark for an assessment as a result of an academic misconduct determination, this will be recorded on the learner's academic record and transcript as 1%. This convention is applied for administrative and system-recording purposes only and does not alter the substantive outcome of a fail/zero grade classification.

- A permanent record of the offence is placed on the learner's file.

6.10.15.4 Subsequent findings of academic misconduct

In cases where a learner has a record of major academic misconduct, and then subsequently has a further finding of academic misconduct that is due to negligence rather than intent, the faculty/programme team can determine a finding of minor academic misconduct without progressing to the next classification.

For example, a learner is determined to have used AI to generate a large portion of an assignment and receives a major academic misconduct. They subsequently submit and assignment, where they miss several citations but have otherwise completed the work themselves. In this case, a determination of minor academic misconduct can be made, without progressing to a second major academic misconduct.

6.10.16 Appeals

A learner wishing to appeal against a finding of academic misconduct or penalty of such finding may do so by invoking the College's Appeals Procedure.

6.10.17 Records and Follow Up

All allegations of academic misconduct are managed and progressed by the relevant Faculty/Programme teams in accordance with the procedures outlined in this policy.

Individual cases are recorded as identified in section 6.10.14 (iv).

The Faculty is responsible for ensuring that the outcome of the academic misconduct process is accurately recorded. This includes updating the learner's record on the College learner information system (Themis), recording the classification of the misconduct and the associated outcome, and ensuring that any amendment to grades arising from the decision is processed and reflected on the learner's academic record.

A record of all confirmed instances of academic misconduct is maintained by the Faculty team to provide an accurate institutional record and to support the determination of appropriate outcomes in the event of subsequent incidents.

Where a sanction requires that a record of academic misconduct be retained for a specified period or removed upon programme completion, the Faculty team shall ensure that such action is undertaken in accordance with the decision of the academic misconduct process, the requirements of this policy, the College's record retention schedule and GDPR requirements.

6.10.18 Confidentiality

Where the College is satisfied at any stage within these procedures that academic misconduct has not taken place, no documentation relating to the alleged misconduct and the associated investigations is retained in the learner's file except as required by law or court order.

Where an incident relates to minor academic misconduct, or first time major academic misconduct, no documentation is retained on the learner's file following the completion of their programme of study, and the incident is not referred to in any personal reference provided by the College.

6.11 Assessment Control Principles and Procedure

6.11.1 Objective

- To underpin operational assessment control procedures with control principles in place to safeguard assessments from the time of submission until the conclusion of the appeals process.
- To ensure control over assessment (coursework or examinations) from the time of submission until the release of approved results
- To provide an operational assessment control procedure, which fulfils the College's Assessment Control Principles.

6.11.2 Scope

The principles apply to assessment linked to academic programmes at both undergraduate and postgraduate level.

This procedure applies to assessment linked to academic programmes at both undergraduate and postgraduate level. These guidelines may be varied under the terms of an Institutional Agreement where a programme of study is delivered as a collaborative initiative with a partner institution.

6.11.3 Responsibilities

Faculty Administrator

- Records receipt of coursework or scripts on Assignment Submission Sheet
- Compares coursework received against Assignment Submission Sheet and deals with any discrepancies
- Passes coursework to lecturer and records number of coursework taken and returned and checks Component Mark Sheet with lecturer
- Liaises with PD on recording of removal of coursework for second marking
- Enters coursework results to learner administration system and checks against original Component Mark Sheet
- Checks coursework results entered into learner administration system against the Assignment Submission Sheet and deals with any discrepancies in conjunction with Faculty Administrator / Faculty Administrator
- Passes scripts to lecturer, both parties sign Assessment Record Form to record number of scripts and lecturer is given Component Mark Sheet to record results
- Receives scripts from lecturer, both parties record on Assessment Record Form number of scripts returned and check marks against Component Mark Sheet
- Liaises with PD on recording of removal of scripts for second marking
- Enters examination results to learner administration system and checks against original Component Mark Sheet

Lecturer

- Records receipt of coursework or scripts on Assignment Submission Sheet and returns to Faculty Administrator
- Collects and signs out coursework with Faculty Administrator
- Records marks on Component Mark Sheet
- Returns coursework to Faculty Administrator, signs off on Assessment Record Form and checks Component Mark Sheet
- Receives examination scripts from Faculty Administrator, both parties sign Assessment Record Form to record number of scripts and lecturer is given Component Mark Sheet to record results
- Signs Component Mark Sheet to indicate that marks have been correctly totalled and recorded
- Returns scripts to Faculty Administrator, both parties record on Assessment Record Form number of scripts returned and check marks against Component Mark Sheet.

Examination's Office

- Where appropriate checks examination results entered into learner administration system against the Examination Attendance Sheet and deals with any discrepancies in conjunction with Faculty Administrator
- Receives examination scripts from invigilator, checks that signatures on Examination Attendance Sheet and scripts received correspond and fills out the Assessment Record Form
- Liaises with Faculty Administrator on recording of removal of examination scripts for External Examiner
- Changes marks following these procedures only on instruction of Examination Board or Academic and Professional Council

Programme Director

- Liaises with Faculty Administrator on recording of removal and return of coursework for second marking

Invigilator

- Records learner attendance at examination on Examination Attendance Sheet
- Compares scripts received against number of signatures on Examination Attendance Sheet and records on Invigilator's Report

6.11.4 Principles of Assessment Control Procedures

When devising operational procedures for the checking of assessment work, the following principles should be upheld:

i. When a piece of coursework or an examination script is submitted to the College, there should be a control in place to identify the exact number

of coursework items or scripts received and the identity of the person who has received it

ii. Every time a piece of coursework or an examination script changes possession, there should be a control in place, which identifies the number of coursework items or scripts. These details should be confirmed with a signature from both parties

iii. A checking system must be followed to ensure that the correct mark is recorded against the correct learner

iv. One system for assessment checking must be in place across the College, with variations resulting from absolute need. Any proposed variations must be cleared by the APC or the relevant sub-committee.

6.11.5 Administrative Control Procedures for Coursework Results

The Faculty Administrator must keep a record of the submission of coursework by asking the learner to sign an *Assignment Submission Sheet (QAEM Appendix 41)*. If the person receiving the coursework is the lecturer they are required to deliver the coursework and the *Assignment Submission Sheet* to the Faculty Administrator.

The Faculty Administrator must check that there is correspondence between the coursework items received and the *Assignment Submission Sheet (QAEM Appendix 41)*, by signature, learner name and number of items received. In the case of a discrepancy, the Faculty Administrator must administer the coursework actually received as detailed in 6.13.3 and the following will apply:

- If there are more signatures than coursework received, the person who originally received the coursework must conduct a search to locate the coursework. If the coursework is not located, the Faculty Administrator must make the Examination's Office aware of the situation and record the discrepancy on the *Assessment Record* Form (QAE A6). The Examination's Office is then responsible for bringing the investigation to a conclusion. If the coursework is located, it will go through the same process as described here. Should the coursework fail to be located, the Senior Examination's Officer must refer the case to the Assessment Sub-Committee who may refer it to the appropriate disciplinary board

- If the Faculty Administrator is in receipt of more coursework than signatures recorded, they should identify the learner who has not signed the *Assignment Submission Sheet (QAEM Appendix 41)* and investigate, in conjunction with the lecturer if appropriate, when the coursework was submitted. Once this has been established, the learner must be asked to sign the *Assignment Submission Sheet.* The Faculty Administrator must make a note of the incident. The coursework will then go through the same process as described from above.

- When custody of coursework is passed from the Faculty Administrator to the lecturer for correction, the Faculty Administrator must ensure that the signatures on the *Assignment Submission Sheet* and the coursework

collected correspond. Both parties must record on a local register the number of coursework items taken by the lecturer for correction.

- Having recorded the coursework marks on the learner online records software (Themis), the lecturer is required to sign it as an indication that the marks on each piece of coursework have been correctly totalled and that the total marks have been correctly transferred from the coursework to the *Component Mark Sheet.*

- When custody of corrected coursework is passed from the lecturer to the Faculty Administrator, both parties must record on the *Assessment Record* Form (QAE A6) the number of coursework returned by the lecturer. In the case of a discrepancy as regards the number of coursework items, the following will apply:

  i. The lecturer must be asked to conduct an immediate search to locate the missing coursework.
  ii. Should the lecturer be unable to locate the coursework, the Faculty Administrator must inform the Examination's Office of the situation and make a note on the Assessment Record Form (QAE A6).
  iii. The Examination's Office is then responsible for bringing the investigation to a conclusion. Once the coursework is located it goes through the same process as described hereafter. Should the coursework fail to be located the Senior Examination's Officer must refer the case to the Assessment Sub-Committee.

For all coursework returned the Faculty Administrator and the lecturer must jointly compare the marks on the coursework against the marks recorded on the learner academic record on Themis. Should there be a discrepancy, the lecturer should be asked to identify and rectify it

The Faculty Administrator should liaise with the Programme Director in relation to the removal and return of coursework for second marking. Both parties must record on Themis and the *Assessment Record Form (QAE A6)* the identity and number of coursework taken and returned by the Programme Director.

The Faculty Administrator must then enter the coursework results into the learner administration system [procedures in 6.11.4 must be carried out prior to the entry of results to the learner administration system].

To ensure that no errors have arisen in entering the coursework results to the learner administration system, the Faculty Administrator must compare the results entered against the marks recorded on the original record on Themis. Should there be any discrepancy, the Faculty Administrator must rectify this on the learner administration system.

The Faculty Administrator then carries out a comparison between the number of results entered into the learner administration system and the number of results recorded on the Assignment Submission Sheet (*QAEM Appendix 41)*. Should there be a discrepancy, the Examination's Office must be informed and request that the Faculty Administrator produces and reviews the documentation in support of section 6.11.4 and identifies the nature of the discrepancy. The Examination's Office will then take corrective action in accordance with section 6.13.5 as appropriate.

6.11.6 Administrative Checking Procedures for Examination Results

At each examination, learner attendance, indicated by learner signatures on a pre-printed *Examination Attendance Sheet,* is taken by the invigilator. At the end of the examination, the invigilator must compare the scripts collected against the number of signatures on the *Examination Attendance Sheet* to ensure there are no discrepancies. The invigilator must record the total number of scripts received and the total number of signatures on the Examinations Control Sheet and sign accordingly as evidence of this check having been carried out. In the case of a discrepancy, the Invigilator must administer the remaining scripts and the following will apply:

i. The invigilator must make a note of the nature of the discrepancy on the *Senior Invigilator Report (QAEM Appendix 39)* and make the Examination's Office aware of the situation.
ii. The Examination's Office will carry out an investigation of the discrepancy and consult with the invigilator and the learner(s) as appropriate.
iii. Should the Senior Examination's Officer be satisfied that the discrepancy was due to an administrative error, a note to this effect will be made on the *Senior Invigilator Report* (*QAEM Appendix 39)* and the examination script will then go through the same process as described.
iv. Should the Senior Examination's Officer believe that the discrepancy was due to reasons other than an administrative error, they should request the Assessment Sub-Committee to carry out a further investigation of the incident and make recommendations to the Examination's Office. The Academic and Professional Council should be made aware of the outcome of this investigation and may refer it to the appropriate disciplinary board.
v. When custody of the scripts passes from the invigilator to the Examination's Officer, the Examination's Officer must ensure that the number of signatures on the *Examination Attendance Sheet* and the number of scripts received correspond. The Examination's Officer must record this by completing and signing the Examinations control sheet as evidence of this check having been carried out.

6.11.6.1 When custody of the scripts passes from the Examination's Officer to the Faculty Administrator, the Faculty Administrator must ensure that the number of scripts received corresponds with the number recorded on Section B of the Examinations Control Sheet. The Faculty Administrator must record this by completing and

signing Section C of the Examinations Control Sheet as evidence of this check having been carried out.

6.11.6.2 When custody of the scripts passes from the Faculty Administrator to the lecturer for correction both parties must sign the *Assessment Record Form* indicating the number of scripts taken by the lecturer. The lecturer will also be given a *Component Mark Sheet* on which to record the examination results

6.11.6.3 Having detailed the assessment marks on the learner academic record on Themis, the lecturer is required to sign it as an indication that the marks on each question of the examination have been correctly totalled and that the marks have been correctly transferred to the *Component Mark Sheet*

6.11.6.4 When custody of corrected scripts is passed from the lecturer to the Faculty Administrator, both parties must record on the *Assessment Record Form* (QAE A6) the number of scripts returned by the lecturer. In the case of a discrepancy as to the number of coursework items received the following will apply:

- The lecturer must conduct an immediate search to locate the missing script/s
- Should the lecturer be unable to locate the script/s, the Faculty Administrator must inform the Examination's Office of the situation and make a note on the Assessment Record Form (QAE A6).
- The Examination's Office will then be responsible for bringing the investigation to a conclusion. Located scripts go through the same process as described from 6.7 to 6.12.
- Where a script fails to be located the Senior Examination's Officer must refer the case to the Assessment Sub-Committee who may refer it to the appropriate disciplinary board

6.11.6.5 For all collected scripts the Faculty Administrator and the lecturer should jointly compare the marks on the scripts against the marks recorded on the learner academic record on Themis. Should there be a discrepancy, the lecturer should be asked to identify and rectify it.

6.11.6.6 The Faculty Administrator should liaise with the Programme Director in relation to the removal and return of scripts for second marking. The Programme Director and the Faculty Administrator must record on the learner academic record on Themis and a local register showing the identity and number of scripts taken out and returned by the Programme Director.

6.11.6.7 The Faculty Administrator must enter the examination results into the learner administration system described in section 6.11.4 must be carried out prior to the entry of results to the learner administration system.

6.11.6.8 To ensure that no errors have arisen in entering the examination results to the learner administration system, the Faculty Administrator should compare the

results entered against the marks recorded on the learner academic record on Themis. Should there be any discrepancy, the Faculty Administrator must rectify this on the learner administration system

6.11.6.9 The Examination's Office then carries out a comparison between the number of results entered into the learner administration system and the number of signatures recorded on the original *Examination Attendance Sheet* (available from the Academic Administrations Office or the Senior Exam Invigilator*).* Should there be a discrepancy the Examination's Office should request that the Faculty Administrator produces and reviews the documentation in support of section 6.11.4 and identifies the nature of the discrepancy. The Examination's Office will then take corrective action in accordance with section 6.11.5 as appropriate.

6.11.7 Subsequent Changes to Assessment Results

On completion of the procedures set out in this policy, no person must have the authority to change any mark entered in the learner administration system in respect of any learners other than on the direction of the Examination Board or the Academic and Professional Council.

6.12 Examination Board Procedure

6.12.1 Objective

- To set out the College's procedure on all aspects of the Examination Board process.

6.12.2 Scope

This procedure applies to the role and conduct of Examination Boards as well as pre and post Examination Board administration. Examination Boards take place for all academic programmes at both undergraduate and postgraduate level.

This procedure may be varied under the terms of an Institutional Agreement where a programme of study is delivered as a collaborative initiative with a partner institution.

6.12.3 Responsibility for implementation

Senior Examination's Officer

- Coordinates agreement of Examination Board meeting dates and circulates to all parties
- Attends each Examination Board meeting
- Ensures minutes of Examination Board meeting are taken and circulated
- Makes amendments to results on learner administrations system if agreed by Examination Board
- Communicates results to learners in conjunction with Faculty Administrators
- Submits the broadsheets, in conjunction with the Chair of the Examination Board, to the APC for approval

Faculty Administrator

- Retains information pertaining to learner deferrals or mitigating circumstances for presentation at an Examination Board and provides a list of learners with deferrals or mitigating circumstances to the Examination's Office
- Attends Examination Board meetings
- Releases results to learners in conjunction with Examination's Office
- Makes repeat coursework available for learners and communicates resubmission timeframe Records receipt of reassessed work

Faculty Staff

- Attend Examination Board meetings

External Examiners

- Attend Examination Board meetings

Verifier/Validating Body

- May choose to attend Examination Board meetings

Director of Academic Programmes

- Acts as Chair of Examination Board meetings and nominates a deputy if necessary
- Ensures each cohort is adequately represented by academic staff and External Examiners at the Examination Board meeting
- Reverts to the Chair of the Academic and Professional Council in the event of an irreconcilable difference of opinion amongst the Examination Board members
- Submits the broadsheets, in conjunction with the Senior Examination's Officer, to the APC for approval

Examination Board

- Role and responsibilities as detailed in section 6.11.4

Chair of the APC

- Forms a Panel in response to a request by the Chair of the Examination Board and investigates a given issue to its conclusion

Learner

- Submits reassessed work within the agreed timeframe
- Sits examination at the agreed examination session

Academic and Professional Council

- Approves Examination Board broadsheets
- Takes corrective action if notified that any member of the Examination Board has not fulfilled their duties

6.12.4 Examination Board

The role and responsibilities of the Examination Board are to:

- Confirm results provisionally released by the Review Board
- Confirm that the examination and assessment of learners has been conducted in accordance with the assessment regulations contained in the definitive programme document and any relevant policies and procedures set down by the validating body

- Receive and consider all corrected assessment work and either agree them as accurate and appropriate, or require further work to be undertaken before they can be accepted as satisfactory
- Consider any matter concerning learner examination or assessment brought to its attention by a member of the Examination Board
- Fully examine and discuss any mitigating circumstances put forward
- Determine learner progression on the programme and, where appropriate, the conferment of an award of the relevant validating body
- Make decisions on borderline award classifications
- Mark agreed changes in red on the assessment broadsheet
- Uphold the confidentiality of all of its meetings

6.12.5 Notification to Appropriate Bodies of Examination Board Schedule

The Examination's Office sets a suitable date for the Examination Board in agreement with the College, External Examiners and the relevant validating body. The Examination's Office must circulate written confirmation of agreed dates within the college and to external parties. As soon as Examination Board dates have been confirmed, learners must be informed by the Examination's Office through the Virtual Learning Environment (VLE) and via their Faculty notice boards.

6.12.6 Provision of Supporting Documentation

Learners who have deferred coursework or examinations will be subject to the Deferrals of Programme, Module or Assessment for Registered Learners. At the Examination Board, the Faculty Administrator is asked have a list of learners for which supporting documentation should be available to present at the Examination Board. An example of this would be for mitigating circumstances or deferrals.

6.12.7 Examination Board

Examination Boards normally take place twice during the academic year.

The Examination Board is attended by all Faculty staff, the Senior Examination's Officer, Director of Academic Programmes and the relevant External Examiner(s). The verifier/validating body may also choose to attend the Examination Board

The Director of Academic Programmes (or someone delegated by them) acts as Chair of the Examination Board. If they are unable to attend, they are required to nominate a deputy. The Chair is charged with the responsibility of ensuring that each cohort of learners is adequately represented by the attendance of academic staff and External Examiners

No learner may be a member of an Examination Board or attend any other Examiners' meeting, other than as a candidate for assessment, except that a member of academic staff or approved External Examiner who is registered as a learner on a programme, the results of which are not under consideration by that Examination Board, should not be disqualified from membership.

It is the responsibility of the Examination's Office to record the outcome of the Examination Board meeting and to make these minutes available within 48 hours of the meeting to all attendees.

In the unlikely event that an irreconcilable difference of opinion arises between the view represented by the Programme External Examiner and the rest of the Examination Board in the carrying out of the role identified above, the Chair of the Examination Board must refer the matter to the Chair of the Academic and Professional Council (APC) within twenty-four hours of the Examination Board meeting and the following will apply:

- The Chair of the APC forms a Panel of at least three members which must include at least one member external to the College. The external member(s) should normally be a senior academic with specialist knowledge and will be appointed by the chair of APC.
- The Panel must carry out a full study into the matter, must document their findings and conclusions and circulate to the APC, the Examinations Board and the validating body.
- The decision of this Panel will prevail.

6.12.8 Post-Examination Board

6.12.8.1 Amendments to Results

Changes to learner marks that were agreed at the Examination Board can only be amended on the learner administration system by a member of the Examination's Office in conjunction with the Faculty Administrator.

6.12.8.2 Release of Results

Normally the Examination's Office and Faculty Administrators release confirmed results to learners within 48 hours of the Examination Board meeting.

Results are associated with the learner's identification number and posted to the Virtual Learning Environment (VLE) by the Examination's Office.

The Faculty Administrator prints the learner transcript and posts it to the address requested by the learner.

Results cannot be discussed with a third party unless the learner has signed a registration form which allows the college to speak to the fee payer or if the learner has signed a letter requesting the Faculty to disclose results to a specified person.

6.12.9 Reassessment Procedures

6.12.9.1 Reassessment with Mitigating Circumstances

In the case of documented mitigating circumstances having been accepted by the Examination Board, normally the learner has the opportunity to resubmit their coursework for presentation at the next Examination Board. In exceptional circumstances the Examination Board may decide an alternative means of assessment.

Faculty Administrators must issue repeat coursework to the learner and they should be given a specified period of time (in line with their original submission period) to submit their work.

Submission of reassessed work within the specified timeframe and with mitigating circumstances is not normally be subject to penalties in the allocation of marks.

Receipt of reassessed work must be treated in the same manner as all other coursework and is subject to the College's Assessment Control Procedure.

In the case of reassessment by examination, the learner will have the opportunity to re-sit their examination(s) at the next scheduled examination session. This will not be recorded on the learner administration system as an additional sitting of the examination.

6.12.9.2 Reassessment without Mitigating Circumstances

In the case of reassessed work without mitigating circumstances, the learner will have the opportunity to resubmit their coursework for presentation at the next Examination Board.

Faculty Administrators must issue repeat coursework to the learner and they should be given a specified period of time (in line with their original submission period) to submit their work. Submission of reassessed work without mitigating circumstances will normally be subject to a cap. Receipt of reassessed work must be treated in the same manner as all other coursework and will be subject to College's Assessment Control Procedure.

In the case of reassessment by examination, the learner will have the opportunity to re-sit their examination(s) at the next scheduled examination session. This will be recorded on the learner administration system as an additional sitting of the examination.

6.12.9.3 Review of a Decision of the Examination Board

The grounds under which a learner may appeal the decision of the Examination Board is detailed in the Appeals Procedure.

6.12.9.4 Reporting Structure

The Chair of the Examination Board and the Senior Examination's Officer, submit the broadsheets, agreed by the Examination Board, for formal approval at the next Academic and Professional Council meeting

The Academic and Professional Council must be notified by the Chair of the Examination Board or the Senior Examination's Officer of any failure by any member of the Examination Board to carry out their responsibilities satisfactorily

The Examination's Office must forward all graduating learners to QQI for certification.

6.13 Procedure for Nomination and Appointment of External Examiners

6.13.1 Objectives

- To outline the criteria for the nomination of External Examiners
- To define the procedure for the appointment of External Examiners.

6.13.2 Scope

This procedure relates to the nomination and appointment of External Examiners to academic programmes

This procedure may be varied under the terms of an Institutional Agreement where a programme of study is delivered as a collaborative initiative with a partner institution.

6.13.3 Responsibilities

Senior Examination's Officer

- Maintains a record of declarations of interest by External Examiners
- Ensures all nominated External Examiners fulfil the conditions set down by the college and/or validating body
- Issues letters of appointment to approved External Examiners
- Maintains a register of the College's External Examiners
- Identifies Programme External Examiner in appropriate contract and informs other members of Panel
- Provides External Examiners with specific information and ensures they are, where possible, briefed in person prior to the commencement of their appointment
- Ensures External Examiners are informed of any changes to their role and responsibilities

Programme Directors

- Submit nominations to Examination's Office on appropriate form within six months of first assessment period
- Familiarises him/herself with the conditions set down for External Examiner nominees prior to submission to the Examination's Office

Academic and Professional Council

- Approves External Examiners

External Examiner

- Provides a declaration to the Senior Examination's Officer containing complete and accurate information as to potential conflicts of interest.
- Provides sufficient notice to the Senior Examination's Officer if they wish to resign prior to the end of their term of appointment

6.13.4 Criteria for the Nomination of External Examiners

There are two types of External Examiners; A Programme Extern and a Subject Extern. A programme Extern has responsibility for one programme only. A Subject Extern can be nominated to a number of programmes.

The academic or professional qualifications held by the External Examiner should be appropriate to the award being examined. An academic nominee shall normally hold a qualification in the appropriate discipline at a minimum one level higher than that of the programme to which they have been nominated. The subject of the qualification(s) should generally be in a cognate discipline to what is to be examined in the programme.

External Examiners shall normally have prior experience of external examining at the appropriate level. Prospective nominees without external examining experience at the appropriate level will be expected to have extensive internal examining or other relevant experience. Such a nomination can be supported by:

- Other external examining experience;
- Extensive internal examining experience; and
- Other relevant and recent experience likely to support the role

External Examiners should normally be drawn from a number of different institutions and backgrounds to ensure a balance of views and expertise

External examiners should not have any existing or recent relationships with the College, members of its staff or learners that could call their impartiality into question. In particular, External Examiners shall not be:

- Former members of College staff, before a lapse of at least five years
- Former External Examiner with the college before a lapse of at least five years
- Former learners in the college within the past five years

External Examiners shall not normally hold more than the equivalent of two substantial External Examiner appointments at the same time

There should not be reciprocal external examining between departments (i.e. nominees should not normally be members of a department in an institution where a member of the nominating department is serving as an External Examiner).

For any one programme, External Examiners should not be appointed consecutively from the same institution - the college should seek to draw nominations from a variety

of institutions, and should avoid multiple nominations from the same institution within a single discipline.

Individuals outside the higher education sector - for example business, industry or professional practice - can be nominated as an External Examiner. However, the relevance of their experience shall be a key criterion for selection. Such nominees must possess sufficient seniority, experience and achievement in the relevant discipline.

External Examiners shall normally form part of a Panel of Examiners, with collective responsibility for ensuring the standard of a qualification. Any nomination shall therefore be made in the context of the whole Panel of External Examiners for that award and the following factors shall be considered:

- There should be an appropriate balance between academic and professional practitioners.
- The range of academic perspectives necessary should be represented in the external examining team
- If the programme is associated with or may lead to a professional award, at least one practitioner with appropriate experience should be on the team
- Nominations for External Examiners shall be submitted to the Examination's Office on the External Examiner Nomination Form normally at least six months before the date of the first assessments with which the proposed Examiner is to be associated

It is the responsibility of the nominator to seek to ensure that any individual recommended as an External Examiner has an appropriate level of expertise and experience and that they have no existing, or prior connection with the college that would call into question their ability to exercise objective, impartial and independent judgements.

The Examination's Office shall ensure that a nominated External Examiner fulfils any additional criteria set down by the appropriate validating or professional body

Nominations for External Examiners who are expected to commence office at the beginning of the new academic session shall be submitted to the Examination's Office by the Programme Director for approval by the Academic and Professional Council.

6.13.5 Appointment of External Examiners

At least one External Examiner shall be appointed for each programme of study.

Following Academic and Professional Council approval, the Examination's Office shall request the Examination's Office to issue letters of appointment.

Where possible a new External Examiner shall take up their appointment on or before the retirement of their predecessor.

The Examination's Office shall establish and maintain a schedule of the College's External Examiners.

6.13.6 Appointment of Programme External Examiners

A nominated External Examiner shall be identified as carrying out the role and responsibilities of the Programme External Examiner.

This appointment shall be clearly identified by the Examination's Office in the Programme External Examiner's contract and made known to all External Examiners serving on the same Panel.

6.13.7 Period of Appointment

External Examiners are normally appointed for 2 years, with the option of extending the appointment for a further 2 years. Appointments cannot be extended beyond 4 academic years

The college reviews the performance of External Examiners on a yearly basis and reserves the right to withdraw the External Examiners contract prior to the expiry of the initial contract period. An External Examiner may be discharged from their appointment at any time during their term if they fail to adequately perform their roles and responsibilities, as outlined in this policy, or if significant conflicts of interest arise during the term.

If an External Examiner wishes to resign before the expiry of their normal period of office, they must write formally to the Senior Examination's Officer, giving sufficient notice for the appointment of a replacement.

6.13.8 Provision of Information to External Examiners

The following information shall, where appropriate, be provided to External Examiners by the Examination's Office:

- External Examiner's Handbook
- The Learner/Lecturer Handbook
- General faculty information
- The names of other External Examiners on the Panel and the modules/programmes for which they are responsible
- The dates of Examination Board meetings and any other relevant dates
- Programme regulations
- The opportunities for reassessment/compensation for failure
- The most recently validated programme document
- Methods of assessment and marking schemes
- The marking conventions applied by the College
- A copy of the External Examiner's Report form
- A copy of the report made by the previous External Examiner at the conclusion of their term of office.

All new External Examiners should, where possible, be briefed in person on their task. It is the responsibility of the Examination's Office to ensure that an appropriate briefing takes place. This briefing should address, but need not be limited to:

- College policy on external examining, including reporting requirements
- The mission and context of the college, and how this aligns with the Irish education system
- Where the programme is a professional one, the relevant professional infrastructure in Ireland (and beyond where appropriate), the educational requirements for entry into the profession and how the programme prepares learners for entry into the profession.
- The overall structure of the programme
- The programme's assessment strategy and procedures, the grading system, and how awards are classified.
- The minimum intended programme learning outcomes, how they relate to the award standard, and how the award standard relates to the National Framework of Qualifications. If the examiner is from outside of Ireland, it may be appropriate to address how the NFQ relates to other Qualifications Frameworks with which they may be familiar
- The principles of learning-outcome-based criterion-referenced assessment.
- Copies of the programme's recent External Examiner reports.

The primary objectives of this briefing shall be to provide due knowledge about the provider and the programme and their contexts, the rights and responsibilities of External Examiners.

Failure to physically attend a briefing would not formally invalidate an External Examiner's appointment, and the college should provide opportunities for remote briefing where appropriate.

The nature of the briefing process should be appropriate to the External Examiner's learning needs. The briefing process should assist the External Examiner to satisfy their self that they are comfortable about being able to perform the necessary functions of the role. If they are not satisfied, they should discuss this with the Senior Examination's Officer. If, following this, they continue to be uncomfortable, they should withdraw.

The Examination's Office is responsible for ensuring that External Examiners are informed of any changes affecting their roles and responsibilities.

6.14 Role and Responsibilities of External Examiners

6.14.1 Objective

- To define the role and responsibilities of External Examiners in assuring the quality and standards of the College's academic programmes.

6.14.2 Scope

This procedure relates to the role and responsibilities of External Examiners for all academic programmes delivered by the College

This procedure may be varied under the terms of an Institutional Agreement where a programme of study is delivered as a collaborative initiative with a partner institution.

6.14.3 Responsibilities

Subject External Examiners

- As outlined in section 6.10.4 below
- Familiarises themselves with their powers and rights
- Completes the requisite External Examiner's Report

Programme External Examiner

- As detailed in section 6.14.5 below

Chair of Examination Board

- Refers matters of irreconcilable difference amongst the Examination Board to the Chair of the Academic and Professional Council

Chair of Academic and Professional Council

- Forms a Panel to address any issue of irreconcilable difference referred to them by the Chair of the Examination Board
- Receives direct representations from the External Examiner should they have a concern regarding any aspect of the assessment process

Programme Director/Faculty Administrator

- Attends External Examiner Induction
- Decides, in conjunction with External Examiner, the most appropriate means of sampling scripts and/or continuous assessment work
- Issues sample scripts and/or assignments to External Examiners

Senior Examination's Officer

- Carries out Induction and ensures External Examiners receive all necessary programme documentation
- Acts as a liaison between External Examiners and Internal Examiners
- Receives the External Examiner's Report
- Relays a response to the External Examiner's Report

Programme Committee

- Produces subject and content response to External Examiner reports

Academic and Professional Council

- Forms a Panel to deal with irreconcilable difference between the view represented by the Programme External Examiner and the rest of the Examination Board
- Receives a summary of the External Examiners' Reports and the responses from the Assessment Sub-Committee

6.14.4 The Role and Responsibilities of External Examiners

In overall terms the role and responsibilities of External Examiners are as follows:

- To assist the college in ensuring that its programmes are comparable in standard with those awarded by other educational institutions
- To verify, or otherwise, for individual programmes that the standards expected of successful learners are appropriate for the level of the award
- To seek to ensure that the assessment process is fair and is operated equitably through the marking, grading, feedback and classification of learner performance
- To determine whether the assessment methods chosen by the programme team effectively measure the attainment or otherwise of the intended learning outcomes of the programme
- To contribute to the continual development and enhancement of individual programmes of study through comment on the content, balance and structure of each programme.

The External Examiner is expected to fulfil this role by:

- Attending, an induction prior to undertaking substantial duties. As part of Induction, the External Examiner should satisfy themselves that the briefing material provided sufficiently informs and prepares them for carrying out the role and their responsibilities.
- Reviewing and being fully aware of programme regulations and other information provided at Induction on commencement and during their term

- Commenting on the assessments for modules/programmes of which they are responsible with regard to the extent to which the assessments cover the syllabus and whether they are an appropriate means of assessing whether learners have satisfied the stated programme and module learning outcomes
- Assessing all examination question papers and assignment briefs and commenting on marking schemes, assessment criteria and model answers prior to the examination papers being delivered to learners
- Agreeing with the Programme Director the most appropriate means of sampling scripts and/or continuous assessment work in order to monitor the standard of marking and the quality of the candidates
- Reviewing sample scripts and/or continuous assessment work either electronically or by visiting the college and forming a judgement of the appropriateness of the marking at all levels of classification
- Review borderline cases and if necessary, interview such candidates
- Participate in the determination of final marks and results of each candidate at the Examination Board Meeting
- Consulting with the internal examiners through the Examination's Office, in relation to the approval and moderation of examination scripts and other forms of assessment
- Acting as an arbitrator where there are significant unresolved differences between the marks awarded by the first and second markers on any script or piece of assessed work
- Advising the Examinations Board on appropriate action where the marks for any option are significantly outside the normal pattern
- Where reviewing of sample scripts and /or assessed work is not possible remotely,
- Attending Examination Boards, remotely and confirming, with the other members of the Examination Board, the pass and classified lists of candidates, including recommendations for awards
- Making themselves available after the Examination Board in order to deal with any subsequent reviews of decisions
- Submitting a full report on each programme with which they are involved no later than four weeks following the date of each Examination Board meeting.
- Informing the college as soon as possible in relation to potential conflicts of interest in the performance of their role.
- Seeking support when required from the nominated College contacts.

6.14.5 Programme and Module External Examiners

Where there are two or more External Examiners appointed to a programme, one shall be identified as the Programme External Examiner and the other identified as module specific External Examiner.

External Examiners shall normally reach an agreement regarding any and all issues raised at or before the Examination Board. In the exceptional circumstance of a disagreement between two External Examiners, the view of the Programme External Examiner shall prevail (subject to 5.4)

Where there are more than two External Examiners appointed to a programme, it is the role of the Programme External Examiner to represent the majority view (subject to 5.4)

In the unlikely event of an irreconcilable difference between the view represented by the Programme External Examiner and the rest of the Examination Board, the Chair of the Examination Board shall refer the matter to the Chair of the Academic and Professional Council (APC) within twenty-four hours of the Examination Board meeting and the following shall apply:

- The Chair of the APC shall form a Panel of at least three members, which shall include at least one member external to the College. The external member of the Panel shall be determined by the Chair of the APC. This person shall normally be a senior academic within specialist knowledge.
- The Panel shall carry out a full study into the matter, shall document their findings and conclusions and circulate to the APC, the Examinations Board and the validating body
- The decision of this Panel shall prevail.

An External Examiner/s may be appointed as a Module External Examiner across one or more modules in one or more programmes. The Programme External Examiner shall liaise with the relevant Module External Examiners in the performance of his or her duties.

6.14.6 The Powers and Rights of External Examiners

An External Examiner is invested with the following powers:

vi. Recommendation for the conferment of an award shall not be made without the consent of the approved External Examiner.

vii. Where there is a disagreement amongst the Examinations Board members about results or classifications the view of the External Examiners as represented by the Programme External Examiner shall prevail. In the case of irreconcilable difference, the Chair of the Examination Board has recourse to section 6.10.5.

6.14.7 Rights of External Examiners

It is the right of External Examiners to:

i. Attend Examination Board meetings for which they have acted as External Examiner

ii. Be consulted about and agree to any proposed changes in the approved progression and assessment regulations which will directly affect learners currently on the programme

iii. Have access to all assessed work and the programme's validation report/the most recent Annual Programme Review report. They shall also

be informed about how the programme has been modified to address any recommendations and conditions in these reports.

iv. Withhold consent from a recommendation on the conferment of an award

v. Have their Report made available to the appropriate staff via the Examination's Office. Have their report responded to in writing by the Programme Director and including the Examination's Office in their response.

vi. Make direct representations to the Chair of the College's Academic and Professional Council on any matter of serious concern regarding any aspect of the assessment process.

vii. Conduct their work independently, without interference or conflict of interest, in the spirit of openness and transparency.

viii. Have access to nominated support contacts in the event of queries, difficulties encountered, or other issues relating to the performance of their duties.

ix. Be facilitated in visiting the college to meet with staff and learners.

6.14.8 External Examiner Reports

Each External Examiner is expected to submit a Report to the college within four weeks of the date of each Examination Board. The External Examiner's Report is expected to express opinions on the following:

- The structure, organisation and design of all assessments
- The approved criteria and the assessment process
- The appropriateness of assessment methods to programme/module learning outcomes and teaching strategy
- The overall performance of learners in relation to their peers on comparable programmes
- Learners' general strengths and weaknesses
- The quality of knowledge, skills and competencies demonstrated by learners
- Confirmation that they reviewed assessed work
- Whether or not recommendations made in previous years have been acted upon
- Any other aspect of the assessment process which they feel is worthy of recommendation or commendation

External Examiner Reports shall be submitted to the Senior Examination's Officer who forward a copy to the Programme Director and the Senior Examination's Officer. The Examination's Officer ensures that a formal response to the External Examiner's Report is produced by the relevant Programme Committee

A summary of External Examiner Reports and responses shall be compiled by the Senior Examination's Officer and, subsequently made available to the Academic and Professional Council.

The External Examiner shall be notified as soon as possible of any actions taken as a result of a recommendation.

Quality Assuring the Assessment Process

Policy on Academic Awards and Conferring Procedures

6.15 Procedure for the Revocation of an Award

6.15.1 Introduction

QQI makes awards to Griffith College learners, to certify and record that a learner has successfully completed a college programme and attained specific standards of knowledge, skill and competence, as determined by QQI's academic regulations and the national regulatory framework.

Privileges conferred on successful graduates of Griffith College programmes may include eligibility to apply for progression to further study and eligibility to apply for positions of employment for which the award has been specified as a prerequisite.

The college is bound to maintain its standards of integrity and quality. Every effort is made to identify and address issues of academic integrity and misconduct in advance of the issuance of an award and/or credits where a programme is aligned with the National Framework of Qualifications (NFQ).

Under Section 3.6 of QQI's *Policy and Criteria for Making Awards*, the college is required to establish procedures for (recommending) the withdrawing of an award:

> *If, after the award has been made to a learner, it can be demonstrated that the learner did not deserve the award then the award may be withdrawn by QQI or the provider to whom, under section 53, authority to make an award has been delegated. All providers to whom this policy applies shall ensure that they implement procedures for the withdrawal of an award from a learner (or for the recommendation of withdrawal of an award by QQI) including learner appeals procedures. The procedures for the recommendation of withdrawal of an award shall be the responsibility of the provider concerned when the award was made by QQI unless the provider concerned has ceased being relevant provider under the 2012 Act.*

6.15.2 **Objectives**

- The integrity of its QQI academic qualifications and, by extension, the good standing of its graduates is of paramount importance to Griffith College.
- This document:

i. presents situations whereby awards or credits conferred by QQI to learners who have completed Griffith College programmes may be revoked.
ii. defines the grounds for when such an action may be warranted and how the college will assess if an award or credits should be revoked.

iii. sets out the procedure for how the revocation of an award, either that of Griffith College or external accreditation awarding body, will be enacted.

6.15.3 Scope

This procedure applies to all learners, former learners, and graduates of Griffith College, who have obtained credits or awards from QQI as a result of having completed awards or credits at the college.

In accordance with the requirements of QQI's *Policy and Criteria for Making Awards*, this procedure will apply retroactively from the point of approval to any award conferred by the college/accreditation agency.

6.15.4 Responsibility for implementation

- Learner
- Director of Academic Programmes or their nominee
- Head of Academic Administration
- Director of Academic Programmes
- Academic and Professional Council
- College President
- Quality and Qualifications Ireland (QQI) personnel

6.15.5 Revoking an award

Griffith College's Academic and Professional Council (APC) may recommend the revocation of any award made, or credits given, to an individual, and all privileges connected therewith, if it is discovered that serious breaches of academic integrity led to the award. Such academic integrity breaches include but are not limited to:

- Fraud, deception, or plagiarism
- Buying or commissioning work
- Research misconduct
- Entry to the course was gained through misrepresentation
- Submitting false or misleading work
- Breach of the assessment regulations
- The learner has submitted the same work for more than one assessment

Additionally, the college's APC may request that QQI revoke an award and all privileges connected therewith, having determined that there is good reason to do so; where the individual obtained the award due to an administrative error, irregularities in the conduct of the Examination Board, and/or anomalies in the assessment ratification processes.

An individual will be deemed not to merit an award if the APC is able to satisfy itself, following investigation by an Award Review Panel (refer to section 6.15.6 below), that the award was obtained due to an error, by fraud, or through academic dishonesty not previously discovered and addressed under the applicable Griffith College policy. A request to QQI, by Academic and Professional Council, to revoke an award from an

individual does not necessarily imply an intention to deceive on the part of the individual concerned.

6.15.6 Procedure if a recommendation for revocation of a QQI award is being considered

i. Upon notification of the possibility of a serious breach which may indicate that the award was unjustified, because the learner did not deserve their award and, as a result, may merit a recommendation of revocation of their award, the Director of Academic Programmes or their nominee will investigate and determine whether a *prima facie* case exists.

If the Director of Academic Programmes or their nominee's determination is that there are potential grounds for recommendation of revocation of an award, they refer the matter to an ad hoc Award Review Panel for investigation and a determination.

ii. This panel normally includes at least three people, namely:

a. The Director of Academic Programmes [Chair], or nominee
b. Two senior academics (head of faculty/programme director), independent of the individual's award area
c. Other experts as may be required

iii. The individual whose work/award is being reviewed is offered the option to present their case to the Review Panel. At least 10 working days' notice of any panel meeting will be afforded to the individual, who may choose to be accompanied at the meeting by a representative or acquaintance, and/or a translator if necessary.

iv. Having met with the individual, and considered the matter in the detail, the Award Review Panel will issue their determination – i.e. whether it is recommended that an award is to be revoked (or not) – to the APC within 60 days of the panel being convened. The individual whose award was reviewed is informed in advance of any recommendation to the college's APC (and notification to QQI).

v. Where a decision is taken by APC that revocation of the individual's award is not recommended, this outcome will be communicated to the individual in writing, within 48 hours, and no further action is taken.

vi. Where a decision is taken by APC that revocation of the individual's award is being recommended to QQI, the individual will have a right to appeal directly to the President's Appeal Committee within 30 days of notification of the recommendation (as laid out in the Appeals Procedure). The communication of the request to revoke the individual's award will not be submitted to QQI, until after this appeal window has closed.

vii. Once the 30-day appeal period has expired, and/or where an appeal is taken and the revocation recommendation is confirmed by the President's Appeal Committee, the individual, the Head of Academic Administration, and the APC are informed of the outcome of the process (for confirmation purposes).

viii. The Head of Academic Administration contacts QQI to advise them of the recommendation of withdrawal of an award, and gives them all necessary information to follow-up on the matter with the individual concerned (including any evidence gathered through the Award Review Panel process).

ix. On receipt of the communication from Griffith College, QQI implements its procedures for the withdrawal of an award under section 3.6 of QQI's Policy and Criteria for Making Awards, which may include further investigation of the matter in question and engagement with the learner and the college.

x. Where a decision is taken by QQI that revocation of the individual's award is not recommended, this outcome will be communicated to the individual and the college in writing, and no further action is taken.

xi. Where a decision is taken by QQI that revocation of the individual's award is appropriate, this outcome will be communicated to the individual and the college in writing. The individual will have a right to appeal the decision directly to QQI, and QQI will provide the learner with details of how that should be requested.

xii. The college will take no action to amend the individual's record until after the QQI appeal window has closed, and QQI confirms the final outcome of its award revocation process.

xiii. Following any appeal process which may be invoked, where a decision is taken by QQI that revocation of the individual's award is not recommended, this outcome will be communicated to the individual and the college in writing, and no further action is taken by the college.

xiv. Following any appeal process which may be invoked, where a decision is taken by QQI that revocation of the individual's award is appropriate, this outcome will be communicated to the individual and the college in writing, i.e. QQI will inform the learner that

a. They have formally withdrawn the award from the individual.
b. They are to return their parchment to QQI.
c. They are not permitted to cite the award or associated title to any persons in future.

xv. On receipt of the communication from QQI, all college databases and records will be altered to reflect that the award has been revoked.

6.15.7 Appeals Procedure

Any individual wishing to appeal any recommendation from the college for a revocation decision taken under this policy may do so under the Appeals Procedure.

Irrespective of an appeal being made, it is the responsibility of any individual who has been notified of the revocation of their award to engage with the college's requirements in relation to the implementation of this policy.

If an individual fails to comply with this requirement, the college may take any reasonable measures open to it, including but not limited to barring or suspending the individual's enrolment in other college programmes.

In the event that an appeal is successful, the college will make all reasonable effort to ensure that the reputation of the individual is restored.

Section G: Support for Learners

Supports for Learners

The College provides supports for learners both within and outside the faculties. Faculty-based supports include close contact with lecturers, Faculty Administrators, Programme Directors and the head of faculty. All faculty members operate open door policies with respect to learners. They also have a specified hour timetabled for individual learner meetings for each module they teach.

Outside the faculty, learners are supported by various groups. The Students' Union provides advice on issues such as housing and social issues in addition to organising clubs and societies. The College also has a dedicated careers office which provides a range of supports and information to learners regarding future career opportunities. In addition, the College also has a college counsellor, provided free of charge, to deal with personal difficulties that a learner might be experiencing.

In the case of international learners, the College's Global Engagement Office provides visa and legal information supports. The College's English department provides discipline-specific language support for learners. The College also led the development of the IHEQN Code of Practice for Provision of Programmes of Education and Training to International Learners (2015).

Applicants presenting with particular learning needs, or disabilities, are required to notify the College in advance of their enrolment to ensure that their individual needs can be suitably accommodated. Where these needs can be accommodated, the nature and extent of the individualised supports are documented and agreed.

The College has appointed a dedicated Learning Support Manager who works directly with learners to assist and support as necessary. This service has been a great success with the numbers of learners availing of it increasing all the time.

Griffith College provide supports for all learners, whether they are attending an on or off-campus programme. There is a growing collection of material to support induction training in IT and Griffith College systems, facilitated by the Digital Learning Department (DLD), as indicated in section 5.6. Moodle is also used to direct learners to programme-specific learning supports.

Supports for learners include close contact with their Programme Director, lecturers, module lead, and Faculty Administrator through the virtual framework. Learners can make contact with their lecturer with any queries you may have in relation to your module/programme, as well as using resources such as 'Getting Started with Remote Learning'. Open communication is encouraged and supported via Moodle.

Outside of the faculty, as outlined the Griffith College Student Handbook, academic and personal requirements are additionally supported (in virtual mode) by various groups, such as the following:

- The Students' Union provides advice on issues such as housing and social issues in addition to organising clubs and societies.
- The library provides very useful resources on their site Library Services - Supporting your Learning, including resources to Develop your academic writing skills and Research Skills. Also, don't forget that the library has an online catalogue available.
- The College also has a dedicated careers office which provides a range of supports and information to learners regarding future career opportunities.
- Griffith College counselling service provided free of charge, is available to deal with any personal difficulties that you might be experiencing. Counselling sessions are conducted over the phone and via Skype making this accessible to all learners, whether in Ireland or abroad.
- In the case of international learners, the College's Global Engagement Office provides visa and legal information supports.

Applicants presenting with learning needs, or disabilities, are required to notify the College in advance of their enrolment to ensure that their individual needs can be suitably accommodated. Where these needs can be accommodated, the nature and extent of the individualised supports are documented and agreed. The College has appointed a dedicated Learning Support Manager who works directly with learners to assist and support, as necessary. This service has been a great success with the numbers of learners availing of it increasing all the time.

This proposed fully online programme affords access to learners with disabilities. These affordances are made in content to provide closed captioning for live lectures and in recorded video content. Slides and notes are also available in multiple text formats, including alternative displays of the visual content.

The Programme Director ensures that timely interventions are made for learners who may need support. Particularly in the first four weeks of the programme, attendance and engagement tracking helps to identify learners who may benefit from early intervention. The programme team also provide detailed instruction via Moodle announcements, directly from lectures and via learning activities and through assessment briefs to ensure all learners are clear on all aspects of the programme.

The Digital Learning Department (DLD) encourages learners to use the eLearning support email and join the DLD's weekly learner online drop-in session if they prefer face-to-face support. The DLD also hosts the Digital Learning Platforms and Tools Moodle support page which provides learners with access to many training and support guides.

7.1 Learner Induction Policy

7.1.1 Objective

- To identify the minimum components of induction for all incoming learners attending academic programmes
- To create a welcoming and supportive atmosphere
- To equip learners with the information and resources to take up their studies with Griffith College
- To run a series of events on the day and promote Freshers week and a wider orientation programme
- To ensure learners know how to access support services and key points of contact

7.1.2 Scope

This policy refers to the provision of induction for all incoming (i.e. new) learners to academic programmes. This policy may be varied under the terms of an Institutional Agreement where a programme of study is delivered as a collaborative initiative with a partner institution.

7.1.3 Responsibilities

Marketing Department

- Communicates induction arrangements to learners within three weeks of induction
- To provide branded materials for the day/week which may include balloons, signage, bunting, notebooks, campus maps, and pens etc.

Global Engagement Office

- Communicates induction arrangements to international learners three weeks before induction

Student Activities Team

- Coordinates, in conjunction with the Students' Union, the delivery of all aspects of the social activities related to induction
- Coordinates activities for new learners in the first week on campus also.

Programme Directors

- Coordinates the delivery of all aspects of the academic activities related to induction
- Provides learners with their Programme handbook, faculty information, programme schedule and wider college information

Estates and Maintenance

- Participate in room set up, putting up signage, flags bunting, traffic control etc

Learner Induction Steering Committee

- Coordinates the delivery of all aspects of the learner's orientation to the College
- Provisions for duplication and sharing of induction with all campuses to ensure new learners get the same experience
- Evaluate each induction following the event with feedback from staff and learners
- Responsible for the overall coordination of all aspects of induction
- Responsible for the provision/coordination of supporting information

7.1.4 Learning Induction Steering Committee

The Learner Induction Steering Committee has overall responsibility for learner induction are vested in the Learner Induction Steering Committee, which reports to the QAES Sub-committee of APC. Those units of the college with responsibility for learner induction must be represented on the committee, which will meet as required in order to coordinate all aspects of learner induction. This includes:

- Head of Learner Engagement
- A representative from the Global Engagement Office
- A representative from Estates
- A representative from Canteen Committee
- A representative who works with the conference centre
- A representative from the Students' Union
- Marketing Representative
- Rep from IT
- At least two HOF's
- Two Programme Directors
- FA Rep

The committee will nominate a chair and Secretary on an annual basis.

7.1.5 The Purpose of Induction

Induction for an incoming learner is designed to:

- Prepare and equip new learners for their studies
- Create a welcoming atmosphere and series of events to initiate a positive and comfortable relationship with their faculty, peers, supports and the wider college community
- Provide them with necessary information about the college, its facilities and regulations

- Introduce learners to all aspects of their programme of study thereby laying the foundation for the coming academic year
- Facilitate their social interaction with other learners and staff teaching on their programme of study.

7.1.6 Communication of Induction Arrangements

The Academic Calendar, including the week scheduled for induction, is posted to the college website by the end of June of each academic year. Learners must be informed by the Marketing Department and Global Engagement Office of specific induction arrangements at least three weeks prior to the induction date.

7.1.7 Presentation of Induction

Most induction activities normally take place prior to commencement or in the initial stages of a programme, but may take place throughout the first semester if appropriate. Induction sessions are normally delivered by a combination of faculty and other college staff, through a number of media (presentations, workshops etc.) and with the support of various resources (presentation software, overheads, on-line resources etc.) as appropriate. Presentation materials must be made available to learners online subsequent to induction.

7.1.8 Minimum Components of Induction

In order to successfully achieve the purposes of induction, the following must constitute the minimum content components of a full-time learner's induction programme. The sections identified with an asterisk constitute the minimum content components of a part-time learner's induction programme.

7.1.8.1 Orientation to the College

- Welcome on behalf of College and Faculty*
- Introduction to key members of Faculty and College staff*
- Identification of key locations/campus map*
- Introduction to and information about central services and facilities, including the Library and IT Services*
- Social and academic support available to learners*
- Overview of Learner Handbook/key college regulations*
- Opportunities to provide feedback
- Registration arrangements
- Health and Safety*
- How to get their Student Card*

7.1.8.2 Academic

- Academic Calendar/programme timetables*
- Faculty guidelines
- Programme structure*
- Aims and programme learning outcomes

- Teaching methods
- Assessment methods and assessment criteria
- Reading lists and guidance on independent study
- Conventions for referencing and bibliographies/Plagiarism
- Academic Integrity
- Academic Misconduct*
- AI Use in Learner Assessment*
- Identification of key programme resources*

7.1.8.3 Social

- Welcome from Students' Union
- Introduction to clubs and societies
- Information about sports and recreational facilities on and off campus
- Planned social activities during induction and the initial stages of the programme*

In order to successfully achieve the purposes of induction, learners should be provided with a combination of hard copy and on-line information and guidelines in support of the minimum components of induction described in section 7.1.8 and 7.1.9.

7.2 Policy for Responding to the Death of a Learner

7.2.1 Introduction

Griffith College is committed to providing a safe and positive environment for all staff and learners. The death of a learner is always a sad and distressing event that affects the entire college community, especially peers and staff members, as well as the learner's family and friends.

When a tragedy does occur, it is important that it is managed in a sensitive and appropriate manner by the college and that the response supports the bereaved, both on and off campus.

7.2.2 Objectives

- To set out guidelines for Griffith College staff and management when the death of a learner or graduate occurs, inclusive of programmes delivered by collaborative partners.
- To ensure all records of a deceased learner/graduate are updated accordingly.
- To provide ongoing support to staff and learners when the death of a learner occurs.

7.2.3 Scope

This policy applies to all Griffith College current learners and graduates in the event of their death on or off campus. This policy applies to all staff and learners who may be affected when the death of a learner occurs. This policy applies to members of the learner death response team (see section 7.2.16). The policy applies equally in and out of term, as well as after-hours and at weekends.

This policy should be read in conjunction with the following documents:

- Emergency and Critical Incident Plan (SCR campus only)
- Griffith Halls of Residence (GHR) Discovery of a Dead Body in Student Accommodation Policy (for Griffith College learners living in GHR).

7.2.4 Responsibility for Implementation

- Alumni Officer (if the deceased is a graduate)
- Campus Services Manager (South Circular Road (SCR) campus)
- Director of Academic Programmes
- Director of Global Engagement Office (if the deceased is an international learner)
- Faculty Administrator
- Head of Academic Administration
- Head of Campus (or person responsible depending on campus)
- Head of Faculty

- Head of Marketing
- Head of Security (SCR campus)
- HR Manager
- Learner Engagement and Support Officer
- President's Office
- Programme Director
- Students' Union President

7.2.5 Location of the Death of a Learner

7.2.5.1 Death of a learner on campus

This procedure starts from the discovery of any individual on campus who is believed to be deceased and is not responding to First Aid.

The staff member/learner discovering the learner who is believed to be deceased should proceed as follows:

- Phone the emergency services by calling 999 or 112 (Gardaí, ambulance, fire services) to the scene immediately and contact the Head of Security (SCR campus) or the Head of Campus or person/s responsible (dependent on campus) in order to block off the area to the public until the emergency services arrive.
- Do not touch or move the body, unless there are urgent reasons for doing so. Do not touch or remove the individual's possessions, including mobile phones.
- Where possible, secure the premises until the Gardaí arrive.
- Provide as much assistance as possible to the Gardaí in identifying the person involved. This may involve help from other staff and learners who know the person.
- Do not confirm to anyone enquiring that a death has taken place and do not place any messages on social media regarding the incident. It is the responsibility of An Garda Síochána to inform the learner's next of kin.

The Head of Security or person/s responsible (dependent on campus) will immediately notify the following individuals:

i. Relevant Head of Faculty or Programme Director (if the Head of Faculty cannot be reached)
ii. President's Office
iii. Director of Academic Programmes
iv. Learner Engagement and Support Officer.

The Head of Faculty or Programme Director (as appropriate) will notify the following individuals:

- Students' Union, to offer immediate support
- Head of Academic Administration

- Director of Global Engagement Office, if the deceased is an international learner.

- The Head of Academic Administration will provide the Gardaí with next of kin details for the deceased.

The death of any individual on campus will cause a significant upset in the college community and some immediate support may be required. The Campus Services Manager, Head of Campus, or person responsible (depending on campus) will ensure that a private room or space is provided for staff and learners. The Learner Engagement and Support Officer will ensure that counselling services are made available to all relevant learners and staff.

Once confirmation has been received from Gardaí that the family has been informed, the Head of Academic Administration is responsible for initiating the procedure outlined in section 7.2.7.

7.2.6 Death of a learner off campus

Information concerning the death of a learner may come from a variety of sources. In the first possible instance, any staff member or learner who becomes aware of the death of a learner should inform the Head of Academic Administration (or their nominee) to initiate the response procedure (as outlined in section 7.2.7).

7.2.7 Procedure for Responding to the Death of a Learner

Upon being informed of a learner's death, and having verified and confirmed the facts, the Head of Academic Administration (or their nominee) will liaise with college management and staff as appropriate and convene the Learner Death Response Team as soon as possible.

The role of the Learner Death Response Team is to agree on any decisions that the college will need to undertake in the hours and days following the learner's death.

The Learner Death Response Team, chaired by the Head of Academic Administration, will be convened as soon as possible following knowledge of the death of a learner, including if it happens at the weekend or outside of office hours.

The composition of the Learner Death Response Team will be determined by the Head of the Academic Administration, bearing in mind the specific circumstances. It may include some/all of the following:

- Head of Academic Administration
- Director of Academic Programmes
- Relevant Head of Faculty
- Relevant Programme Director
- Head of Marketing
- Head of Learner Engagement and Support
- Representative of the Students' Union

- HR Manager
- Campus Services Manager (SCR campus) or the Head of Campus (for other campuses)
- Global Engagement Office representative (if the deceased is an international learner)
- Representative of Griffith Halls of Residence staff (if the deceased lived on campus – SCR campus only).

7.2.8 Responsibilities

The responsibilities listed below are intended to be a guide towards a response rather than an exhaustive and prescriptive plan of action. Aspects of the plan may not be appropriate in all circumstances, and in certain circumstances actions in addition to what is set out below may have to be taken.

7.2.8.1 The Learner Death Response Team

The Learner Death Response Team will:

- designate an individual to liaise with any external parties as required, i.e. Gardaí, hospital, embassy, etc.
- identify an individual who will be the college's primary contact for the family or next-of-kin on any communications
- notify all relevant staff and learners
- determine the appropriate manner for communicating with the college community and family
- arrange for an interpreter where required to communicate with the family or next of kin
- ensure that any broad communication has been vetted by the family or next of kin prior to release
- ensure the provision of guidance on the repatriation process to the family of the deceased in the case of an international learner
- determine if any memorial service arrangement is to be held on campus and any other arrangements that may be appropriate or valued by the family or next of kin
- facilitate arrangements for the provision of appropriate access to grief and counselling services and supports for learners and staff
- identify an individual who will respond to media requests (as necessary) while ensuring that this individual liaises with the Learner Death Response Team and the family or next-of-kin prior to the release of information to the media
- liaise with the family or next-of-kin and the President's Office regarding any arrangements for the college flag to be lowered to half-mast on the day of the learner's funeral
- arrange transportation to the funeral for staff and classmates who may wish to attend
- where advisable, make a recommendation to Academic Professional Council (APC) for the learner's award to be conferred posthumously (this would

require further consultation with QQI as the awarding body, where appropriate).

7.2.8.2 Security/Campus Services

Security/Campus Services personnel (SCR campus) or the person responsible (depending on campus) will:

- clear the area and enable ease of access by emergency services in the event of a learner's death on campus
- support any investigation that arises from the death of a learner on campus
- lower flags to half-mast on the day of the learner's funeral, as instructed by the Learner Death Response Team.

7.2.8.3 Head of Academic Administration

The Head of Academic Administration will:

- verify the information received, and confirm the details of the incident and the details of the deceased learner
- convene (and chair) the Learner Death Response Team as soon as possible
- work with the Learner Death Response Team to determine the college's actions and communication process following the death of a learner on or off campus
- act as the primary link for the flow of information and for coordination of the work of the Learner Death Response Team
- update learner records as provided by the Head of Faculty through the Deceased Learner Record Form (see Appendix 56).
- arrange for the updating of the deceased learner's data records with the college to ensure their removal from future college-related correspondence.

7.2.8.4 Head of Faculty/Programme Director

The Head of Faculty/Programme Director will:

- respond accordingly as per the decisions made by the Learner Death Response Team
- inform all affected lecturing staff
- ensure that all necessary supports are made available to affected staff and learners
- with the support of relevant lecturers, make alternative arrangements where required for the deceased learner's classmates in relation to their submission of assignments and completion of examinations.

7.2.8.5 Fees Office

Fees Office Personnel will:

- immediately ensure that all necessary steps are taken in order to update learner accounts in accordance with the Deceased Learner Record Form (see Appendix 56).

- cancel any outstanding account charges and provide a refund, as applicable, made payable to the deceased learner's estate.

7.2.8.6 Office of the President

The Office of the President will:

- send a letter of condolence to the learner's family, or nominate another staff member to do so on behalf of staff who knew the deceased learner.
- in keeping with the religion, culture or ethnicity of the learner, and in accordance with the deceased's family's wishes, the college will send a wreath and/or a charitable donation.

7.2.8.7 Students' Union

The President of the Students' Union will:

- offer support to classmates of the deceased learner.
- as appropriate, assist in aid in a memorial service as per the wishes of the learner's family and classmates.

7.2.8.8 Global Engagement Office

In the event of the death of an international learner, the Director of the Global Engagement Office (or their chosen nominee) will:

- participate in the Learner Death Response Team.
- notify the appropriate embassy/consulate.

7.2.8.9 Griffith Halls of Residence (GHR)

If the deceased lived in Griffith Halls of Residence (applies to Dublin campus only), the GHR Manager (or a nominee) will:

- ensure that the learner's roommates are aware of the death and inform them of the appropriate support services available.
- liaise with Campus Security personnel and the Learner Engagement and Support Officer to determine who will collect the learner's belongings and arrange for their disposition.
- cancel any outstanding account charges and provide a refund, as applicable, made payable to the deceased learner's estate
- close the learner's records.

7.2.9 Procedure for the Death of a learner on an Outward Mobility Programme

In the event of the death of a learner on an outward mobility programme, for example, a Griffith College learner completing a semester abroad, in addition to the responsibilities outlined in section 7.2 above, the Learner Death Response Team will also:

- liaise with the Irish Embassy abroad and/or the relevant country's embassy based in Ireland

- liaise with the Irish Department of Foreign Affairs, or its equivalent
- consider sending an appropriate senior representative of the college to that location to provide support
- support the process of repatriation of the deceased learner's remains.

7.2.10 Procedure for the Death of a Graduate

The following procedures apply in respect of the death of graduates of the college (i.e. learners who are no longer enrolled or registered on any of the college's programmes). When college faculty or staff become aware of the death of a graduate, they should notify the Alumni Officer.

The Alumni Officer will take steps to verify:

- the graduate's identity
- any current affiliation the graduate has with the college
- any current affiliation the graduate has with various college/learner clubs, groups or communities.

Upon receiving notice of a graduate's death, the Alumni Officer will notify the Head of Academic Administration and the Learner Engagement and Support Officer about the death.

The Head of Academic Administration will consider any ongoing affiliation the graduate may have with the college, and determine whether it is necessary to form the Learner Death Response Team (see section 7.2.4).

The Academic Administration Office will notify the graduate's faculty and any other relevant departments who are likely to have records related to the graduate or any ongoing correspondence with the graduate.

The Academic Administration Office will update the graduate's academic records.

The Alumni Officer will remove the graduate's name from any mailing and contact lists.

7.2.11 Information Session

The Quality Assurance and Enhancement Department will provide information sessions and guidance as required on the implementation of this policy to all members of the Learner Death Response Team.

Equality Policy

7.3 Fulfilling the Learner Charter: The Role and Obligations of Learners and the College

7.3.1 Introduction

its intention is to elaborate on the College Learner Charter and to highlight the key roles and responsibilities which have been developed as a means of ensuring the college achieves and maintains the highest standards of provision.

7.3.2 Objective

- To set out the College's agreed Learner Charter.
- To set out the rights and obligations of the college and those learners on its programmes, in line with the College Learner Charter.

7.3.3 Scope

The Learner Charter applies to learners of all College campuses. Learners of the college are located on a number of campuses. This document applies to all locations and partner institutions, all staff and all learners. The rights and obligations on the part of the college outlined in this document apply to learners observing the Learner Code of Conduct.

7.3.4 Responsibilities

- College Staff
- College Learners

7.3.5 Learner Charter

Griffith College is committed to:

- Create a sense of community and belonging on college campuses
- Support learner in their personal and professional development
- Equip them with evidence based, industry standard programme content to give them the best base for their career development
- Support and celebrate the diverse cultures and backgrounds all our learners come from and utilise to enrich the college experience
- To support and facilitate learners need to ensure their given the opportunity to thrive and engage in their programmes to the best of their abilities
- Foster a culture of diversity and safety on campus
- Create a culture of equality where student from all backgrounds feel a part of the Griffith College community

7.3.6 This is achieved by:

i. Providing excellent teaching and educational resources to enable learners realise their chosen personal and career ambitions
ii. Promoting an attainment culture whereby learners are encouraged to give of their best
iii. Publicly recognising and celebrating the successes of our learners in national and international activities
iv. Providing a welcoming and nurturing environment where all learners are treated with respect and dignity
v. Supporting and guiding learners in their academic and personal development towards their educational and personal goals
vi. Embracing the diversity of our learners through full inclusion and through the provision of equal opportunities and advancement to all
vii. Providing equality of educational opportunity regardless of personal characteristics and differences
viii. Providing for continuous improvement through the active consideration of feedback from learners, staff, alumni, employers and other external stakeholders.

7.3.7 Equality and Diversity

The college respects the dignity and diversity of all its learners and staff. It aims for a College community that is free from intimidation and discrimination.

We aim to provide learners with:

- A culture in which behaviour reflects a high level of awareness of equality and diversity issues
- Equality of opportunity regardless of personal characteristics and differences - this commitment applies to all individuals and all aspects of College life
- The knowledge that any complaint of unfair discrimination or harassment will be treated seriously and dealt with fairly and efficiently.

We ask learners to

- Respect and treat with dignity all members of the college community.
- Understand that you will study alongside people with different viewpoints which both yours and theirs must be respected

7.3.8 Behaviour and Conduct

All members of the college should behave in a manner which is respectful of the rights and views of others. We aim to provide learners with:

- Clear guidelines outlining behavioural expectations including the Learner Code of Conduct (QAE Section G Document 7.7 Learner Code of Conduct)
- Fair and consistent treatment in dealing with breaches of the Learner Code of Conduct

We ask that learners to:

- Be familiar with the Learner Code of Conduct and abide by it.

7.3.9 Joining the College

We aim to provide learners with:

- An induction to programme and published information which introduces them to College life – academic and otherwise (see Learner Induction Policy QAE Document 7.1)
- Comprehensive information relating to their programme of study such as Learner Handbook, Programme Handbook, and all other relevant information.
- A programme of social activities and events organised by the Students' Union

We ask learners to:

- Complete all enrolment procedures
- Learn as much as they can about the programme they are embarking on and the services and facilities available in the College
- Become familiar with the various policies and procedures which learners of the college are bound by
- Talk to tutors, support service staff or the Learners' Union if any problems or concerns arise during these early days.

7.3.10 Learning and Teaching

The College is committed to ensuring high standards in its teaching and in supporting learning. We aim to provide learners with:

- A learning and teaching strategy that is well planned, which uses different methods, and is designed to help them think and work for themselves, guiding and taking ownership for their own learning
- Information about the arrangements and study requirements for their programme
- Regular and constructive critical feedback on their work

We ask that learners:

- Prepare for and participate in scheduled learning activities in collaborative ways which support the teaching and learning of others as well as themselves
- Become familiar with any cultural diversity in terms of teaching and learning conventions
- Make themselves familiar with the programme information provided from the outset and comply with the administrative arrangements of the programme
- Give constructive critical feedback on their learning experience in the programme.

7.3.11 Attendance and Participation

The majority of programmes include activities designed to support learning, which depends on participation and collaboration. Discussions, simulation exercises and workshops, for instance, depend for their value on learners' attendance and regard for the learning of others as well as for themselves. So, while each learner has a responsibility for organising and managing aspects of their own learning, enrolment on a programme also entails commitment to participation. The nature of participation - whether it is face to face, via the internet, or by some other means - and its scale, will differ between programmes

We aim to provide learners with:

- Full information about the time and location of teaching and assessment arrangements including the timetable
- Information about each department/faculty's programme attendance requirements

We ask that learners:

- Make sure they understand and fulfil the attendance requirements for their programme
- Keep in contact with their faculty regarding any attendance difficulties
- Understand that any sustained period of unexplained or unauthorised absence or lack of participation will have to be investigated and may be subject to disciplinary procedures and/or reported to the relevant authorities if applicable.

7.3.12 Assessment

Assessment has a major influence on learning. It is also the means through which the college determines whether an appropriate standard has been achieved for progression through stages to an award

We aim to provide learners with:

- Clarity in the purposes and methods of assessment
- Assessment strategies which employ a range of types of assessment where appropriate and assessment criteria which are open, transparent and free from bias
- Timely feedback of assessments to aid development (see Procedure on Provision of Assessment Feedback to Learners QAE Document 6.3)
- Information on College assessment regulations and the regulations of the relevant validating body.

We ask that learners:

- Complete all assessment components and adhere to the assessment timetable

- Notify a member of the Faculty or College if they are having difficulties which are affecting their performance
- Never engage in cheating, plagiarism or other types of academic misconduct as this will lead to disciplinary action and possible expulsion from the college (see the College's Academic Integrity and Misconduct Procedure (QAE Document 6.10) for further guidance).

7.3.13 Learner Feedback about Programmes

The college believes in the value of learner feedback. It is important to staff to receive feedback, in order to make improvements and to help establish and promote educational partnership (see Procedure on Provision of Assessment Feedback to Learners QAE Document 6.3)

We aim to provide learners with:

- Specific opportunities to provide feedback during the programme, without fear of retribution
- The opportunity to be represented on programme committees

We ask that learners:

- Provide the college with feedback as requested
- Elect a learner representative to appropriate committees and other groups working for the management and quality of their programme.

7.4 Learner Gender Identity and Expression Policy

7.4.1 Introduction

Griffith College is committed to providing an inclusive and diverse environment in which all members of our community can achieve their fullest potential. Our community strives to value and encourage all members irrespective of gender identity, and to respect and recognise diverse gender identities and gender expressions.

The Gender Recognition Act 2015 provides a process enabling people to achieve full legal recognition of their gender identity and allows for the acquisition of a new birth certificate that reflects this change. The Gender Recognition Act allows all individuals over the age of 18 to self-declare their own gender identity. Under the same legislation, it is also possible for people aged 16 and 17 to have their gender identity legally recognised.

All members of Griffith College have the right to:

i. be treated with fairness, dignity and respect, and to be able to express their gender identity freely;
ii. privacy and confidentiality, and only the disclosure of information with consent;
iii. equal access to employment, education, training and promotional opportunities, services, activities and facilities in the college;
iv. reasonable and appropriate arrangements and accommodations.

Applicants to the college have the option to include a preferred name in their record when they apply.

7.4.2 Objectives

- To outline the procedure which applies for learners if they wish to change their name and/or gender identity and expression on their learner record.
- To outline the responsibilities of Griffith College in relation to recording learner gender identity and expression.
- To outline the responsibilities of learners who wish to change their name and/or gender identity.

7.4.3 Scope

This policy applies to all learners of the college and graduates who wish to change their gender and/or name in the college's learner information system.

The wider Griffith College community has a responsibility to:

- Respect the dignity of all members of the Griffith College community, including our visitors.
- Recognise the gender identity of all persons encompassed by this policy in accordance with law.

- Challenge or report incidents of discrimination, bullying and harassment, or victimisation, as appropriate to their role in the college.
- Respect the privacy rights of individuals.
- Comply with relevant legislation.

This policy should be read in conjunction with the following policies and procedures:

- Fulfilling the Learner Charter: The Role and Obligations of Learners and the College (Document 7.3)
- Learner Code of Conduct (Document 7.7)
- Learner Dignity and Respect Policy (Document 7.5)

In circumstances where a graduate also wishes to have their degree parchment re-issued in their new name and/or gender, they must contact the awarding body, for example, Quality and Qualifications Ireland (QQI).

7.4.4 Responsibility for Implementation

Academic Administration Officer

- Receives and processes the Change of Identity application using the Learner Record Amendment Form (LRAF).
- Once processed, will contact all relevant departments to implement this change of record (for example, the learner's Faculty staff, IT, Griffith Halls of Residence, Security, Global Engagement Office).
- Communicates with the learner's faculty to ensure their records are updated and staff are aware of the learner's affirmed name and/or gender.

Learner Engagement and Support Officer / QAE Officer

- Is the first point of contact for any learner needing additional support.

Library Personnel

- Issue new student card

Systems Administrator – IT Services

- Issue new email address

Equality, Diversity and Inclusion Working Group

- Recommend resources and training for the faculty.

7.4.5 Definitions

The words people use to describe themselves and others are very important. Using the incorrect words can (often unwittingly) undermine people's dignity and reinforce exclusion. When in doubt, asking a person how they self-identify is generally the most respectful approach. The following are some definitions used when discussing gender identity and expression.

7.4.5.1 **Gender Identity** refers to each person's internal and individual experience of gender, which may or may not correspond with the sex assigned at birth, including the personal sense of the body. Gender identity is different from a person's sexual orientation.

7.4.5.2 **Gender Expression** refers to the external manifestation of a person's gender identity. Gender can be expressed through mannerisms, clothes, appearances, physical characteristics, social interactions and speech patterns.

7.4.5.3 **Gender non-binary**: an umbrella term for gender identities that fall outside the gender binary of male or female. This includes individuals whose gender identity is neither exclusively male nor female, a combination of male and female, or between or beyond genders.

7.4.5.4 **Gender Recognition Certificate**: a certificate issued under the Gender Recognition Act 2015 which enables trans people's binary gender to be legally recognised from age sixteen.

7.4.5.5 **Sex**: the designation of a person at birth as male or female based on their anatomy (genitalia and reproductive organs) or biology (chromosomes and hormones).

7.4.5.6 **Trans**: An umbrella term which can be used without offence for people whose gender identity and/or gender expression differs from that which is usually associated with the sex assigned to them at birth. This term can include diverse identifications such as transsexual, transgender, non-binary, crossdresser, androgynous, agender, genderqueer, gender variant or differently gendered.

7.4.5.7 **Intersex:** An umbrella term used to describe a wide variety of natural bodily characteristics that do not fit neatly into strict medical binary definitions of male and female. Intersex variations can be genital, chromosomal, hormonal, or gonadal and apparent at birth, puberty or not at all. Intersex people may identify as male, female, or non-binary.

7.4.5.8 For a comprehensive list of relevant terms and their meaning please see Helpful Terms and Definitions (TENI 2021) and SOGIESC Full Glossary of Terms (IOM 2020).

7.4.6 Change of Name and/or Gender Identity Plan

A learner who has decided to transition, and who contacts a college representative to request a formal change of gender identity, is referred to the QAE Learner Engagement Officer. The QAE Learner Engagement Officer discusses in confidence how the learner wishes to deal with their transition, and they agree a Gender Identity Action Plan which the learner is comfortable with.

7.4.6.1 The Gender Identity Action Plan should determine who should be told what, and when, and how this should occur and outline the documentation required. The plan should be reviewed regularly and reassessed at each important part of the process.

7.4.6.2 Some changes to a learner's records are possible by completing the Learner Record Amendment Form (LRAF) without official documentation. For example, a 'preferred name' may be used for class roll attendance sheets, email addresses, student cards and Moodle without the official change to the Learner Record.

7.4.6.3 For award certificates/parchments and official transcripts, official documentation showing the learner's legal name/gender will be required to effect a Change of Gender and/or Name. Acceptable documentation may include deed poll (for name change), gender recognition certificate (for gender change), or a valid passport.

7.4.6.4 A learner requesting a change of name/gender must provide this supporting documentation for at least 3 months before graduation where possible, as the college must supply information to QQI for certification purposes.

7.4.7 Change of Name and/or Gender Identity Process

Once a learner has formally transitioned, they may submit a completed Request of Change of Gender Identity (including, if required, request for Name change) on the Learner Record Amendment Form (LRAF) to the college's Registration Office, along with official documentation to confirm their legal change of name and/or gender (e.g., deed poll (for name change), gender recognition certificate (for gender change) or a valid passport).

On receipt of the documentation from the learner indicating their gender identification, the college will carry out a check to confirm the form is completed, and that necessary documentation has been submitted, and is legitimate.

The Registration Office updates the learner's record on the system. Once the process is completed to the satisfaction of the Registration Office and the Change of Gender Identity (including, if requested, name) is confirmed (affirmed name), other relevant departments are contacted as necessary with the learner's permission (for example, the learner's Faculty staff, IT, Griffith Halls of Residence, Security, Global Engagement Office).

- A new student card will be issued.
- IT Services issue a new email address for the learner.
- With the learner's permission, the Academic Administration Officer communicates with the learner's faculty to ensure their records are updated and staff are aware of the learner's affirmed name and/or gender.
- The learner is informed of supports available to them internally and externally. The QAE Learner Engagement Officer is the first point of contact for any learner needing additional support.
- In the application process, and in student records generally, a distinction is made between sex (collected for QQI records) and gender to allow learners to have their preferred pronouns recognised.

7.4.8 Training and Awareness Raising

The college provides education for staff, members of Students' Union, and learners to ensure the implementation of this policy. Awareness is incorporated in relevant training programmes such as equality, diversity and inclusion training and support training for staff, members of Students' Union, and learners. Where appropriate the Equality, Diversity and Inclusion Working Group can recommend resources and training for the faculty.

7.4.9 Facilities

All individuals must have access to a bathroom that best corresponds to their gender identity.

The college will ensure that gender-neutral bathrooms are provided across the college.

7.5 Learner Dignity and Respect Policy

7.5.1 Introduction

The college is committed to providing a welcoming and nurturing environment, which is free from all forms of bullying or harassment and where all members of its community treat one another with respect and dignity. The Learner Dignity and Respect Policy aligns with the Learner Charter (Document 7.3) values.

This policy is informed by, and should be read in conjunction with, the following documents:

- Equality Act, 2004
- Employment Equality Act, 1998 (revised 2021)
- Equal Status Acts 2000 (revised 2021)
- Disability Act, 2005 (revised 2022)
- Safe, Respectful, Supportive and Positive: Ending Sexual Violence and Harassment in Irish Higher Education Institutions (Department of Education and Skills, 2019)

This policy is also included in the Student Handbook.

7.5.2 Definitions

7.5.2.1 **Bullying** can be defined as repeated inappropriate and intentional behaviour conducted by one or more persons against another or others which could be regarded as undermining the individual's right to respect and dignity. Bullying can take many forms; it can be verbal, non-verbal, physical, emotional, sexual, cyber, direct, or indirect. Bullying can have immediate, medium, and long-term effects on an individual's wellbeing.

A non-exhaustive list of bullying behaviour may include repeated verbal abuse, repeated use of offensive language or jokes directed at an individual or individuals, aggressive behaviour, shoving or jostling, written insults (including electronic communication), spreading malicious rumours.

7.5.2.2 **Harassment** can be defined as any form of unwanted behaviour connected to any of the discriminatory grounds under the Employment Equality Act 1998 (as amended) and Equal Status Act 2000 (as amended), which has the intention of violating an individual's dignity and creating an intimidating, hostile, degrading, humiliating or offensive environment for the person. Discriminatory grounds include gender, age, disability, civil status, family status, religion, sexual orientation, race, membership of the Traveller community. Harassment may be a one-off incident or repeated inappropriate behaviour. Any unwelcome

and/or negative behaviour based on these discriminatory grounds will be treated as harassment.

7.5.2.3 **Sexual harassment** as defined by the *Employment Equality Act 1998 (as amended)* and *Equal Status Act 2000 (as amended)* is 'any form of unwanted verbal, non-verbal, or physical conduct of sexual nature, which has the purpose or effect of violating a person's dignity and creating an intimidating, hostile, degrading, humiliating or offensive environment for the person. Such unwanted conduct may consist of acts, requests, spoken words, gestures or the production, display or circulation of written words, pictures or material.' Sexual harassment may be a one-off incident or repeated inappropriate behaviour.

7.5.2.4 A **complainant** is a person who makes a complaint of bullying or harassment against another person.

7.5.2.5 A **respondent** is a person who is alleged to have bullied and/or harassed the complainant.

7.5.3 Responsibilities of Learners

- All learners share a responsibility for ensuring an environment that protects the dignity and respect of the college members, which is free from any form of bullying and harassment, including sexual harassment.

- All learners should treat their fellow learners, staff, and members of the college community with dignity and respect.

- All learners must comply with this policy and consider how others might be affected by words and actions.

- Learners should discourage bullying and harassment by being an active bystander and objecting to inappropriate behaviour.

- Learners should be prepared to co-operate fully when an allegation of bullying or harassment is being investigated whether in an informal or formal way.

7.5.4 Responsibilities of Staff and College Community

- All staff and members of the college community share a responsibility for ensuring an environment that protects the dignity and respect of the college members, which is free from any form of bullying, harassment and sexual harassment.

- All members of the college community should treat colleagues, staff, learners or any person with whom they come into contact during their work with dignity and respect.

- Staff should discourage bullying and harassment by objecting to inappropriate behaviour.

- Staff should be familiar with this policy and promote ongoing awareness of the policy.

- Staff should respond sensitively and promptly to a learner who makes a complaint of bullying or harassment and refer them to the appropriate contact person (see Appendix 54).

7.5.5 Communication of the Policy

The college is committed to taking active and positive measures to educate all learners and staff in awareness and prevention of bullying and harassment and the effects of this type of behaviour.

This education in awareness and prevention of bullying and harassment and the effects of this type of behaviour will be achieved in respect of learners through the following:

- reference to the policy in the Student Handbook, and other materials which are presented at Induction
- raising bullying and harassment awareness and provision of consent initiatives including, for example, Students' Union events, posters in areas that learners gather.

This education in awareness and prevention of bullying and harassment and the effects of this type of behaviour will be achieved in respect of staff through the following:

- Reference to the policy during induction training for staff.
- A copy of the policy which is included in induction information provided to new staff.
- Providing training for managers and supervisors in how to deal with dignity and respect matters (including complaints made under this policy).
- Providing Continuous Professional Development (CPD) sessions promoting dignity and respect in Griffith College, as well as engaging in conversations about prevention, and the implementation if the complaint procedure.
- Individuals will be trained in the investigative process.

7.5.6 Dignity and Respect Support Pathways

Support around dignity and respect includes being a source of information or first contact if someone has any concerns. Possible outcomes of this support pathway may include clarifying which policy is relevant if the complainant wants to initiate a process (the *Dignity at Work Policy* (Policy 10, HR Policies and Procedures) or the *Learner Dignity and Respect Policy* (Document 7.5 Quality Assurance and Enhancement

Manual), as well as offering emotional support and providing information to support services.

If a learner feels that they are being bullied, harassed and/or sexually harassed, they should bring their concerns to the immediate attention of a senior member of their faculty, their Programme Director or Head of Faculty, and/or representatives from the college's Students' Union and/or learner support services, e.g., learner engagement officer, learner counselling.

If a staff member feels that they are being bullied, harassed and/or sexually harassed, they should bring their concerns to the immediate attention of their own Line Manager, the HR Manager, or a member of the College's Management Board.

If anyone witnesses or becomes aware of someone in the Griffith College community being bullied, harassed and/or sexually harassed, they should bring their concerns to the immediate attention of the relevant Faculty, the Students' Union, their Line Manager, the HR Manager, or a member of the College's Management Board.

7.5.7 Dignity and Respect Complaint Investigation and Reporting Process

- This policy has been specifically developed to deal with the issue of a learner or staff member being bullied, harassed and/or sexually harassed by another learner or learners (see Appendix 54 for further guidance).
- In circumstances where a learner believes they have been subjected to treatment by a staff member which is in breach of this policy, the issue will be dealt under the procedures of the *Dignity at Work Policy* (Policy 10, HR Policies and Procedures) as outlined in Appendix 54.
- In cases involving staff members as complainants and respondents, the matter will be dealt under the *Dignity at Work Policy* (Policy 10, HR Policies and Procedures) as outlined in Appendix 54.

7.5.7.1 Where a learner or staff member feels subjected to bullying, harassment and/or sexual harassment, they should bring their concerns to the nominated point of contact indicated in Appendix 54 below.

7.5.7.2 There are three approaches to deal with dignity and respect matters:

i. The i**nformal** approach

- An informal approach can often resolve difficult situations with the minimum of conflict and stress for the individuals involved.
- Complainants who believe they are being bullied and wish to attempt to resolve the issue informally should explain to the respondent(s) that their behaviour is unacceptable and identify the harmful effects it is having on them.
- If the complainant finds it difficult to communicate directly with the respondent(s), they should seek advice and assistance from the

persons listed in section 7.5.7.3 of this policy. They may ask the Contact Person to assist them with raising the issue with the respondent.

- The Contact Person will approach the respondent in a confidential and non-confrontational manner to try to resolve the matter.
- Any reporting for monitoring purposes will not record names but will record the type of incident, the conclusion of the process and any recommendations for training or awareness raising at faculty level, at departmental level, within the Students' Union, on individual campuses, or at college level.
- Where the matter remains unresolved, mediation may be considered.

ii. Engaging in **Mediation**

- The college supports the use of mediation as an alternative method of resolving complaints.
- Mediation is an informal process, through which a mediator helps the parties in a dispute to talk about the issues between them and, if they wish, to reach an agreement which is acceptable to both sides. The objective of mediation is to resolve matters speedily and confidentially without recourse to a formal investigation and with a minimum of conflict and stress for the individuals involved.
- The process is voluntary and both parties must be willing to take part and agree to the appointment of a mediator.
- If the parties agree to this approach, the persons listed in section 7.5.10 of this policy will appoint a neutral and impartial mediator, agreeable to both parties, to facilitate the process.
- Any information exchanged during the mediation process remains strictly confidential and cannot de disclosed as part of a formal investigation.
- Any reporting for monitoring purposes will not record names but will record that a mediation took place, the type of incident, the conclusion/outcome of the process, and any recommendations for training or awareness raising at faculty level, at departmental level, within the Students' Union, on individual campuses, or at college level.
- Mediation will not result in the issues being dealt under the disciplinary procedure.

iii. The **formal** approach

- Where the problem is not resolved through any of the informal methods, or the complainant chooses not to use the informal channels, the formal complaints process may be used.

- Where a learner wishes to begin the formal procedure, the Learner Complaints Procedure (QAE Document 8.6) must be followed.
- In the instance where a staff member wishes to lodge a formal complaint against a learner, the Grievance Procedure (Policy 24, HR Policies and Procedures) must be followed to begin the formal procedure.
- In activating these formal procedures, the complaint should be clearly formulated in writing, setting out details of the offending behaviour (including dates and witnesses, if any) and the context in which it occurred.
- Any form of bullying and harassment is unacceptable, and breaches of this policy may constitute grounds for disciplinary action and, in cases of serious offences, may result in suspension or dismissal (see the Disciplinary Procedure (QAE Document 7.8) for learners and the Disciplinary Procedure, Policy 25, HR Policies and Procedures for staff).
- Any reporting for monitoring purposes will not record names but will record that a formal investigation took place, the type of incident, the conclusion/outcome of the process, and any recommendations for training or awareness raising at faculty level, at departmental level, within the Students' Union, on individual campuses, or at college level.

7.5.7.3 The **Formal** Investigation Process

i. The investigation process will be conducted thoroughly and objectively and with due respect for the rights of both parties.

ii. Every effort will be made to maintain strict confidentiality and discretion in the process of investigation. Where third party interviews are conducted, the importance of confidentiality will be emphasised to all parties in the process.

iii. All parties involved will be required to co-operate fully with the investigation.

iv. A formal procedure commences when a written and signed complaint is presented by the complainant(s) to their Head of Faculty if they are a learner, or Line Manager if they are a staff member.

v. In the event that the Head of Faculty is the respondent, the written and signed complaint should be presented to one of the Directors of the College or the Student's Union representatives.

Should the complaint fall under the remit of this policy; the Head of Faculty or Line Manager will explore if there is scope for resolving the matter informally or through mediation.

vi. If it is deemed that informal resolution or mediation is appropriate or possible, the Head of Faculty or the Line Manager will meet with the complainant to see if they wish to consider the relevant process (as outlined in sections 7.5.6 above).

If it is deemed that informal resolution or mediation is inappropriate or inconclusive, the Head of Faculty or the Line Manager will refer the process to the Director of Academic Programmes or their nominee.

Should the complaint not fall under the scope of this policy, the Head of Faculty, or Line Manager will meet with the complainant (learner or staff member respectively) to offer advice on alternative steps and policies which can be applied.

vii. The Director of Academic Programmes or their nominee will appoint an Investigation Panel, consisting of at least two members of staff, trained in investigation process, to investigate the complaint. In appointing the investigation panel, a gender representative team, who have no contact with either the complainant(s) or the respondent (s), must be ensured.

viii. In the case of a staff member making a complaint against a learner, the Director of Academic Programmes or their nominee must consult with the HR Manager when appointing the Investigation Panel.

ix. The Chair of the Investigation Panel must acknowledge the receipt of the complaint letter, to the complainant(s), within 5 working days.

The Chair of the Investigation Panel will send a letter to the respondent(s) informing them that a formal complaint has been made against them, outlining:

- The details of the complaint.
- Their rights in the process, including
  - their right to representation,
  - the availability of support services – e.g., counselling service, Student's Union and other learner support structures, including translator services – during the investigation).
- Their obligations, i.e.
  - not to make any contact with the complainant and potential witnesses – any breach may result in disciplinary action,
  - their need to attend for an interview with the panel to discuss the complaint, and that they will be required to participate fully in that process,

        - the requirement that confidentiality must be observed in all matters connected to the investigation.
    - Their opportunity to write to the Investigation Panel as a response to the allegation within 7 working days or receipt of the letter containing notification of the complaint.

The Investigation Panel will meet with the complainant, the alleged respondent(s), and relevant witnesses individually in order to establish the facts about the allegations and set a timeframe. All meetings held will be strictly confidential.

The complainant(s) and the respondent(s) have the right to be accompanied by a fellow learner, a support person, or a Student's Union representative provided this person is not directly involved in the case. The role of the person accompanying is to offer emotional support, and they should not answer questions for the person being interviewed.

There is full transparency of documentation during the investigation process. All statements, including witness statements, will be shared with the complainant and respondent in advance of any meetings to allow each individual the opportunity to fully respond.

The investigation must be completed as soon as possible, but not later than 30 working days after the receipt of the written complaint, unless there are exceptional circumstances that prevent the investigation from reaching a result.

When the investigation is complete, a written report which contains the findings of the investigation will be sent to the Director of Academic Programmes or their nominee. The Director of Academic Programmes or their nominee will communicate the findings to the Head of Faculty or the Line Manager of the respondent, the complainant(s) and the respondent(s).

7.5.8 Possible outcomes of an investigation

The outcome of the investigation should include one of the following:

i. That, on the balance of probability, the complaint is upheld for reasons which are stated.
ii. That, on the balance of probability, the complaint is not upheld (e.g. insufficient evidence).
iii. The Investigation Panel may make a finding of 'no case to answer' in circumstances where the complainant withdraws the complaint or refuses to engage with the investigation.

7.5.8.1 Where the investigators do not uphold the complaint, the Panel must set out the reasons for such an outcome. The Chair of the Investigation Panel must inform the Director of Academic Programmes or their nominee of the outcome reached by the Panel and the reasons for such a decision in a written report.

7.5.8.2 Where the complaint is not upheld, the complainant(s) can be assured that genuine complaints will not be viewed as malicious. However, complaints that are found malicious or disingenuous will be treated very seriously and the college reserves the right to take appropriate disciplinary action against the complainant(s) in such circumstances.

7.5.8.3 Where the investigators uphold the complaint (in whole or in part), the Investigation Panel's report to the Director of Academic Programmes or their nominee must outline the details of the complaint, the reasons for upholding the complaint, the findings, and their recommendations.

7.5.8.4 The Investigation Panel may recommend counselling, monitoring, or the convening of a disciplinary hearing. If a disciplinary hearing is recommended, this will be conducted in line with the *Learner Disciplinary Procedure*.

7.5.8.5 The Director of Academic Programmes or their nominee must inform the complainant and respondent of the outcome within 5 working days from the receipt of the report from the Investigation Panel. Both parties are given the opportunity to comment on the findings and recommendations.

7.5.8.6 If the complainant or the respondent is dissatisfied with the outcome of the investigation, they can appeal it (see *Appeals Procedure*) within 10 working days of receipt of the decision, clearly indicating the specific grounds for their seeking a review of the outcome.

7.5.8.7 Counselling and other pastoral supports continue to be made available to the complainant and the respondent throughout the investigation and resulting processes.

7.5.8.8 Mediation support will also be provided by the college where it is considered necessary to support an ongoing positive relationship between the complainant and the respondent, following the conclusion of this process.

7.5.8.9 In the event that the Director of Academic Programmes or their nominee is either the complainant or the respondent, the responsibility will rest with one of the College's Directors to appoint a suitable representative to manage the full investigation process in their place as per the responsibilities set out in section 7.5.6 and 7.5.7 of this policy.

7.5.9 Confidentiality

Statements, letters and other communications which form part of the complaint and subsequent investigation must remain confidential to those involved in the procedure arising from this policy to the greatest extent possible, subject to the entitlement of the complainant and respondent to full disclosure to them of all relevant documents.

All parties involved will be informed of the principle and necessity of confidentiality.

While it is recognised that making a complaint may be difficult, in order to ensure fairness to any respondent identified and to preserve due process, the College will be reluctant to accept anonymous complaints for any formal procedure to be implemented.

Retaliation of any kind against any learner or staff member for making a complaint, or taking part in an investigation, concerning bullying or harassment under this policy, will be considered a serious disciplinary offence within the college, and will be subject to a disciplinary procedure.

7.5.10 Monitoring Process

On an annual basis, each faculty and functional area will report on the number of complaints presented under this policy. This report will detail the number of complaints, the type of process initiated, the outcomes and recommendations. The report will be completed as follows:

- the Head of Faculty or the Line Manager reports on the informal or mediation processes that they have overseen to the Quality Assurance and Enhancement Department (QAED).
- the Director of Academic Programmes or their nominee reports on the formal process to the Quality Assurance and Enhancement Department (QAED).

A summary report of all data received will be provided by the Quality Assurance and Enhancement Department (QAED) to the college's Academic and Professional Council (APC) and the Management Board (MB).

Complaints Policy and Procedure

7.6 Learner Complaints Procedure

7.6.1 Introduction

The College aims to identify and quickly resolve any difficulties, which may be experienced, by a learner or a cohort of learners during the programme of their studies. Ongoing feedback, whether formal or informal, is actively sought throughout the year by a number of means. Amongst the methods of feedback available to learners are:

- Discussion with faculty members
- Programme Committee Meetings
- Class representative meetings
- Learner feedback questionnaires (e.g. module delivery and facilities)
- The learner support e-mail address (engage@griffith.ie)

The College fully accepts that circumstances may lead to the necessity for this Complaints Procedure for Learners to be enacted, however, it hopes that learners will first avail of one of the means of articulating feedback identified above to ensure that any issue arising can be dealt with at source and at the most beneficial time
In the exceptional event that an issue remains unresolved at this level, this procedure describes how learners can bring on-going matters of concern about their learning experience to the attention of the College and enable investigation of those concerns. This procedure aims to be simple, clear and fair to all parties involved, with informal resolution an option at any point.

7.6.2 Objective

- To inform learners of how to go about communicating (informally and formally) any issues they may experience whilst a learner of the College.

7.6.3 Scope

This procedure applies to the resolution of issues encountered by learners in their capacity as members of the college community. It is important to note that separate procedures exist for the following circumstances:

- All academic matters relating to examination and assessment performance and outcomes are covered by the Appeals Procedure (QAE Document 6.4), and Academic Integrity and Misconduct Procedure (QAE Document 6.10).

7.6.4 Responsibility for implementation:

- Learner
- Quality Assurance and Enhancement Officer
- Director of Academic Programmes

- Programme Directors
- Department Managers
- College staff
- Complaints Hearing Panel

7.6.5 Right of Attendance and Representation at a Complaints Hearing

In section 7.6.7 below, reference is made to the learner/staff right to attend and be represented at a complaints hearing. The following points are relevant:

- A learner or staff member who is a party to a complaint proceeding has the right to attend the hearing convened for the purpose of adjudicating the complaint, to be represented, to hear the evidence presented, to challenge the evidence on cross-examination and to present their own evidence
- A representative at a hearing may be a fellow learner/staff member, a relative, a friend, an adviser or a legal representative Any costs associated with legal representation of the learner or staff member is borne by the learner or the staff member respectively, unless the Complaints Hearing Panel so otherwise determines.
- A representative may speak on behalf of the learner/staff member
- A learner or staff member may choose to be accompanied by a translator provided by the College or to appoint a translator of their choosing. Any costs associated with the appointment of a translator by the learner or staff member (other than one provided by the College) is borne by the learner or the staff member respectively, unless the Complaints Hearing Panel so otherwise determines.
- A learner or staff member who chooses not to be represented will be requested at the hearing to confirm in writing that they have been informed of their right of representation and have declined to exercise it
- If a learner or staff member fails to attend the hearing, the hearing will proceed in the absence of the learner or staff member.

7.6.6 Submitting a Complaint

A complaint is made by filling out the college's Complaints Form (Appendix 30) and submitting as follows:

i. For Part I of the procedure (as per 7.6.8.1 below), the form is emailed to the relevant person (e.g. Department Manager, Year Head, Programme Director, Service Manager etc.).
ii. For Part II of the procedure (as per 7.6.8.2 below), the complaint is submitted to the QAE Department by emailing complaints@griffith.ie

7.6.7 Conditions re: Complaints Procedure for Learners

- Third Party Complaints

No investigation of a complaint made on behalf of a learner will be undertaken without that learner's written agreement to the concerns raised and written consent for an investigation to be carried out

- Complaints to the College President and Other Senior Members of Staff
  Should a complaint be received directly by the President's Office, or the Office of any Senior Manager, it must be acknowledged and referred to the Quality Assurance and Enhancement Officer who must ensure that it enters the Procedure at the appropriate point. If no attempt has been made by the complainant to resolve the complaint locally, the complainant will be advised by the Quality Assurance and Enhancement Officer to first seek resolution through Part I of the Formal Procedure or through one of the means identified in 7.5.1.

- Vexatious or Malicious Complaints
  The College may consider invoking the Learner Disciplinary Procedure (Document 7.6) in cases where complaints are found to be vexatious or malicious. A vexatious or malicious complaint is defined as a complaint which is patently unsustainable, having been put forward so as to abuse the process of the Complaints Procedure for Learners, or, for example, to attempt to defame the name or character of another person.

- Complaints made by Learners under the Age of 18
  If a complaint is made under the Formal Procedure (see section 7.6.7 below) by a learner who is under the age of 18, the College must notify the parents or guardians of the learner in writing and keep them informed of the progress of the complaint, unless it is the learner's express wish that this should not be done. The College will permit the parents or guardians of the learners to act on the learner's behalf during the process, provided the learner has confirmed agreement in writing beforehand

- Group Complaints
  Where a complaint is brought by a group of learners, one person should be prepared to identify themselves as spokesperson and correspondent for the purposes of the Formal Procedure (see section 7.6.7 below), and each member of the group must be able to demonstrate that they have been personally affected by the matter which is the subject of the complaint. In addition, all complainants must agree in writing to the spokesperson acting on their behalf.

7.6.8 Complaints Procedure

Formal Procedure: Part I
It is anticipated that most complaints can be resolved through direct contact between the learner and the Department/Faculty or Service. This being the case, resolution should be sought by the learner first from the Department / Faculty / Service in which the complaint arose, by expressing the complaint to the most appropriate member of staff (e.g. Department Manager, Year Head, Programme Director, Service Manager

etc.). A learner should normally expect to receive a written or verbal response within ten working days.

Formal Procedure: Part II

If the response to the complaint is not considered by the learner to be satisfactory, they may invoke Part II of the Formal Procedure by completing the Learner Complaint Form (attached as Appendix 30) and submitting it to the Quality Assurance and Enhancement Officer. The form should detail the learner's grounds for complaint. The learner should include a statement of what has been done by the learner to attempt resolution within the relevant Department, Faculty or Service and why they feel that action taken by the Department, Faculty or Service following notification of the complaint has been inadequate. The Quality Assurance and Enhancement Officer must acknowledge receipt of the complaint form within five working days.

The Quality Assurance and Enhancement Officer will attempt resolution at this stage either by correspondence between the parties, negotiation with the Department Manager, Year Head, Programme Director, Service Manager or other senior members of staff, or facilitation of a conciliation meeting between the learner concerned (who may be represented as indicated in section 7.6.5 above) and the Department/Faculty/Service. The circumstances of the complaint will dictate which of these methods is considered most likely to result in a resolution of the complaint to the satisfaction of the learner. Should a complaint concern services related to the work of the Quality Assurance and Enhancement Officer the Director of Academic Programmes should assign a senior manager to oversee the Formal Procedure.

It is anticipated that Part II of the Formal Procedure would normally be completed, with a response in writing from the Quality Assurance and Enhancement Officer, within one calendar month of the receipt date of the completed Learner Complaint Form. The Quality Assurance and Enhancement Officer must keep all parties informed of progress and the reason for any delay in proceedings if applicable.

7.6.9 Where a resolution is not found

Where the Complaint Procedure steps have not resolved the complaint, consideration under another policy might be appropriate, for example, elements of the complaint may be considered under:

- Learner Dignity and Respect Policy
- Staff Dignity and Respect Policy
- Appeals Policy
- Learner Disciplinary Procedure
- Any relevant Griffith College HR policy
- Or any other Griffith College policy

The Quality Assurance and Enhancement Officer will support the complainant in considering alternative options, if/as appropriate.

7.7 Learner Code of Conduct

7.7.1 Introduction

The college aims to provide a safe and welcoming environment for its staff and learners. In order to achieve this, a standard of conduct is necessary on the part of learners and staff. This document outlines that standard of conduct in terms of the College's learners. The Learner Code of Conduct is included in the Learner Handbook and on the Virtual Learning Environment (VLE). The Learner Code of Conduct is equally applicable to learners when they are off-campus, for example on a field trip or a work placement. The college is entitled to alter this Learner Code of Conduct from time to time through the Academic and Professional Council and will inform all learners when this happens.

7.7.2 Objectives

- To set down the code of conduct expected of the College's learners
- To highlight what is considered misconduct under this code.

7.7.3 Scope

The College *Learner Code of Conduct* applies to all persons, other than staff, undertaking a programme of study or otherwise in attendance or in residence on the College's premises. In addition, these regulations apply to learners attending College programmes on other premises and to elected members of the Students' Union

This Learner Code of Conduct comes into force when an offer of a place in the college is accepted and remains in force whilst learners are attending the college or residing on its premises or taking part in any of its associated events on or off campus.

7.7.4 Learner Code of Conduct

- All learners are expected to be considerate to the needs of fellow learners, staff and any authorised visitors to the College.
- All learners are expected not to engage in any conduct which is intended or is likely to disrupt teaching, learning, study, research, ceremonies, recreational activities, meetings, examinations, administration or other activities undertaken by or within the college or organised as part of its approved activities.
- All learners must take responsibility, including within learner accommodation, for the actions of their invited guests.
- All learners are expected to respect the property of the college and not to use it for unapproved purposes.
- All learners are expected to attend their scheduled classes and commit to the learning process.
- All learners are expected to record their attendance honestly and accurately, using only their own College account, authentication credentials, and registered device. Learners must not record, or assist another person to

record, attendance that does not accurately reflect their participation in a scheduled class or other College activity.

7.7.5 Learner Misconduct

Misconduct is understood as improper interference with the proper functioning or activities of the college, or those who work or study in the college, or action which otherwise damages the College

7.7.5.1 The following constitute examples of misconduct. This list is not intended to be exhaustive:

- Disruption of, or improper interference with, the academic, administrative, sporting, social or other activities of the college, whether on college premises or elsewhere
- Obstruction of, or improper interference with, the functions, duties or activities of any learner member of staff or other employee of the college or any authorised visitor of the College
- Violent, indecent, disorderly, threatening or offensive behaviour or language whilst on college premises or engaged in any College activity
- Fraud, deceit, deception or dishonesty in relation to the college or its staff or in connection with holding any office in the college or in relation to being a learner of the College
- Fraudulent attendance activity, including falsely recording or attempting to record attendance for oneself or another learner; asking, allowing or assisting another person to record attendance falsely; sharing or using login credentials, multi-factor authentication approval or a device for this purpose; or deliberately circumventing, interfering with or attempting to defeat any College attendance-monitoring system or control. Fraudulent attendance activity constitutes gross misconduct.
- Action likely to cause injury or impair safety on college premises
- Harassment of any kind, and specifically, sexual or racial harassment of any learner, member of staff or other employee of the college or any authorised visitor to the college, or any behaviour of a hostile or intimidating nature aimed at individuals or groups of people
- Examination offences which do not constitute academic irregularities, including assisting or being assisted by another person to cheat in an academic setting, whether by impersonating another learner in an examination setting or by completing an assignment.
- Damage to, or defacement of, College property or the property of other members of the college community caused intentionally or recklessly, or misappropriation of such property
- Misuse or unauthorised use of college premises or items of property, including computer/network misuse
- Breaches of the subsidiary codes (e.g. Library regulations) where the behaviour complained of cannot be dealt with satisfactorily under those codes
- Behaviour which brings the college into disrepute

- Failure to comply with proper directions given by an officer or employee of the College
- Failure to comply with a previously imposed penalty under this Learner Code of Conduct.

7.7.5.2 Conduct which constitutes a criminal offence where that conduct:

i. takes place on college premises, or
ii. affects or concerns other members of the college community, or
iii. damages the good name of the college, or
iv. itself constitutes misconduct within the terms of this code, or
v. is an offence of dishonesty, where the learner holds an office of responsibility in the college.

7.7.6 Breaches of the Learner Code of Conduct

A learner who is suspected of breaching the Learner Code of Conduct will be subject to the College's Learner Disciplinary Procedure.

7.8 Learner Disciplinary Procedure

7.8.1 Introduction

The college is committed to fair, equitable and appropriate disciplinary procedures

The Learner Disciplinary Procedure must be invoked where a learner has allegedly acted contrary to the Learner Code of Conduct or has allegedly carried out some such other activity which has been harmful to the college (other than academic misconduct which is dealt with under the Academic Integrity and Misconduct Procedure.

The Learner Disciplinary Procedure is intended to ensure a speedy and efficient resolution of issues. The aim is to prevent unnecessary delay whilst ensuring a full and fair assessment of the particular circumstances of an individual case

Learners are asked to become familiar with the expectations of the college as described in the Learner Code of Conduct, the Learner Handbook and in individual College policies and procedures to which they are subject, as well as the details of the Learner Disciplinary Procedure and their rights under this procedure.

7.8.2 Objective

- To set out the College Learner Disciplinary Procedure and learners' rights under this procedure.

7.8.3 Scope

The Learner Disciplinary Procedure is applicable to all learners of the College. Academic Misconduct is dealt with separately and as part of the Academic Integrity and Misconduct Procedure.

7.8.4 Responsibility for implementation

- Learner
- Department Manager/Head of Faculty
- Chair of Disciplinary Board
- Secretary of Disciplinary Board
- Disciplinary Board
- Director of Academic Programmes
- College President

7.8.5 Definitions of Misconduct

In terms of misconduct, the college recognises that there is a distinction between a *minor infringement*, a *major infringement* and *gross misconduct* as defined below:

i. **Minor Infringement**: Minor Infringements include, but are not limited to, noise, disorderly conduct and minor damage.

ii. **Major Infringement**: Major Infringements include but are not limited to, repeated minor offences, injury or threats to the person, harassment, bullying, abusive or dangerous behaviour, nuisance, damage to property, malicious tampering with and/or disabling of security and safety systems

iii. **Gross Misconduct**: Gross Misconduct includes, but is not limited to, assault causing serious harm (including sexual assault), serious or repeated harassment, extreme nuisance, serious damage to property, use of illegal substances, and fraudulent attendance activity as described in the Learner Code of Conduct.

7.8.6 Standard of Proof

For the purpose of this Learner Disciplinary Procedure and having regard to the gravity of the matter for decision, a learner will be deemed to have acted contrary to the Learner Code of Conduct, or otherwise carried out some such other activity which has been harmful to the College, in circumstances where the adjudicating body is satisfied that the proof presented in support of the charge is beyond all reasonable doubt.

7.8.7 Right of Attendance and Representation at a Disciplinary Hearing

In reference to this specific Learner Disciplinary Procedure, the following procedure refers is made to the learner's right to attend and be represented at a disciplinary hearing. The following points are relevant:

- A learner who is the subject of a disciplinary proceeding or who has the right to attend the hearing convened for the purpose of adjudicating the disciplinary hearing, to be represented, to hear the evidence presented, to challenge the evidence on cross-examination and to present their own evidence
- A representative at a hearing may be a fellow learner, a relative, a friend, or an adviser.
- A representative may speak on behalf of the learner.
- A learner may choose to be accompanied by a translator. Any costs associated with the appointment of a translator by the learner (other than one provided by the College) is borne by the learner, unless the Chair of the Disciplinary Board so otherwise determines.
- A learner who chooses not to be represented will be requested at the hearing to confirm in writing that they have been informed of their right of representation and have declined to exercise it.
- If a learner fails to attend the hearing, the hearing will proceed in the absence of the learner.

7.8.8 Suspension During Investigation

The college retains the right to suspend a learner suspected of misconduct whilst the investigation into the incident(s) is taking place. Such investigations must be conducted as quickly as possible

The Chair of the Disciplinary Board must ensure that the learner is provided with formal notification of the suspension

An order of suspension may include a request that the learner should have no contact with a named person or persons.

7.8.9 Disciplinary Procedure

7.8.9.1 The following section describes the process which takes place when a complainant suspects that a learner has committed some form of misconduct which is contrary to the Learner Code of Conduct or has carried out some such other activity which has been harmful to the College.

- A complainant who suspects a case of misconduct should gather all available information and/or documentation about the incident and refer the case(s) to their Department Manager/Head of Faculty or to the Director of Academic Programmes if the complainant is the Department Manager/Head of Faculty.
- The relevant person should review all information and/or documentation available and discuss the suspected case of misconduct with the complainant and the learner. If the learner does not wish to challenge that misconduct has occurred the relevant person must document the outcome of the meeting, detailing the penalty which will be imposed [see section 7.8.10]. A copy of this document must be provided to the learner and kept on the learner's record for the appropriate period of time.
- If the learner wishes to challenge that misconduct has occurred, the relevant person (see section 7.8.4) should decide as to whether they consider that the suspected breach of conduct can be substantiated.
- Should the relevant person determine that the suspected misconduct cannot be substantiated, no further action will be taken, and no record of the meeting will be retained.
- Should the relevant person determine that the suspected misconduct, if substantiated, is a *minor infringement* (see section 7.8.10 (i)) they must:

    i. Notify the learner in writing 10 working days in advance of the hearing (or sooner by agreement with all parties) that the Faculty/Department is preparing a disciplinary case against them.
    ii. The relevant person must indicate the precise charge being made and the basic facts alleged to constitute the alleged offence.
    iii. They must also indicate the time, place and format of the scheduled disciplinary hearing, request the learner's attendance and inform the learner of their right of representation, right to hear the evidence presented, to challenge the evidence on cross-examination and to present their own evidence (as detailed in section 7.8.7 above).

- A person, other than the relevant person who has investigated the incident and normally with an equivalent role, must be appointed to act in the capacity of Chair of the Disciplinary Board and must meet the learner and the complainant together to adjudicate at the disciplinary hearing.
- Within 5 working days of the hearing, the Chair of the Disciplinary Board must notify the learner of the outcome of the hearing. Where the Chair of the Disciplinary Board is satisfied that an incident of misconduct has arisen, they will identify the associated disciplinary penalty [see section 7.8.10 below] and the learner's right of appeal.
- In the event of the learner choosing to exercise their right of appeal, the application of the disciplinary penalty will 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 will be applied

7.8.9.2 Should the relevant person determine that the suspected misconduct, if substantiated, is a *major infringement* (see 7.8.10 (ii)) or constitutes *gross misconduct* (see 7.8.10 (xi)) then:

i. The relevant person must appoint a Disciplinary Board to conduct a disciplinary hearing into the allegation. The Disciplinary Board must consist of a person, other than the relevant person who has investigated the incident and normally with an equivalent role, and two other senior members of staff drawn from outside of the learner's faculty/department from which a Chair will be appointed. None of the members of the Disciplinary Board should have been previously directly involved with the allegation.

ii. The relevant person must notify the learner in writing 10 working days in advance of the hearing (or sooner by agreement with all parties) that the Faculty/Department is preparing a disciplinary case against them. They must also indicate the time, place and format of the scheduled disciplinary hearing, request the learner's attendance and inform the learner of their right of representation, right to hear the evidence presented, to challenge the evidence on cross-examination and to present their own evidence (as detailed in section 7.8.7 above).

iii. The Disciplinary Board must then meet with the learner and the complainant together to adjudicate at the disciplinary hearing.

iv. Within 5 working days of the hearing, the Chair of the Disciplinary Board must notify the learner, in writing, of the outcome of the hearing. Where the Disciplinary Board is satisfied that an incident of misconduct has arisen, the Chair of the Disciplinary Board will identify the disciplinary penalty [see section 7.8.10 below] and the learner's right of appeal.

v. In the event of the learner choosing to exercise their right of appeal, the application of the disciplinary penalty will 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 will be applied.

7.8.10 Outcomes

- In the case of *minor infringements*, the Chair of the Disciplinary Board must issue an oral warning to the learner which will be effective for six months. A note must be retained on the learner's file until the six-month period has expired.
- In the case of *major infringements,* the Chair of the Disciplinary Board must issue a written warning which will normally be effective for 12 months unless otherwise stated at the time of issue. A copy of the written warning must be retained on the learner's file until the twelve-month period has expired.
- In the case of a second *major infringement*, the Chair of the Disciplinary Board must issue a final written warning that will normally be effective for the remainder of the learner's programme of study. A copy of the written warning must be retained on the learner's file until they have completed their programme or have otherwise withdrawn from the College.
- 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, such as if during the currency of an oral or first written warning a learner commits a further disciplinary offence, a final written warning may be issued (subject to a disciplinary hearing). A copy of the written warning must be retained on the learner's file until they have completed their programme or have otherwise withdrawn from the College.
- A *major infringement* subsequent to the issuance of a final warning will normally lead to the learner's expulsion. A permanent record of expulsion must be retained on the learner's file.
- In addition to, or in substitution for, an oral or written warning, the Chair of the Disciplinary Board may impose one or more of the following penalties:

    i. That the learner gives a written undertaking as to their subsequent conduct within the College
    ii. That the learner gives a written or verbal apology
    iii. That the learner pays for any damage to property they have caused, or recompenses the college for any loss it may have suffered or for any costs incurred directly or indirectly from the learner's misconduct
    iv. The withdrawal of privileges, e.g. expulsion from a college service.
    v. In the case of *gross misconduct,* the details of the disciplinary hearing will be reported to the College President, and he will normally be asked to invoke his authority in summarily expelling the learner. The President must inform the authorities of the case as appropriate. A permanent record of expulsion must be retained on the learner's file.

7.8.11 Expulsion

On the recommendation of the Disciplinary Board, the President of the college, or his nominee, may expel a learner based on cumulative or summary evidence. An

expulsion must be reported by the President to the next meeting of the Academic and Professional Council following the expulsion, without the identity of the learner concerned being divulged.

7.8.12 Criminal Offences

If a learner is alleged to have behaved in such a manner that, if proven in a court of law, they would have committed a criminal offence the college may suspend the Learner Disciplinary Procedure and refer the matter to the appropriate authorities. Where fraudulent attendance activity may constitute a criminal offence, or where false attendance information may have been provided to an immigration or other public authority, the College reserves the right to report the matter to the relevant authority.

7.8.13 Illness

In cases where illness of whatever nature is perceived to be the cause of the behaviour which would normally warrant the Learner Disciplinary Procedure to be invoked, the college has the right to exclude/suspend the learner until such time as it is satisfied that they are fit to resume their studies.

7.8.14 Appeals

A learner wishing to make an appeal may do so, by invoking the College Appeals Procedure.

7.8.15 Records and Follow Up

i. Documentation pertaining to all alleged, investigated and (if applicable) confirmed instances of misconduct must be compiled and retained by the relevant person.
ii. Documentation regarding penalties imposed for proven misconduct must be retained on the learner's file for the time periods indicated in section 7.8.10 above.
iii. Documentation regarding expulsion will form a permanent record on the learner's file.

7.8.16 Confidentiality

Where the college 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 must be retained in 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.

7.8.17 Conduct of Disciplinary Hearings

For Guidance on the conduct of disciplinary hearings see Appendix 50: Guidance on the Conduct of a Disciplinary Hearing.

Procedures for The Provision of Supports to Students with Disabilities and Specific Learning Difficulties

7.9 Service Dogs Policy

7.9.1 Introduction

Recognised under Irish Law, a Service Dog is defined as a highly trained dog that has been specifically trained to assist a person with additional needs. For an animal to be recognised as a Service Dog it must be fully trained and registered with one of the following organisations or an international equivalent:

- Irish Guide Dogs for The Blind
- Dogs for The Disabled (Cork)
- Autism Assistance Dogs Ireland
- Canine Partners (UK)
- Dog A.I.D. (UK)
- Guide Dogs UK
- Hearing Dogs for Deaf People (UK)
- Medical Detection Dogs (UK)
- Support Dogs (UK)
- International Guide Dog Federation

The college recognises that Service Dogs are highly trained working animals who pose a minimal risk of causing disruption to college activities. Members of the wider college community are reminded that Service Dogs are working animals and not pets and should not be disturbed when at work.

7.9.2 Objectives

- To outline the arrangements made for Service Dogs and their handlers on campus.
- To outline the roles and responsibilities within the college in relation to Service Dogs.
- To outline the responsibilities of the handlers of Service Dogs on campus.
- To outline the process for dealing with issues and complaints if they arise.

7.9.3 Scope

This policy applies to applicants and learners who wish to bring a Service Dog on campus with them to classes. Any programmes in which learners are accompanied by Service Dogs, and any faculties/departments in which staff are accompanied by Service Dogs. This policy outlines the processes taken during application stage, induction and while the learner is attending their course.

This policy does not apply to emotional support animals, which are animals used by people to provide comfort or emotional support, but which do not meet the criteria

to be classified as service animals. Emotional support animals are not currently recognised under Irish legislation.

7.9.4 Responsibility for Implementation

Applicant / Learner

- Required to support their application with relevant documentation including identification for the Service Dog and a supporting letter from a medical professional.
- Responsible for providing supporting documentation such as the Service Dog's registration and supporting medical documentation during the Needs Assessment.
- Service Dogs are welcome in college buildings subject to owners ensuring:
    - That their animal wears an identifiable harness or a branded lead clearly stating that it is a working Service Dog.
    - That they carry suitable identification to prove that their animal is a Service Dog if requested for clarification.

Admissions Office

- Will normally require an applicant who wishes to bring a Service Dog on campus to indicate their intention to do so at the time of application as part of their Needs Assessment.

Learning Support Coordinator

- Undertake a Needs Assessment
- Will inform the applicant if their request to bring a Service Dog on campus has been approved, and will be responsible for ensuring documentation is in order.
- If the request to bring a Service Dog on campus is approved, the Learning Support Coordinator will inform the Campus Services Coordinator and the relevant Programme Director.

Programme Director

- Responsible to communicate to the programme team that a Service Dog will be present in classes.
- will communicate with the other learners in the learner's class the guidelines around interacting with Service Dogs included as the Appendix 29: Interacting with Service Dogs.

7.9.5 Procedures for the Acceptance of Service Dogs

i. The Admissions Office will normally require an applicant who wishes to bring a Service Dog on campus to indicate their intention to do so at the time of application as part of their Needs Assessment.
ii. The Needs Assessment will be reviewed by the Learning Support Coordinator.
iii. The applicant will be required to support their application with relevant documentation including identification for the Service Dog and a supporting letter from a medical professional.
iv. The college will make the final decision as to whether or not to approve an applicant's / learner's Service Dog request.
v. The Appendix 29: Interacting with Service Dogs giving guidelines on interacting with Service Dogs will be circulated to the faculty.

Procedures to Monitor, Review and Improve the Effectiveness of Resources and Support Services

7.10 Disability and Learner Support Policy

7.10.1 Objectives and Scope

The purpose of this policy document is to inform staff, applicants and learners of the procedures to be followed where applicants and learners require disability and learning support.

The roles and responsibilities of the college staff, applicants and learners are outlined in the Schedule to this Policy.

7.10.2 Learning Support Statement

Griffith College seeks to provide an inclusive learning environment where learners are respected and valued for their contributions to the wider college community.

While the college continues to extend its range of facilities for learners with disabilities and particular learning needs, it recognises that there may be applicants for whom its existing services and facilities will be insufficient.

It is important that applicants with disabilities and additional learning requirements engage formally with the college's Learning Support (LS) Department in advance of commencing their programme. In this way, the LS Department can engage directly with them to assess their needs and the extent to which they can be met by the college. This early engagement by applicants will allow them to make fully informed decisions about the college's suitability for their needs.

When engaging with applicants, the college will have regard to its obligations under the Equal Status Acts, 2000-2018, including its obligations under those Acts to reasonably accommodate applicants who require support (see paragraphs 1.6 and 1.8 for further details).

7.10.3 Physical Access to Buildings

Due to the historical nature of some of the college's buildings in Dublin, Cork and Limerick, some buildings or sections of buildings offer limited access to certain learners with physical disabilities. As significant access has been provided where permitted, and as all new buildings are fully accessible, the college is able to meet the needs of many learners with physical disabilities.

The college's LS team are delighted to meet applicants in advance of programme commencement and to provide a detailed tour of the college to assist applicants in determining the college's suitability for their particular physical needs.

7.10.4 Admissions Process

The college requests applicants to formally disclose that they have a requirement for learning support in advance of programme commencement and as part of the admissions process.

This disclosure is made using the college's online Applications Portal of the college's website, to a member of the college's Marketing and Admissions Teams who will then notify the college's LS Department, or directly to the college's LS Department.

Applicants applying through the CAO who indicate that they require learning supports will be referred to the Learning Support Department by the Admissions Manager.

Once the college is formally informed of an applicant's specific needs, the applicant's particular learning support requirements will be considered. Formal consideration by the college is guided by supporting documentation and discussions with the applicant and may include external professionals with more detailed knowledge of the applicant's particular capabilities and requirements. This allows the college to determine the range of additional supports it can provide.

7.10.5 Consideration by the Learning Support Department

The steps of the applicant's learning needs assessment process are as follows:

a) Applicants identify themselves to the LS Department or the applicant is contacted by the LS Department as a result of disclosing they have a disability or learning requirement during the applications / admissions process.

b) The applicant's requirements are considered by the LS Department. In order to fully assess their requirements, the LS staff may request medical documentation, a psycho-educational report, or other documentation relating to the applicant's disability, illness, specific needs, or learning differences.

c) The LS Department will carry out an assessment needs analysis in consultation with the applicant. The objective of this consultative process is to determine the particular supports required by the applicant.

d) Where the specific requirements of applicants are within the scope of the college's existing facilities and supports, the LS Department will make arrangements to meet the applicants' needs.

e) To the extent that the college does not currently provide a type of special treatment, facility or support (i.e. a reasonable accommodation) that meets the requirements of the applicant, the request will first be considered by the college's Learning Support Department and, if required, by members of the college's Management Board having regard to, among other things, the college's legal obligations, implications arising from the timing of the request, the availability of funding/financing for the particular special treatment,

facility, or support that may be required, and whether or not the provision of the special treatment, facility or support gives rise to a cost other than a nominal cost. Applicants should be aware that, as a private college, Griffith College does not generally have access to the Higher Education Authority Fund for Students with Disabilities (known as the FSD) to which publicly funded colleges have access. However, the college may be in a position to make an application to the FSD depending on the nature of the applicant's disability or other learning requirements.

f) The applicant will be informed of the extent of the college's ability to support the applicant's learning requirements, by the LS Department. The applicant will be invited to comment and make proposals before the specific supports to be provided by the college are finalised.

The following processes are used by the LS Department in relation to registered learners who require learning support.

a) The learner is issued with a consent form to sign that permits the LS staff to discuss the learner's agreed needs with faculty staff and service departments. Where relevant, if not having already done so at applicant stage, the learner may be issued with a reasonable accommodation request form, to be completed by any learner requesting specific accommodations including, for example, those provided for examinations.

b) Following a learning needs assessment meeting, and agreement being reached on the relevant learning support(s), the LS Department completes a Learner Individual Need Notification (LINN). The purpose of the LINN is an overview document informing the Programme Director and relevant faculty staff of a learner's particular needs.

c) The Learning Support Department shares the LINN with the relevant Programme Director and liaises with faculties and departments to ensure the agreed supports are provided. This may involve a process of consultation with faculty staff to agree a solution that is practicable for all involved. Once agreed, relevant lecturers will be notified of the supports required to facilitate the learner.

7.10.6 Ongoing Learning Support

Learners will be registered with Learning Support for the duration of their studies, or until such time as they no longer need or wish to avail of learning support.

The LS staff and the learner will keep in contact throughout their period of study to ensure levels of support are maintained. Learners will have access to one-to-one meetings to assist with workload planning, transitioning to college, and ongoing individual progress plans. Learners can avail of skills workshops that address specific topics e.g. self-management skills, study and exam skills, presentation and writing skills.

Learners are encouraged to review their agreed reasonable accommodations and, if necessary, seek to amend / add to these throughout the duration of their studies. Any amendments and/or additions will be considered in accordance with sections 7.10.2, 7.10.3 and 7.10.5 above.

7.10.7 Reasonable Accommodations

Reasonable Accommodations (RA) is a special treatment, facility or support outside the mainstream services provided by the college that allows learners with disabilities, learning differences or specific needs to participate on an equivalent basis to their peers. The objective of an RA is to remove the impact of a disability or learning difficulty or need in so far as it is possible so that learners can demonstrate their full level of academic potential while not being given advantage over other learners.

All RA forms completed by learners are considered and agreed in consultation with the college's LS Department prior to being implemented.

While the following list is non-exhaustive and is not intended to exclude other reasonable accommodations, it outlines the most common reasonable accommodations currently provided by the college.

During Assessments

i. Additional time

This may be allowed in examinations to allow for learners who tire easily due to their disability and where their disability is likely to slow their progress when completing exams. Additional time is offered at a rate of 30 minutes per examination. Where the learner's agreed RA specifies additional time, they will be accommodated in an alternative room. The details of the room location will be emailed to the learner by the college's Examinations office, in advance of the examination.

ii. Reader

The provision of a reader assists learners who have difficulty accessing exam material due to a disability. Where the learner's RA specifies a reader, the reader will be appointed by the Examinations Office. The learner's examination will take place in an alternate venue.

iii. Scribe
An exam scribe types or writes down a learner's dictated answers to questions in an examination. This benefits learners who are unable, due to a disability, to physically write or type their own exams. Where the learner's RA specifies a scribe, the scribe will be appointed by the Examinations Office.

iv. Spelling and Grammar waiver
Learners with significant learning difficulties (for example, dyslexia) may apply for a spelling or grammar waiver. Where the learner's RA includes a spelling and grammar waiver, the learners will receive a waiver sticker to add to the covers of their examination booklet. These stickers advise lecturers to mark for content rather than spelling or grammatical errors. Marks for spelling, grammar or punctuation are not deducted from those learners during exams or continuous assessment. Spelling and Grammar waivers may only be provided where English language is not a core competency or learning outcome being assessed.

v. Use of Information Technology
Learners who have difficulties with writing due to their disability or who require other assistance are permitted to use Information Technology and Assistive Technology in lectures and exams. For example, a laptop may be used to record answers during an examination.

vi. Low distraction venue
A low distraction venue is provided to learners who find it particularly difficult to work in a large examination hall. These venues have fewer learners and are designed to offer a quiet environment of minimal disruption.

In all cases relating to Teaching, Learning and Assessment Support, the LS Department will liaise directly with the learner's faculty and the college's Examinations Office to ensure that the learner's agreed RAs are provided.

7.10.8 Engagement with the Learning Support Department after Admission
The college requests all learners seeking learning support to make their requests known to the college in advance of programme commencement, as part of their admissions process.

Although advance notice is requested and preferred, the college recognises that certain learners may disclose their learning requirements to the college's LS Department at a later stage including during their programme as their learning needs emerge or evolve.

Where a learner later discloses a requirement for learning support that was not previously disclosed during the admissions process, the Learning Support Department will still consider the requirement in the light of its prevailing capacity and the other

factors outlined in sections 7.10.2, 7.10.3 and 7.10.5, but cannot offer any commitment that it will be in a position to provide the particular learning supports required.

7.10.9 Data Protection

Documentation relating to applicants' and learners' learning needs is securely stored in the LS Department in accordance with all applicable data protection laws, including the Irish Data Protection Acts 1988-2018 and the EU General Data Protection Regulations (GDPR).

The college restricts the communication of knowledge relating to learners' disabilities and learning differences to those directly involved with the learners – for example, the lecturers, and programme team members involved in the learners' assessment processes.

Information regarding the learner's disability will be divulged on a need-to-know basis, i.e. lecturers and staff who directly engage with the learner.

Personal data that is acquired, used, saved and retained will be done so in accordance with all applicable data protection laws, including the Data Protection Acts 1988 to 2018 and the EU General Data Protection Regulations (GDPR).

7.10.10 Responsibilities

Learning Support Department

- Meets with learner to carry out an assessment of their learning needs
- Identifies appropriate support measures for learners with disabilities and learning differences
- Communicates reasonable accommodation requests to relevant faculties and departments (e.g. the learner's faculty, the college's examinations office, etc.)

Examinations Office

- Manages reasonable accommodation requests during examinations

Marketing Officer / Admissions Office

- Notifies Learning Support Department in relation to applicants with disabilities and learning differences

Programme Director / Head of Faculty

- Manages the coordination of information sharing with relevant lecturers, through the dissemination of LINN

- Liaises with Learning Support Department to ensure appropriate agreed supports are implemented

7.10.11 Contact / Further Information:

For further information, the Learning Support Team can be contacted at:

Phone: 01-4163376
Email: learningsupport@griffith.ie

Section H: Information and Data Management

Information Systems

Appropriate, quantitative and qualitative measures are identified which can be used as benchmarks or key performance indicators. Some examples include minimum and maximum learner numbers per programme; profile of the learner population; learner satisfaction rates; learner progression/learner attrition or drop-out rates/completion rates; graduation/certification rates, including grade analysis; career paths of graduates.

Various methods of collecting information are used as appropriate. Learners and staff are involved in providing and analysing information and planning follow-up activities.

Learner Information Systems

The provider learner information management system is robust, comprehensive and capable of:

- maintaining secure learner records for current use and historical review
- 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
- ensuring that the database is maintained securely and that data relating to learner assessment is accurate and complete

The college uses a student information system to manage core aspects of its learner administration system, for example in relation to admissions, registration, assessment records, examinations, and financial records. Over the last 20 years, the college has continued to customise and develop the bespoke system to meet changing requirements. Following an extensive review of alternative systems and the college's anticipated future administrative requirements, the college commissioned the development of a new system (Themis), an Academic Information Management System to manage all learner records from registration through to graduation. to upgrade and replace the existing system. This project is considered a cornerstone of Griffith College's digital transformation efforts. The period under review saw continued investment in the development of this student information system, which reflects an investment of over €1m on external developers, in addition to extensive time commitments and support from key college staff to support the system design and testing process of key modules for managing the student lifecycle. The development project continues with the legacy system retained and run in parallel until the new system is fully commissioned.

The college has implemented multi-factor identification security settings for both learner accounts and staff systems.

A dedicated staff training and support specialist role, with responsibility for coordinating and delivering training on the college's platforms and processes, has been established. Through this role, QAE policies and existing processes and practices are combined to develop formal training supports and programmes for staff. Staff from the IT, Digital Learning Department, HR, and QAE departments collaborate on role-specific onboarding, training, and upskilling programmes, targeting knowledge transfer and skills' acquisition in those key roles which are required to support current transformational projects (for example, the Academic Information System upgrade project, engagement with the college's PowerBI Dashboards) and to provide long-term staff training and development supports in relation the college's platforms and processes.

This bespoke system, THEMIS, has been supported by an investment of over €1m so far, with a final projected budget of approximately €1.6m.

To ensure integrity of learner data, while incrementally introducing the new system, the college has also retained the existing system, Scholar, to run in parallel and to maintain core learner records. In the previous reporting period, all assessment records were managed through Scholar. In the period under review, all admissions and registration functionality were managed in Scholar, with programme management implemented, on a phased basis, in Themis.

Currently, THEMIS is used to populate a variety of reports that inform practice and decision-making, including programme review reports, the annual programme reports, and learner progression and retention reports. It is planned that Themis will continue to provide this information, with enhanced reporting and analytical tools.

The college has developed a suite of analytical reports presented in a unified dashboard using Microsoft's PowerBI. Examples of its uses are:

- Annual programme reports (APRs) and QQI programmatic review submissions. Visuals are used to enhance clarity of data in submissions for programme review and design.
- Programme and module results to facilitate module outcome analysis at exam boards.
- Data reports are used to identify potential learners at risk through a learner activity report and undergraduate learner retention report, allowing for potential interventions where necessary.
- Operations reports are used to identify potential problem areas in how the college functions which will improve services given and enhance the overall delivery of programmes to learners.
- Use by the national marketing team to provide a visual overview of the recruitment admissions process. This serves both as an overall management

tool, identifying key trends, whilst also providing detailed real-time feedback to faculties at a course and faculty-specific level.

Moodle is the college's virtual learning environment (VLE). Notices, class notes, reading materials, assessment submission links, and supporting documents are all posted to Moodle, as are links to videos and online support materials. The use of Forums within Moodle allows learners to engage with their peers and tutors, and assessments can be submitted through the system. Moodle is the main academic communication tool with learners. Online teaching is delivered using the remote conferencing app, Zoom. The college operates a Single Sign-On (SSO) system. All learners automatically receive an email with their username and password details after completing registration. This means learners can easily access all of the college applications and systems through one password. This includes access to Moodle, EzProxy Login, PC Login, Office 365, Eduroam (Wi-Fi), Papercut (printing), Library Services, EduGate and EduGain suites of applications, Unidays, etc.

The following systems allow day-to-day operational management of the specific areas they address, but also allow reporting to support management decisions:

- Microsoft 365 provides a robust productivity and collaboration platform.
- The management of room bookings and timetables is through the CMIS timetabling system.
- All room bookings and timetable management are handled through CMIS.
- Turnitin is used as an academic integrity and anti-plagiarism support.
- Financial management in the college is supported by Sage and Diveport systems which allow real-time monitoring of budgets and budget forecasting.
- An in-house attendance platform provides real-time check-in via learner's mobile devices and classroom Bluetooth beacons, built-in reports are available at learner, module and programme level.
- HubSpot CRM platform is utilised by national marketing teams during the learner recruitment process to manage communications with applicants and enquiries.
- Bookings in the Griffith Halls of Residence are supported through the Mercury Property Management System (PMS).
- The college has adopted the use of Zoom phones (through which existing extensions are available via Zoom on staff desktops and mobile devices), adding to our existing use of Zoom video conferencing, to provide a seamless communications platform, and greatly facilitating and enhancing the hybrid-working model.

Management information system

The management information system enables necessary information to be stored and channelled to where it is needed when it is needed. It facilitates timely analysis in light of key performance indicators and objectives.

Information for Further Planning

The information contained in the management information system is reviewed holistically from time to time to determine what additional insights are to be gleaned from it.

Completion Rates

Completion rates are collected, used and made available to external quality reviewers.

Graduation and award data is published by QQI (infographics) allow the college to benchmark its award statistics against other QQI providers for AQR, APRs and QQI programmatic review submissions.

Records Maintenance and Retention

There is a policy for the establishment and maintenance of quality-related records. It specifies data retention periods. Typically, records include items such as objectives, plans and targets; performance indicators; evidence used in the evaluation of performance against objectives; self-monitoring reports; evaluation reports; minutes of QA meetings; actions taken (including changes made to the quality assurance system) and the rationale for these; and follow-up reports.

The college's records' retention schedule was originally prepared in anticipation of the General Data Protection Regulation (GDPR) in 2018. The schedule is grounded in the GDPR principle of data minimization. It is maintained and updated by the Data Protection Committee. The data protection section of the college's website provides a wealth of information and guidance on privacy best practice.

Data Protection

The information system is designed to enable compliance with data protection legislation. Obligations under data protection legislation are complied with. This includes the establishment of data access controls, data backup systems and ensuring learner information material makes clear what personal data will be collected, for what purpose and with whom it will be shared.

The college's data protection policy is maintained and managed by the Data Protection Officer, who is a director of the college, and a member of the Management Board.

Collaborative Partner Agreements include a commitment by all involved parties to adhere to data protection best practice in all organisational obligations under the General Data Protection Regulation (GDPR) and the Data Protection Act 2018. Data Protection Agreements (DPAs) are in place with all third-party data processors.

The Griffith College CCTV policy was reviewed and updated in 2021/2022. Signage regarding the use of CCTV across the Dublin campus was also upgraded accordingly.

The college renewed its incident response retainer with Integrity 360, a specialised cyber-security company and invested in a cyber training and awareness platform, CyberReady. Additionally, the college has implemented multi-factor identification security settings for all user accounts (both staff and learners).

Following its launch in June 2021, the college's Data Protection and Cyber Security Awareness training course on Moodle was engaged with throughout the period under review. This course aims to strengthen college staff's collective knowledge in these areas (given the pivotal role human nature plays in this area) to ultimately better support the college in defending its data and systems. It is also provided as part of the onboarding of new staff.

A significant project to upgrade the college's main website, from Drupal 7 to Drupal 9, to bring enhanced functionality and security features to the Griffith College website, commenced in early 2022 (with a completion date scheduled for the next reporting period).

Ongoing, from March 2020, the college has invested heavily to build a bespoke online exams management platform as part of the COVID-19 contingency response. This development took the form of a module built into the college's THEMIS system. (which is currently under development), and leveraging the existing VLE (Moodle) to provide the Exams Office with a platform to manage the scheduling, invigilation and submission of exams and exam scripts. It has proven to be a vital tool in the college's emergency response to remote assessment and provided crucial functionality over this time.

8.1 Institutional Analytics Policy

8.1.1 Policy Statement

This Institutional Analytics Policy describes why and how the college collects and uses data, including personal data, and provides information about the rationale for providing learner and staff support structures, based in part on data analysis of digital activity. Core to this policy is an individual's rights, and access to their own data.

The policy applies to personal data provided to the college and within its stewardship in the secure systems of Griffith College's digital domain and any secure authentication services employed by the college.

8.1.2 Scope

This policy applies to all Griffith College employees, all registered learners of Griffith College, alumni, and other stakeholder groups.

Currently the college only uses personal data sources where there is a clear legal basis to do so. Please see Section 8.1.6 and 8.1.7 for an expanded list of data sources.

8.1.3 Introduction

The college is developing institutional analytics, which incorporates the collection of different datasets throughout a learner's time with the college, and on different operational aspects of the college that indirectly support the success of learners.

Learning analytics can be described as the logical classification of data derived from existing sources, generated by the activities of learners and staff. The collection of standard data, from admission to graduation, in an institution is not a new development. New and reliable technology simply makes it more effective to anticipate and identify learner support needs, and act far earlier, if required.

The college reviews institutional data analysis of learners and staff. Data sets can be based on individual activities or viewed in the context of aggregated group activity. Learning analytics are used to support the learner. Collections and reviews of data are also used to manage the college, and support management processes.

Any processing of Personal Identifiable Information (PII) is done in compliance with the GDPR and the college's Data Protection Policy.

8.1.4 Definitions

i. Institutional Analytics refers to the logical measurement and review of data points within the college systems.
ii. Anonymisation is a process that removes personally identifiable information from a collection of data.

iii. The General Data Protection Regulation (GDPR) is a European legal framework that sets guidelines for the processing, storage, and access to an individual's personal data.
iv. The term data set refers to a collection of data.
v. A Learning Management System (LMS) is software that provides the framework that handles all aspects of the learning journey (e.g., Moodle).

8.1.5 Purpose

i. We use collected data in many ways, with the principal goal of supporting and reporting on the success of our learners.
ii. From an academic review standpoint, the collected data is used to analyse trends to enhance the delivery of the college's programmes.
iii. Griffith College uses learner data to provide personalised feedback. This data is used to help us enhance the support that the college can offer to learners on an individual and class basis.
iv. Descriptive analytics are used to identify a better quality of educational experience for the learner, and therefore to enhance their success.
v. Data analytics are used by the college's service departments to review current practice and identify how they can enhance service provision.

8.1.6 Principles

8.1.6.1 To provide observable value to learner success

- The core rationale for analytical activities is to provide value to the learner's academic journey, from admission to graduation, with organisational supports gathered around learner success and welfare.

8.1.6.2 A transparent partnership with learners and staff

- The college is committed to the clear communication of types of data sources, within the bounds, and legitimate grounds, of the European GDPR.
- The college welcomes all stakeholder involvement and support for staff and learners with questions, and queries, regarding privacy and data protection. A key tenet of this policy is engagement in consultation between the college, learners and staff members, regarding the evolution of quality in the learning and institutional analysis.
- Training is offered to staff in the processing and transformation of data.

8.1.6.3 Responsible oversight of processes with appropriate staff access to data

- The college routinely monitors who has access to, and who approves access to, data sets.
- The college is committed to updating its privacy, data, and learning analytics policies, when change occurs, or the college's learning analytics strategy develops.

8.1.6.4 Balanced consideration of the data

- The college's duty of care is to use data to measure academic experience and gauge the need for additional learner support requirements and opportunities. The data sources and sets used are appropriate to the purpose.
- The college recognises that data alone cannot tell the full story of an individual or learner group's experience - learning analysis cannot describe the full experience of one individual or simplistically imply or denote that there is a fixed cause for a range of behaviours.
- Any conclusions arrived at by looking at data points require an unbiased perspective from staff, free from false assumptions and balanced with a full picture of the individual, not just based on the stored information. A holistic view of a learner as a person is needed, rather than a view solely based on data.
- Learners are informed of the college's processes for evidence-based intervention, communication, and offers of support, from the outset of their academic journey.

8.1.6.5 Learner support provision as a result of the use of learning data analysis

- The learning analytics policy is directly informed by the college's Data Protection Policy. Interventions identified are in line with the processes identified in Section G: Support for Learners, of the college's QAE Manual.
- A range of supports are published in the college' Student Handbook, which is updated annually, and provided on the college website.

8.1.7 Application

8.1.7.1 What are datasets?

Datasets are connections to college databases, exports from the college student information system, logs from IT servers and IT Services applications such as active directory, Eduroam logs and exports from external sites such as LinkedIn Learning. Other datasets, such as SU clubs and societies membership, are also stored on college servers.

8.1.7.2 Datasets Used

For Academic Administration Purposes

- Applicant details (student number, nationality, age, gender, course selection, IELTS score, nationality, study mode, intake)
- Student details (student number, nationality, age, gender, course registered)
- Assessment details (student number, module details, module grades, awards, study mode, intake)
- Moodle feedback (Google sheets)

Learner Focused Datasets

- Applicant details (student number, nationality, age, gender, course selection, IELTS score, study mode, intake)
- Student details (student number, name, email, mobile, nationality, age, gender, course registered)
- Assessment details (student number, module details, module grades, awards, study mode, intake)
- LMS access and activity (content accessed, activity completion, logins, assignment uploads, Turnitin, quiz activity)
- Attendance (student number, attendance levels, module details)
- Wi-Fi access (student number, login date stamp, access point location information)
- Last access to college systems such as Papercut, PC access, etc. (student number, login date stamp)
- Student fees (student number, fees status)
- Ubicast online video lectures (student number, videos accessed, viewing times)
- LinkedIn Learning (email address, videos accessed, viewing times)
- Library access (student number, rentals)
- External database access where authentication occurs through the college's authentication and verifications systems (OAuth, Shibboleth, EZProxy, secure link, or IP access for example.)

Operations

- Ticketing System (tickets submitted to helpdesk, registration, maintenance and housekeeping, myGriffith, GC attendance platform, Themis, email addresses of senders, ticket information)

Marketing

- Applicant details (student number, nationality, age, gender, course selection, study mode, intake, admissions status)

Systems used to access and display datasets

- Power BI is used to display data in a single dashboard
- Griffith College Learning Management System (LMS)
- Griffith College attendance platform
- Griffith College lecture video capture platform
- Griffith College student PCs – active directory logs
- Griffith College Eduroam Wi-Fi – Eduroam logs
- LinkedIn Learning reports
- Griffith College Library Management System (Koha)

- Griffith College helpdesk
- Student information system

8.1.8 Responsibilities

College staff are required to use data responsibly, ethically and in compliance with the college's data protection policies.

User rights and permissions are provided to staff only where there is a demonstrable basis for their access to the data involved.

8.1.9 Monitoring Process

This policy is reviewed annually by the Data Sub-group.

Section I: Public Information and Communication

Public Information

"Griffith Global" - the Griffith College Global Engagement Office (formerly Griffith College International Office) developed a series of short and practical videos about all aspects of student life in Ireland, to be hosted on the Griffith Global YouTube Channel. This material provides information that is key to the onboarding process for new incoming international learners, such as, opening bank accounts in Ireland, how to get a PPS number after arriving, what to expect from campus life (where certain buildings are on campus, where classrooms are). It provides useful information for international learners who are already studying at any of our Griffith College Campuses: Dublin, Cork or Limerick.

The college uses a wide variety of channels to communicate with learners, the public, and staff. These include:

- The college website, www.griffith.ie, which provides up-to-date information on programmes, QAE, application procedures, and college news;
- Social media channels, including LinkedIn, Facebook, Twitter, Instagram, TikTok, and YouTube. These channels link to news, updates for learners, application information and other relevant updates;
- College email addresses are used to communicate with learners, staff and students, both as a whole and to distinct cohorts.
- Learners receive up-to-date programme information through Moodle, in addition to updates from college services and the Students' Union.
- Phone enquiries are taken through college reception and phone numbers for staff members are available on their website profiles. Enquiries are also taken by national and international teams directly via dedicated phone numbers.
- Marketing Officers meet prospective learners – whether virtually, over the phone, or in person – to discuss programme information and applications.
- Handbooks for learners, international learners and lecturers provide information on QAE, the college, services, and other important information.
- New learners are provided with an induction at the start of their period of study, offering details of the college, its services, and tours of the campus. Induction is managed by a cross-department working group and compliments efforts at faculty level.
- Computer monitors and screens are used to display important information throughout the campuses.
- Open days, physical and virtual, on the Dublin, Cork and Limerick campuses aim to provide prospective applicants with access to the campus and representatives of faculties and services.
- Dedicated Schools Liaison Officers on various campuses oversee communication with teachers, guidance counsellors and second level students. A range of workshops and events, virtual and onsite, are undertaken annually to communicate to this second level audience.

- National learner recruitment campaigns are undertaken throughout the year, promoting the college's QQI programmes at the campuses in Dublin, Cork and Limerick. A range of communications channels are used, including radio, outdoor, print, digital and social media activity. This is supported by publicity activity to national and local media.
- The national and international Marketing Officers are also available to meet prospective learners virtually via Zoom for one-to-one sessions.
- The Marketing Department utilises its CRM platform HubSpot to correspond regularly with prospective learners and applicants, promoting various events, alumni profiles, newsletters, application deadlines and other relevant information. HubSpot is used by the Marketing Department to record subscription preferences to ensure it applies GDPR best practice.
- The national and international Marketing Officers also regularly hold faculty or course specific webinars/information events via Zoom for prospective learners, partner universities and agents.
- GriffithAlumniNetwork.com is a dedicated online platform where the college can communicate and connect with its global network of alumni.

Education and Training Programmes.
The Marketing Department is responsible for the promotion of the college's programmes. The college operates three QAE policies and procedures in relation to public information:

- *QAE Document 3.1 – Programme Information Provision Policy.* The objective of this policy is to ensure that prospective learners are provided with sufficient information regarding all aspects of their programme of interest. The procedure details the information that must be made available to prospective learners. Detailed information about the programme, its content, its recognition and its duration are provided. The Marketing Department and Global Engagement Office are responsible for the implementation of this policy.
- *QAE Document 9.1 – Procedure for Compiling and Approving Academic Marketing Material.* This procedure governs the preparation and approval of marketing material for the college prospectus and website. It also outlines the Marketing Department's contribution to the development of individual faculty marketing material relating to academic programmes. The Marketing Department works with faculties to develop marketing material, with final approval sign-off required from the faculty in question.
- *QAE Document 9.2 – Procedure for Compiling and Approving College Handbooks for Academic Programmes.* This procedure governs the preparation of information for and the approval of college handbooks. The QAE Department is responsible for compiling the Learner Handbook, International Learner Handbook and Lecturer Handbook and ensuring they are compatible with one another. These handbooks are prepared in consultation with the Students' Union, the Management Board, and the Director of Academic Programmes.

Quality Assurance and Enhancement Policies and Procedures
QAE policies, procedures and guidelines are published on the college website and on the virtual learning environment (VLE), Moodle. The QAE section of the college website also includes quick links to policies, procedures, guidelines and the relevant forms that are particularly relevant to learners, e.g., complaints procedure, appeals forms and the learner code of conduct.

Evaluation and findings from quality assurance evaluations
The college is committed to transparency with regard to the findings of independent quality assurance evaluations and is committed to publishing any such reports. The quality assurance and enhancement section of the website features reports from the re-engagement Panel, and programme validation and re-validation Panels.

9.1 Procedure for Compiling and Approving Academic Marketing Material

9.1.1 Objectives

- To describe the procedure for compiling and approving academic marketing material, namely the college prospectus and the college website
- To indicate the Marketing Department's contribution to the development of individual faculty/department marketing material relating to academic programmes.

9.1.2 Scope

This procedure applies to the compilation and approval of the college prospectus and the college website. Section 9.1.6 of this procedure refers to the broader development of faculty/department promotional and marketing material related to academic programmes.

9.1.3 Responsibility for implementation

Marketing Department

- Ensures that the College's prospectus and website are compiled and approved in accordance with 9.1.1 above
- Compiles and updates the college prospectus on an annual basis
- Seeks feedback from Faculties and Departments
- Ensures Faculties and Departments are provided with reasonable notice to review drafts
- Seeks appropriate final approval for prospectus and arranges publication
- Ensures information appearing on the college website is consistent with the approved prospectus
- Provides guidance to faculties or departments wishing to produce additional promotional and marketing material
- Informs departments/faculties of appropriate approval for ad hoc promotional and marketing material

Faculties/Departments

- Provide feedback and review drafts of the prospectus within the appropriate timeframe
- Inform Admissions and Communications Office of any changes to content subsequent to the approval of the prospectus
- Revert to national marketing and international marketing offices and the Admissions team within Academic Administration Office for guidance on the production of individual faculty/department promotional and marketing material relating to academic programmes

Global Engagement Office

9.1.4 Procedure for Compiling and Approving the College Prospectus and the College website

It is the Marketing Department's responsibility to ensure that the college prospectus and College website:

- Reflect, as appropriate, the feedback provided by Faculties and Departments
- Reflect the College's Programme Information Provision Policy (Document 3.1) and any other related marketing and admissions College policies approved by the Academic and Professional Council
- Incorporate any information, logos etc. required by programme validating bodies
- Are consistent with each other in terms of content
- Are produced in a manner consistent with all branding requirements for the College
- The prospectus is formally compiled and updated by the Marketing Department on an annual basis – normally in the period April to July

During this period the Marketing Department should actively seek feedback from Faculties and Departments regarding the current content of the prospectus and whether or not (i) information needs to be updated (ii) information needs to be amended/deleted (iii) additional information needs to be included:

- The Marketing Department should ensure that Faculties and Departments are given at least 10 working days to review a first draft (text only) of the relevant prospectus section and to suggest amendments as required

Having made, as appropriate, any suggested amendments, the Marketing Department should circulate a second draft (full design) and should ensure that Faculties and Departments are given at least 5 working days to review the second draft of the prospectus and to make any final amendments as required. In cases where no further changes are required at this point, individuals will be asked to sign off on their section of the prospectus to indicate final approval.

Only those individuals that require further changes should be circulated with a third draft (full design) - assuming that those changes requested have not affected a related topic - and will formally be given an additional 5 working days to approve and sign off on the final draft. The Marketing Department should then seek final approval from the appropriate College Director and send the prospectus for publication

9.1.5 The Marketing Department must ensure that corresponding information appearing on the college web site is consistent with that approved for the college prospectus.

9.1.6 Subsequent Changes to Programme and Related Details

Any changes to programmes or related details, subsequent to the publication of the prospectus and the corresponding update of the web site, must be made known to the Marketing Department to ensure that the college website reflects the most up-to-date information possible.

9.1.7 A Note on Individual Development of Faculty/Department Promotional and Marketing Material Related to Academic Programmes

Faculties or Departments wishing to produce additional promotional and marketing material relating to academic programmes should revert to the Marketing Department for guidance

In this instance the Marketing Department will normally provide the Faculty or Department with a design template in order to maintain a consistent identity across all academic College promotional and marketing material. The Marketing Department will also communicate any final approval measures in place for ad hoc promotional and marketing material.

9.1.8 Learner Information

Griffith College uses Moodle, a virtual learning environment, to support its delivery of E-Learning activities in the form of peer-to-peer support based around activities where learners give and receive feedback, forums where learners must contribute, formative quizzes and video links.

The Digital Learning Department (DLD) provides dedicated E-Learning support to students via both a dedicated email service and weekly drop-in sessions conducted on Zoom. The DLD also has a suite of online training materials for Moodle and Zoom (including wikis and interactive quizzes) which it makes available to learners on Moodle. Other resources include academic writing and referencing guides as well as Microsoft 365 e-tutorials and exam preparation advice.

The Griffith College library website (library.griffith.ie) also provides an extensive range of online resources and remote supports for learners.

9.2 Procedure for Compiling and Approving College Handbooks for Academic Programmes

9.2.1 Objective

- To describe the procedure for compiling and approving college handbooks for academic programmes.

9.2.2 Scope

This procedure applies to the College's provision of handbooks to learners and staff on all academic programmes, specifically the Learner Handbook, International Learner Handbook and Lecturer Handbook.

9.2.3 Responsibility for Implementation

Quality Assurance and Enhancement Office / Global Engagement Office / Teaching and Learning Department

- Compiles Learner Handbook, International Learner Handbook, Lecturer Handbook normally on an annual basis
- Actively seeks feedback on Handbooks
- Circulates up to two drafts to relevant parties to review and amend as necessary
- Submits final copy of Learner Handbook, International Learner Handbook and Lecturer Handbook for publication

Faculties/ Departments/ Director of Academic Programmes / Students' Union / Management Board

- Updates networked version of Handbooks throughout the year to indicate inclusions for next version of Handbooks
- Reviews drafts of Learner Handbook and Lecturer Handbook and responds to QAE Office within timeframe with amendments/additions or deletions

9.2.4 Procedure for Compiling and Approving Faculty-wide Handbooks

It is the Quality Assurance and Enhancement Offices responsibility to ensure that the Learner Handbook, the Global Engagement Office responsibility to ensure the International Learner Handbook, and the Teaching and Learning Department's responsibility to ensure the Lecturer Handbook:

i. Reflect the feedback provided by the Faculties and Departments
ii. Include or refer to any relevant policies, procedures or guidelines approved by the Academic and Professional Council
iii. Are consistent with each other

The current version of each Handbook should be made available on a shared network throughout the year to provide staff members with an opportunity to include updates as they arise which will be formally incorporated into the next version

The Learner Handbook, International Learner Handbook and Lecturer Handbook are then formally compiled and updated on an annual basis, normally in the period May to July

During this period the Quality Assurance and Enhancement Office should actively seek feedback from the faculties, service departments, Students' Union, the Director of Academic Programmes and the Management Board, regarding the current content of the Handbooks and whether or not (i) information needs to be updated (ii) information needs to be amended/deleted (iii) additional information is to be included (iv) tracked changes on the network copy of the Handbooks remain valid.

The relevant departments must ensure that the parties mentioned in 9.2.3 are given at least 10 working days to review a first draft of the Handbooks and to make amendments as required

Having made any requested amendments, the relevant department must circulate a second draft and must ensure that the parties mentioned in 9.2.4 are given at least 5 working days to review the second draft of the Handbooks and to make any final amendments as required

The relevant departments will then send the Handbooks for publication.

Section J: Other Parties Involved in Education and Training

10.1 Peer Relationships with the Broader Education and Training Community

10.1.1 Objectives

- To set out the principles, policies, procedures, practices and guidelines by which the college identifies, secures, and manages peer relationships with the broader education and training community, both in Ireland and abroad, to ensure that any college affiliations are organised with reputable bodies and are subject to appropriate due diligence and internal and external QA procedures.
- To implement policy as set out in QQI's Statutory Quality Assurance (QA) Guidelines to promote mutual recognition and confidence in the learning outcomes attained by learners on college programmes of study.
- To ensure that other awards, accreditations, collaboration, arrangements and partnerships, both in Ireland and abroad, offered through or by the provider are organised with reputable bodies and are subject to appropriate internal and external quality assurance procedures.
- To set out the requirement that the nature of all such arrangements in place with the broader national and international education and training community are published on the provider's website.

10.1.2 Scope

The college's peer relationships within the broader education and training community include the following:

- Professional statutory and regulatory bodies (PSRBs) association
- Involvement with consortia to support the development and management of the college's apprenticeship programmes
- Interactions with industry, (plus engagement of/with advisors to liaise with industry) to support and contribute to relevant college processes and initiatives such as industry advisory boards, programme development, funding and grant applications, and work-based learning initiatives.
- Engagement with external experts, for example, in the process of preparing for a validation event, planned development in procedure, or a large-scale review (e.g. re-engagement).
- Involvement in a wide range of professional and sectoral networks.

10.1.3 Procedures

All of the college's activities are influenced and ultimately governed by a variety of external agencies, both nationally and internationally.

The College commits to ensuring that its QAE strategies, policies, procedures, practices and guidelines comply with all prevailing national and international legislation, for example, in the case of health, safety, welfare and employment legislation and the protection of learners.

Many external agencies, including awarding bodies and professional, statutory and regulatory bodies (*PSRBs*), stipulate particular rules and regulations in respect of their awards. These typically complement and extend those requirements already outlined in the College's QAE manual, serving to add further precision in respect of specific procedures, for example, those relating to admission and advancement criteria.

Where the College provides a programme leading to the award of an external agency or PRRB, it is understood that the quality assurance and enhancement measures used to govern the programme include all those prescribed by the external agency, in addition to those described in the college's QAE manual. These two sets of requirements are typically retained as distinct documents, rather than seeking to integrate the requirements of particular external agencies into the College's QAE manual.

In the event that the QAE requirements of a particular external agency differ in some respect from those outlined in the college's QAE manual, those conditions stipulated by the external agency take precedence over the content of the QAE manual for college compliance in respect of the associated programmes.

The college recognises and welcomes the ongoing contribution made by the external legislative and educational agencies in enhancing the development of the college's own activities, and commits to, where possible, embracing and championing national and international educational developments and development opportunities amongst its staff, learners and the wider educational community.

10.1.4 Processes for Engagement of/with external experts

10.1.4.1 Requirements of awarding and professional bodies

Awarding bodies for college programmes regularly issue new or updated QAE policy and procedure guidelines. Normally such guidelines have been developed in consultation with providers, and supplement the information provided in this QAE Manual, if/as appropriate.

10.1.4.2 Industry

The college's liaison and engagement with industry includes specific involvement with:

- Industry Advisory Boards, comprising industry experts at senior level and across industries, to inform programme development and strategic engagement activities such as institutional reviews
- Consortium Steering Groups, to support the development and operation of apprenticeship programmes
- Programme development and review processes, to identify the need for new programmes and developments to existing programmes to maintain their currency and relevance
- Guest lectures and workshops

- Support of work-based learning opportunities, including site-visits, apprenticeships and projects.

The role of industry representatives in the specific college processes is identified in individual sections of this QAE Manual, for example, those governing the following:

i. PPRC [Section A]
ii. Programme development (including consortia involvement in the development of apprenticeship programmes) [Section C]
iii. Programme reviews [Section C]

In addition to the extensive interactions that college directors, heads of faculty, programme directors and other senior staff have with industry, the college also employs advisors to liaise with industry and contribute to relevant college processes and initiatives such as programme development, funding and grant applications, and work-based learning initiatives.

These advisors report to the college President and liaise directly with the college's faculties, QAE department and PPRC (Programme Proposal and Review Committee).

10.1.4.3 Panels/reviews (including 'Mock' events)

The college regularly engages external (subject matter) experts in the process of preparing for a validation event, planned development in procedure, or a large-scale review (e.g. institutional level or functional reviews). This can take the form of a review of documentation, a review of processes or structures, or the hosting of a "mock" panel event.

10.1.4.4 Engagement with external QAE processes

Through its participation in professional and sectoral networks and its engagement with the requirements of validating bodies, the college engages with external QAE developments and best practice approaches to ensure its procedures are current and fit for purpose.

10.1.4.5 Engagement with external groups

College staff are active participants in a wide range of professional and sectoral networks. Participation ensures that the college actively contributes to QAE development and remains abreast of developments in best practice. Such networks include:

- Higher Education Colleges Association (HECA), at board level, and its working groups and sub-committees, including the Research Committee, the disability Committee, and HAQEF (HECA's Academic Quality and Enhancement Forum)
- The National Forum for Enhancement of Teaching and Learning in Higher Education, with two college staff serving as Associates of the Forum
- QQI-facilitated National Academic Integrity Network (NAIN), where members identify and share best practice.

- QQI's standing committees, expert review panels, and ad hoc working groups, e.g. programme review and validation panels, the working groups that considered the AQR and programme development templates.
- The National Student Engagement Programme (NStEP)
- Staff support of the external examination processes with other providers.

10.2 Arrangements for collaborations, external partnerships and second providers

10.2.1 Objectives

- To set out the principles, policies, procedures, practices and guidelines by which the college identifies, secures, manages and monitors all collaborative arrangements, or other relationships with external bodies and second providers, both in Ireland and abroad, to ensure that they offered through or by the college are organised with reputable bodies and are subject to appropriate due diligence and internal and external QA procedures.
- To implement policy as set out in QQI's *Policy for Collaborative Programmes, Transnational Programmes and Joint Awards*. The implementation of this policy also demonstrates due regard to *Guidelines for the Approval, Monitoring and Review of Collaborative and Transnational Provision* (Irish Higher Education Quality Network, 2013).

10.2.2 Scope

All programmes referred to in this document are to be understood as 'programmes of education and training' as defined in section 1.2.1 of QQI's *Policy for Collaborative Programmes, Transnational Programmes and Joint Awards.*

The requirements of this policy apply to all programmes involving collaborative provision, transnational provision, and joint award agreements entered into by the college, including provision for engagement with external partnerships and second providers, and supplement the existing policies applicable to all college programmes.

Quality assurance and enhancement procedures cover all such arrangements, including sub-contracting of provision, research or other partnerships in programme or research provision or related services both at home and abroad as appropriate.

Quality assurance and enhancement procedures include provisions for due diligence on the reputation, legal status, standing and financial sustainability of any such parties or second providers involved in provider provision or related services.

Interpretation Principle: If any part of this policy is found or interpreted to be inconsistent with QQI's *Policy for Collaborative Programmes, Transnational Programmes and Joint Awards* then QQI policy is followed instead.

This policy replaces all previous college policies in relation to collaborative programmes, transnational programmes, and joint awards.

10.2.3 Responsibilities

The Proposer

- Develops the initial outline proposal for collaborative national and transnational provision

- Submits proposal to Director of Academic Programmes
- Supports the process of Consortium agreement development

Director of Academic Programmes

- Creates, maintains and updates a Collaboration Development Control Sheet
- Ensures the College internal procedures are observed
- Provides guidance on procedural matters such as the completion of templates

Academic and Professional Council, or subcommittee thereof

- Reviews its due diligence as to academic merit of (1) the proposal partner and (2) the proposal itself
- Approves or rejects the proposal on academic grounds as regards (1) the proposal partner and (2) the proposal itself
- Approves consortium agreements prior to submission to QQI (and/or other external agencies or professional bodies)

Management Board

- Approves proposals to proceed with investigation into a potential collaborative programme, transnational programme or joint award arrangement
- Appoint external professional services to undertake some or all of the due diligence process as required
- Approves the budgetary and administrative support required for the process of due diligence
- Assesses the proposal and approves or rejects it from a commercial standpoint
- Enters into a non-disclosure agreement with the proposed partner institution(s)
- Nominates person to carry out Due Diligence of proposed partner institution
- Nominates person to carry out financial due diligence of proposal

College President or nominee

- Jointly with the partner institution(s) and the proposer, prepares a Consortium Agreement
- Provide QQI (and/or other external agencies or professional bodies), with an early draft of the consortium agreement
- Drafts letter to QQI (and/or other external agencies or professional bodies), confirming approval at APC and Management Board
- Signs final draft of consortium agreement to be approved by QQI (and/or other external agencies or professional bodies)

- Signs QQI (and/or other external agencies or professional bodies), approved consortium agreement
- Retains all files pertaining to proposed and approved collaborative national and transnational provision

College (proposed) Partner Institution(s)

- Jointly with the College President or nominee of the President and the proposer, prepares a Consortium Agreement
- Enter into a non-disclosure agreement to facilitate the process of due diligence
- Agree the terms of the consortium, programme and/or service agreements
- Comply with the terms outlined in the supporting consortium/programme agreement
- Signs final draft of consortium agreement to be approved by QQI (and/or other external agencies or professional bodies)
- Signs QQI (and/or other external agencies or professional bodies), approved consortium agreement

10.2.4 Definition and Requirements of Collaborative Programmes, Transnational Programmes and Joint Awards

For the purpose of this policy, 'Consortium Agreement' is as defined in section 2.1.4 of QQI's *Policy for Collaborative Programmes, Transnational Programmes and Joint Awards.* See QAEM Appendix 14 for the consortium agreement template and Section 10.2.11 below for guidelines on writing programme agreements.

Collaborative, transnational or joint award programmes each require the partners to consider the specific arrangements necessary to ensure quality programme provision. In order to do this, the partners address at least the following.

i. Any arrangement for collaborative provision between the college and collaborating partners requires:

- A consortium agreement
- Validation by the relevant awarding body or bodies.

ii. Any arrangement for transnational provision of a GC programme requires:

- Validation by the relevant awarding body or bodies (to include consideration of the transnational implications and arrangements)

iii. Any agreement on providing a Joint Award with a partner institution requires:

- A joint-award agreement
- Validation by the relevant accrediting body or bodies

10.2.5 College Strategy Guiding Principles

Griffith College has established and developed strong links with overseas institutions, facilitating the access of their learners to college programmes, and where appropriate the learners' admission onto college programmes with advanced standing. Such admissions are managed under the college's Recognition of Prior Learning policy.

Central to Griffith College's development strategy is the intention to further extend and develop the range of collaborative programmes, transnational programmes or joint awards. The College sees this as building on its experience of working with international partners in the provision of high-quality education.

Any proposed collaborative programme, transnational programme or joint award is undertaken only where it is congruent with the College mission, ethos, is compatible with its capacity and strengths, and is to the benefit of learners, the College and its partners.

Quality assurance and enhancement criteria for collaborative programmes, transnational programmes or joint awards are consistent with and directly informed by related QQI policies, procedures, and guidelines on collaborative national and transnational provision.

The College continues to be informed in relation to best practice in the provision of collaborative programmes, transnational programmes or joint awards, and revises and advances its activities in line with developments nationally and internationally. It is the responsibility of the Office of the Director of Academic Programmes to keep abreast of developments in this area through review of the appropriate literature and attendance at relevant conferences. Such learning is disseminated to other staff as necessary.

The college recognises that while significant advantages and opportunities can arise from successful collaborative programmes, transnational programmes or joint awards there is increased complexity and associated risk. The selection of proposals for development and implementation is guided and informed by prior due diligence and associated risk assessment analysis

The college only considers collaborative programme, transnational programme or joint award arrangements with educational institutions and organisations of good reputation and sound academic and financial standing. The findings of the due diligence process provide the information necessary to making these decisions.

The college has an ethos and particular commitment to the provision of learner supports for international learners. The College has taken on board the practice and guidelines of *Provision of Education to International Students, Code of Practice and Guidelines for Irish Higher Education Institutes* and requires its partner institutions to share a similar supportive ethos and to provide appropriate learner supports in respect of international learners.

The College supports the *AHEAD Charter for Inclusive Learning* on enhancing teaching and learning practices so that students with disabilities can fully participate and succeed in higher education. The College expects all partner institutions to have policies relating to enhancing the educational experience for students with disabilities.

10.2.6 General Requirements for Collaborative, Transnational or Joint Award Programmes

Proposals to proceed with investigation into a potential collaborative programme, transnational programme or joint award arrangement are endorsed by the Management Board in consultation with the relevant faculty.

Agreements to engage in collaborative programmes, transnational programmes, or joint awards can only be entered into with the approval of both the Management Board and the separate approval of the Academic and Professional Council (APC). All such agreements are signed by the College President, or nominee.

10.2.7 Requirements for Collaborative Programme Management

The management of collaborative programme, transnational programme or joint award agreements from initial proposal to provision consists of a number of stages, each involving the development and approval of related documentation. The stages involved are as follows:

- Agreement in principle with the partner
- Programme development
- Validation by QQI
- Management of programme provision including monitoring
- Revalidation and programmatic review

10.2.8 Quality Assurance and Enhancement of Programme Development

Outline proposals for collaborative programmes, transnational programmes or joint awards may initially arise either from within or outside the College. Typically, such initial proposals involve shared consideration and investigation by peers from within and outside the College relating to the possible enhancement of current provision, whether nationally or internationally (See QAEM Appendix 12: Collaborative Provision Proposal Form). For the purposes of this document, those who initiate and develop proposals are referred to collectively or individually as the proposer.

i. Proposals for Collaborative, Transnational or Joint Award Programmes are submitted to the Director of Academic Programmes, who creates, updates and retains a copy of the Collaborative Provision Development Control Sheet.

ii. The Director of Academic Programmes submits the proposal to the Management Board which provides the budgetary and administrative support to enable further investigation, including due diligence on the proposed partner institution and on the specific proposal.

iii. The Management Board appoints a nominee to carry out a due diligence analysis of the proposed collaborating partner. This analysis considers any reputational risk to the college, the sector and /or the national qualifications system associated with the prospective provider(s), awarding body and other third-party with whom the college is considering entering into collaboration arrangements.

The Management Board appoints a nominee to complete a process of due diligence on the proposal financials.

In order to facilitate due diligence in a timely manner the college enters into a legally binding non-disclosure agreement with the prospective provider(s), awarding body and any other third-parties with whom it is considering entering into collaboration arrangements, covering all information exchanged and acquired through the due diligence process.

The nominee investigator is required to complete the college's due diligence template QAEM Appendix 12, supporting their findings, recommendations and conclusions by means of appended evidence. In some cases, the college may appoint external professional services to undertake some or all of the process. Such appointments are made at the discretion of the Management Board.

As part of the due diligence of the proposal, the college reviews the academic merit of (i) the proposal and (ii) the proposed partner, and their appropriateness or otherwise for inclusion in the suite of college activities, and report accordingly to PPRC and APC. The recommendation is based on an evaluation of the information from the Provision Proposal Form () and the Due Diligence Report (QAEM Appendix 12) against the college strategy for expanding transnational provision as described in section 10.2.5 above.

As part of the due diligence process, the college consults with QQI and other appropriate national and international agencies, bodies or relevant authorities to assess the proposal's general suitability and acceptability in advance of its formal submission for accreditation/validation. All proposals for validation of collaborative programmes, transnational programmes and joint awards accordingly take account of QQI's *Policy for Collaborative Programmes, Transnational Programmes and Joint Awards* at the earliest phase.

The completed due diligence report is submitted along with the proposal for consideration by APC and a decision to either approve or reject the collaborative proposal is taken. The decision of the APC is based on an assessment of the recommendation from the sub-committee which evaluated the proposal (6.2.6. above), and any other information presented at the meeting.

Proposals approved by the APC are forwarded to the College Management Board for consideration along with the due diligence of the partner report and the report on the proposal financials, as described in 10.2.7 and 10.2.8 above.

Upon consideration of the business case, financial viability, risk assessment, and reputational opportunity involved in the proposed agreement and the related due diligence reports on the proposal and the proposed partner(s), the Management Board either approves or rejects the proposal.

In all cases, whether the proposal has been approved or rejected, the files from proposal to completion are retained by the Office of the President.

Following approval by the Management Board and APC, the President or nominee, jointly with the partner institution(s) and the proposer, prepares a Consortium Agreement which addresses all information requirements as set out in section 6 of QQI's *Policy for Collaborative Programmes, Transnational programmes and Joint Awards*, based on the college's Consortium Agreement template document.

The Consortium Agreement includes a Programme Agreement, as defined in section 10.2.7 and 10.2.8 of this document. Guidelines as to the content of the Programme Agreement are included in section 10.2.11 below.

The Consortium Agreement represents the formal legal agreement between the College and a collaborating organisation(s) and sets out the defined responsibilities for each party involved in respect of different aspects of programme development and provision and their commitment to work collaboratively in the best interests of the learners involved.

The final draft of the Consortium Agreement, agreed with the partner institution(s), is submitted to the APC and the Management Board, or nominated subcommittee, for institutional approval.

Following approval by APC, and the Management Board (and/or other relevant external agency, professional body or authority), the College President, or nominee, and the other consortium members arrange to sign the approved agreement. This establishes that the Agreement has come into effect and is binding on its signatories.

Once the consortium agreement is approved and signed, notification of the agreement may be publicised on the college website, if appropriate.

QQI Validation

The Consortium/Programme Agreement is made available to any validation panel considering collaborative programme proposals which fall within the constraints of the Agreement.

10.2.9 Management of Programme Provision

Following consideration, approval and validation by QQI, and any other relevant agency, professional body or authority, the programme is provided subject to any conditions and incorporating any recommendations that may have arisen as a result of the validation process.

All such programmes involve on-going monitoring and review as per all college programmes. These arrangements are clearly detailed in the Consortium Agreement and be informed by existing QAE policies in both Griffith College and the Collaborating Partner.

Institutional, or other, reviews of the College by QQI (and/or other external agencies, professional bodies, or authorities), or of the collaborating partner by other accrediting bodies, considers all collaborative programmes, transnational programmes or joint awards as part of their remit.

All review reports relating to reviews mentioned in this section are published or linked on the college website, and other public media, subject to validation being in place.

10.2.10 Revalidation and Programmatic Review

All QQI programmes require periodic revalidation following programmatic review. This process is specifically addressed with the Consortium to ensure that it is in line with the quality assurance and enhancement arrangements of all participants in the Consortium.

Programmatic reviews of collaborative programmes or transnational programmes are carried out at the same time as the programmatic review of the related college programme(s) to ensure consistency of approach to the revised programme [reference section C: programme review for more information].

Programmatic review of joint award programmes is carried out at the same time as the programmes of the relevant faculty, in line with the programmes' validation period, to facilitate efficient management of the review process [reference section C: programme review for more information].

The terms of reference of such reviews, which are agreed with QQI, may include special consideration of at least some the following criteria:

i. Expert Panel configuration, to include independent external experts with knowledge of education in each of the countries involved and with the particular issues related to collaborative and/or transnational education provision, or joint awards. It also includes experts with a particular knowledge of the quality assurance and enhancement environment in each location.
ii. Where the review takes place - panel site visits to each location or institution.

iii. Whether all teaching staff are brought together for overall input, or whether the teaching staff in each location is involved in reviewing provision in their own location only.
iv. Learning and assessment in the different locations and how the learning outcomes are being achieved by learners and assessed.
v. The nature of any differences that have arisen, may arise, or are proposed by the providers.

All documentation relating to the collaborative nature of the programmes are made available to the review panel and site visits are facilitated as required.

10.2.11 Guidelines in Relation to the Programme Agreement

The Programme Agreement is intended to act as a central document in any consortium agreement submitted to QQI and/or other agencies, professional bodies, or authorities, linking all of the other component parts of the programme as appropriate and identifying any arrangements which arise specifically as a result of the collaborative nature of the provision.

The Programme Agreement consists of a number of sections and provides clear, transparent and detailed information for partners, learners and accreditation agencies on at least each of the following:

- Introduction
- Overall structure of the programme
- Prior learning and other admission requirements
- Analysis of needs of target learners
- Awarding body or bodies and including the necessary awarding agreements
- Possible awards to be attained by learners
- Intended programme learning outcomes
- Programme assessment strategy
- Approved programme schedule
- Responsibility for delivery
- Location of delivery
- Academic and other regulations governing the awards
- Resource implications and the monitoring and oversight of resource effectiveness
- Programme management
- Specific QAE procedures governing the management and delivery of the proposed programme, e.g. scheduling, learner resources, support for learners, assessment
- Special arrangements for complaints and/or appeals

10.3 Expert panellists, examiners and authenticators

10.3.1 Objectives

- To ensure that explicit criteria and procedures are used in the recruitment and engagement of external, independent, national and international experts (where appropriate), including the selection and recruitment of expert panel members.
- To support the college to periodically seek independent oversight and review of the effectiveness of its QAE System against national and international benchmarks providing evidence, assurance and accountability to the wider public of the college's commitment to excellence, quality, transparency and integrity.

10.3.2 Scope

All college's QAE processes which require engagement of external, independent, national and international experts (where/as appropriate), including the selection and recruitment of expert panel members and external examiners.

10.3.3 Procedures

Many of the college's QAE activities are influenced and supported by engagement with a variety of external agencies and individuals, both nationally and internationally.

The college commits to ensuring that its QAE strategies, policies, procedures, practices and guidelines comply with all prevailing national and international legislation, to ensure the independence and expertise of these engagements.

Explicit criteria and procedures for the appointment of external experts are identified and outlined within the specific sections of the College's QAE manual in respect of specific processes, to ensure the individual is an independent member of the broader community of practice within the appropriate field of learning, and whose accomplishments attest to his/her likelihood of having the authority necessary to fulfil the responsibilities of the specific role.

The college engages external experts to fulfil responsibilities within the QAE process, including the following roles:

- Independent chairing/membership of college academic governance committees [reference Section A]
- External examiners [reference Section F]
- Independent panel members – programme review and (re)validation [reference Section C]
- Support of college academic decision-making committees, e.g. appeals, complaints, etc.
- Guest lecturers [reference Section E]

- Project and dissertation supervisors [reference Section E]
- CPD Trainers [reference Section D]

Section K: Self-Evaluation, Monitoring and Review

11.1 Internal Review, Self-Evaluation and Monitoring

Griffith College has primary responsibility for the quality of its programme provision; the implementation, monitoring and review of its QAE procedures. Monitoring and Review in this context includes:

- ongoing self-monitoring and self-evaluation activities, through stakeholder feedback and annual programme reporting
- periodic evaluation of programmes through programmatic review
- period review of QAE activities through QAE review and Annual Quality Reporting.

11.1.1 Objectives

- To promote the concept of self-evaluation as a broad, systemic focused process, carried out at specified intervals, while internal self-monitoring as is an ongoing process which typically focuses on specific indicators.
- To ensure that the outcomes of provider-owned and external reviews, and follow-up actions taken are considered by the provider when preparing for upcoming external reviews.
- The distinction between ongoing, internal self-monitoring and formal self-evaluation is typically in frequency and scale.
- To create a framework where the findings of self-evaluations conducted by Griffith College are analysed and are available for, and connect to and support, the external review cycle.

11.1.2 Scope

The college understands that distinction between ongoing, internal self-monitoring and formal self-evaluation is typically in frequency and scale:

- Self-evaluation - a broad, systemic focused processed, carried out at specified intervals, these include learner and lecturer feedback
- Internal self-monitoring as is an ongoing process which typically focuses on specific indicators.
- How the outcomes and follow-up actions of provider-owned and external reviews are considered by the provider when preparing for upcoming external reviews.
- How the findings of self-evaluations conducted by Griffith College are analysed and are available for, and connect to and support, the external review cycle.

11.2 Internal Self-Monitoring

11.2.1 Objectives

- To identify a mechanism to establish a system of appropriate quality measures.
- To set out the processes to gathering evidence of achievement of objectives.
- To establish procedures for the consideration and prioritising objectives.
- To ensure all quality assurance evaluation outcomes are used to produce a quality improvement plan which sets out a schedule of actions to be undertaken following internal evaluation.
- To identifies the person(s) responsible for actions and follow-up.

11.2.2 Scope

As per QQI's Monitoring Policy (2014), 'providers are ultimately responsible for the quality of their provision; the implementation and evaluation of their own QA procedures; and on-going enhancement'. As part of fulfilling its responsibilities in this regard, Griffith College undertakes monitoring of programmes through a range of mechanisms including, student satisfaction surveys, focus groups, External Examiner reports, annual programme monitoring reports, and data monitoring including award classification data, student retention and progression.

11.2.3 Procedures

As a provider of programmes leading to QQI awards, Griffith College is subject to the quality assurance arrangements of Quality and Qualifications Ireland, the state agency responsible for promoting quality and accountability in education and training services in Ireland.

As part of fulfilling its responsibilities in this regard, Griffith College undertakes monitoring of programmes through a range of mechanisms including:

- student satisfaction surveys
- focus groups
- External Examiner reports
- annual programme monitoring reports and data monitoring including award classification data, student retention and progression.

These are implemented as follows:

i. Evaluation of programmes
The college monitors and evaluates its programmes on an ongoing basis. Feedback and monitoring reports are referred to the APC and the Management Board for attention and any necessary action.

ii. Feedback mechanisms

a) Learners

The college provides learners with formal, semi-formal, and informal opportunities to give feedback on their experience. At a module level, learners give formal feedback through a module evaluation survey at least once per semester, per module. Learners and their class representatives are encouraged to discuss matters of concern or to give feedback on positive experiences to the lecturing and programme teams. Learner representatives sit on Programme Committees and are supported in doing so by the college's participation in the National Student Engagement Programme (NStEP).

b) Lecturers

At the end of each module delivery, the lecturer(s) on a module complete a feedback form. This form constitutes an experience-based evaluation of the module's learning outcomes, assessments, and content.

c) Graduates and Alumni

As per Gathering External Feedback Procedure, graduates of the college are canvassed for their feedback within six months of completing their studies. Alumni are canvassed for their feedback on an ad hoc basis in order to inform programme reviews, institutional reviews and other institutional developments as they arise. Graduate feedback is organised by the Graduation Office; Alumni feedback is organised by the Alumni Office.

iii. Internal Reviews

d) Annual Programme Reports

Annual Programme Reports (APR) are prepared in respect of each QQI-validated programme in the college. The APR is prepared by the programme team at the end of the academic year and reports on the experience of delivering the programme. The APR draws from feedback from learners, lecturers, and external experts and reflects on learner attainment. The completed reports are reviewed by the college's QAE department and the findings and recommendations arising from the college's APRs are presented to the college's APC.

e) Periodic

The college's Programme Proposal and Review Committee (PPRC) reviews the academic and professional programmes in the college based on indicators that an existing programme is academically and/or financially inviable.

11.2.4 Self-Evaluation, Improvement and Enhancement

Self-evaluation at Griffith College focuses particularly on the quality of, or impact on, the learner's experience, achievements, contributions, and on findings from the many stakeholders engaging in the quality system. The emphasis is on the impact on learners and other stakeholders, rather than on policies and procedures. Self-evaluation is taken as an opportunity to engage in crucially important dialogue with stakeholders, including learners, employers, collaborative partners, and external experts used by the provider in its quality assurance procedures.

11.3 Quality Assurance and Enhancement Review Procedure

11.3.1 Objectives

- To set out the procedure for Quality Assurance and Enhancement Review at Griffith College
- To describe the roles of the parties involved in the Quality Assurance and Enhancement Review procedure.
- To indicate how the college reports on its internal quality assurance systems and provides details and impacts of its quality assurance and enhancement activities to QQI, in the Annual Quality Report.
- Collectively, AQRs are provided on QQI's website, and comprise a single national repository of quality assurance practice in Irish higher education institutions.

11.3.2 Scope

All College wide academic and professional QAE processes are subject to annual review. Where relevant academic and professional QAE processes are included in QQI's Annual Quality Report. The Annual Quality Report (AQR) provides documentary evidence of the college's strategic QAE development and application. It provides QQI with assurance that the college's internal QAE procedures have been established and are being implemented consistent with regulatory requirements.

11.3.3 Responsibilities

Quality Assurance and Enhancement Sub-Committee

- Collect the data and information necessary to prepare the QAE Review Reports
- Produce a Quality Review Report

Director of Academic Programmes or their nominee

- Produce a QAE Review Report, which forms the basis of the QAES Review meeting
- Maintains copy of report

Quality Assurance and Enhancement Department

- Assists in compilation of report

Academic and Professional Council

- Review the QAE Review Report
- Provide feedback and guidance to the QAE Sub-Committee
- Approve the Quality Review Report

QQI

11.3.4 Frequency and Timing

- The college's quality assurance and enhancement activities are subject to continuous review throughout the academic year.
- QAE Reporting allows for the college to annually review how QAE policies and procedures have been implemented during the academic year.
- The final report is approved by APC each year, normally prior to the next academic year.
- The QQI Annual Quality Report is submitted to QQI in a timeframe compliant with QQI's annual quality reporting schedule (which is advised to providers on an annual basis).

11.3.5 Objectives of QAE Reviews

The objectives of Quality Assurance and Enhancement Reviews include:

- To provide an opportunity for the managers of quality processes to reflect on the effectiveness of the mechanisms which seek to maintain academic and service provision quality levels.
- To act as a source of information for the wider College on the operation of its academic and service provision
- To incorporate action planning in support of continuous improvement
- To provide a report on the health of Quality Assurance and Enhancement operations to the Academic and Professional Council
- To advise periodic reviews of Quality Assurance and Enhancement procedures.

In addition, annual QAE reviews support the college's completion of the QQI Annual Report which provides QQI with information on:

- the college's internal quality assurance systems
- details and impacts of the college's quality assurance and enhancement activities during the reporting period
- shares good practice and innovation which may be of benefit across the sector
- provide case studies of good practice based on main themes/topics identified by QQI, linked to national policy developments, and specific local initiatives or activities identified by the college.

11.3.6 The QAE Review Report(s)

The Director of Academic Programmes or their nominee, with the support of the Quality Assurance and Enhancement Department, produces a data-based QAE Review Report.

The QAE Review Report normally includes the following:

- Updates to QAE policies, processes, guidelines and documents in the period under review.
- Response to action points from previous QAE reviews
- Commentary on the effectiveness of QAE processes (see section 11.3.6)
- Action points to be addressed in the next academic year

11.3.6.1 Data for the Quality Review Report is be drawn from many sources including the indicative sample list below:

- Analyses of assessment results obtained by learners
- Lecturer assessment forms
- Facilities assessment forms/surveys
- Programme committee meetings
- Module assessment forms
- Programme Director/Head of Faculty/QAES and APC meeting minutes
- External Examiner Reports (annual)
- Annual Programme Reports.

11.3.7 The Quality Review Process

The Quality Review Process is ongoing and is managed by the Quality Assurance and Enhancement Standing Sub-Committee of the Academic and Professional Council.

The Review enables reflection on College Quality Processes set out in the QAE Manual. The Review Report examines processes under the following headings:

- Academic Management
- Modifications to QAE Policies
- QAE in Other Centres
- Course Design, Development and Approval
- Learner Recruitment, Admissions and Registration
- Programme Management
- Assessment
- Programme Monitoring
- Programme Review
- Information Provision
- Distance Provision

The QAE Sub-Committee convenes to evaluate the effectiveness of the College's QAE processes under these headings.

The Director of Academic Programmes or their nominee provides an evaluative commentary on the College's Quality processes under each heading identified in the Schedule for Review.

The Director of Academic Programmes or their nominee, with the assistance of the Quality Assurance and Enhancement Officer, compiles the report

The report is circulated to APC members in the meeting pack in advance of the APC meeting at which it is to be considered

APC members provide feedback to the QAE Sub-Committee

The Report is tabled at APC for approval at the September APC

The AQR is published in full on QQI's website, providing transparency of the college's quality assurance and enhancement for external stakeholders. (As such, the college ensures that the submitted AQR does not contain any data that they consider to be commercially sensitive.)

11.3.8 Records and Follow-Up

A copy of the QAE Review report and any record of subsequent action is held centrally by QAED.

The Academic and Professional Council refers matters identified through the QAE Review Report to the Management Board, as required

The action plan agreed at the QAE Review meeting prior to the academic year is reviewed at the Quality Review meeting at the beginning of the second semester.

11.3.9 Quality dialogue meetings with QQI

QQI holds quality dialogue meetings with individual providers on a periodic basis following the submission of the QQI Annual Quality Report.

These meetings are scheduled on an ad hoc basis, and provide an opportunity for the college to meet with QQI personnel to discuss strategic developments in quality assurance as well as the college's own context, achievements, challenges and future plans.

11.3.10 Quality Assurance Engages with External Quality Assurance

The college's QAE system complies with the provider's external QA obligations, including statutory external review of QA under the Qualifications and Quality Assurance (Education and Training) Act, 2012, as well as other national and international accreditation systems held, both statutory and voluntary. The college has developed appropriate QAE systems to support structured Programmatic Review and Validation processes as well as Cyclical (institutional) Reviews of its programmes, services and academic governance structures.

Programme Review and Validation processes are identified and described in Section C.

11.4 Institutional Review Procedure

11.4.1 Introduction

Institutional Reviews are carried out intermittently. The maximum period of time between institutional reviews is normally five years. As distinct from a Programmatic Review, the emphasis of the Institutional Review is on the institutional context in which validated programmes are delivered.

The institutional review normally examines the following areas:

- The methods by which the college secures the quality of its programmes and the academic standards of its awards and, as a consequence, the effectiveness of internal quality assurance and enhancement structures and mechanisms
- The level of appropriate resourcing of validated programmes
- The college's strategic development plans.

The outcome of an institutional review may be published on an external website e.g. the QQI website, or that of other validating body or collaborative provider. The validating body normally agrees an appropriate date for an institutional review in consultation with College President, or nominee, in liaison with relevant college staff. The college is normally given a minimum of six months' notice that an institutional review is to be undertaken.

11.4.2 Objectives

- To outline the common purpose of and process for institutional reviews carried out by external validating bodies.

11.4.3 Scope

This procedure outlines the process to be followed when compiling an Institutional Review for submission to a validating body. This procedure may be varied under the terms of reference of the proposed review as identified by the reviewing organisation. This procedure may be varied under the terms of an Institutional Collaborative Agreement where a programme of study is delivered as a collaboration with a partner institution.

11.4.4 Responsibilities

Validating Body

- Communicates date of Institutional Review to College President
- Forms Institutional Review Panel, appoints chair and secretary and informs college
- Circulates agenda prior to meeting

College President (or nominee)

- Relays date of Institutional Review to internal staff
- Circulates Institutional Review Report on receipt from secretary to Panel
- Reverts to secretary if points of divergence in Report
- Avails of validating body's appeals procedure if necessary

Management Board

- Responsibility for the implementation of the Institutional SED
- Determines author of Institutional SED and ensures collaboration/reflection of college views
- Ensures any action agreed as part of the Institutional Review process are followed through

Quality Assurance and Enhancement Department

- Ensures Institutional Review Panel receives SED within required timeframe

Institutional Review Panel

- Carries out an evaluation of the institution and satisfies itself against certain criteria

Chair of Institutional Review Panel

- Formally communicates the Institutional Reviews Panel's commendations and recommendations
- Responds to College President, or nominee, regarding divergences communicated regarding Institutional Review Report

Secretary to Institutional Review Panel

- Writes the Institutional Review Report within reasonable timeframe of meeting and circulates it to the Panel and the College
- Refers points of divergence communicated to him/her by the College President, or nominee, regarding the Institutional Review Report
- Formally submits Institutional Review Report to validating body

11.4.5 The Institutional Review Self-Evaluation Document

The primary preparation for the institutional review is the composition of an institutional self-evaluation document (SED) undertaken by the college management in conjunction with individual faculties and departments. Where a validating body does not carry out a distinct programmatic review, the faculty being validated may be required to produce an additional document for submission, which is similar to the programmatic review in format.

The Self-Evaluation Document incorporates the following headings:

- Organisational Structure
- The Institutional Review Process
- Learner Support and Guidance
- Learning Resources
- Staff Engagement and Development
- Quality Management and Enhancement
- Appendices, with supporting information.

Guidance on content is normally provided by the validating body.

As with the SED produced by individual faculties for a programmatic review, the institutional SED draws heavily on information derived from internal processes e.g. faculty reviews, departmental reviews and annual quality reporting.

It is essential that the Institutional SED, whilst normally authored by one individual (to be designated by the Management Board), is informed by all parties and accurately reflects College opinions. Relevant sections of the document are therefore discussed with individuals prior to authoring and drafts are circulated for review prior to finalisation.

The institutional SED normally includes a number of appendices, which includes both quality assurance and enhancement and institutional documents e.g. policies, procedures, college enrolment/progression statistics etc.

The Institutional SED is evaluative in nature and avoid unnecessary description. The Institutional SED is submitted to the APC for final approval.

The Quality Assurance and Enhancement Office ensure that the external panel receive the Institutional SED at least 10 to 15 working days prior to the scheduled Institutional Review meeting, in line with the requirements of the external validating body.

11.4.6 The Institutional Review External Panel and Meeting

The Institutional Review Panel is determined by the validating body and made known to the College within a reasonable timeframe prior to the Institutional Review meeting date. The panel normally consists of members from the validating body and other external members, primarily from other educational institutions. A Chair is identified and the validating body appoints a secretary to the panel.

The Institutional Review meeting normally takes at least one full day.

The validating body provides a proposed agenda within a reasonable timeframe prior to the scheduled meeting and indicates who the Institutional Review Panel

wishes to meet during the programme of the day. The agenda may include a time allocation to view the College's facilities.

The Institutional Review External Panel is given time, if requested, at the beginning and end of the meeting to discuss their views on the discussion and to finalise their commendations and recommendations.

The Institutional Review External Panel's main purpose is to discuss the Institutional SED with College members and satisfy itself in terms of the College's provision of:

- A suitable environment for delivering higher education programmes, including appropriate human and physical resources
- Clear academic structures which encourage collaborative development
- A quality assurance and enhancement system that is robust, functioning and understood and which can maintain and enhance the delivery of academic programmes.

On concluding the meeting, the chair of the Institutional Review Panel formally communicates the Panel's recommendations and commendations, which are recorded by the secretary.

11.4.7 The Institutional Review Report of the External Panel

The Secretary appointed to the Institutional Review External Panel composes the Institutional Review Report within a reasonable timeframe of the meeting and normally first forwards it to the Chair of the Panel to provide an opportunity to review and amend if necessary. They then circulate it to the remainder of the Institutional Review Panel.

The Secretary normally issues the report to the President of the College, or nominee, who circulates it internally for review.

Representations to the Secretary by the Chairman normally constitutes (i) the correction of factual errors or (ii) a response to the Report through a suffix.

If the College be satisfied with the Report, the Secretary formally submits it to the validating body.

Any recommendations made during the Institutional Review meeting, recorded in the Institutional Review Report and agreed by the College is actioned within any agreed timeframe.

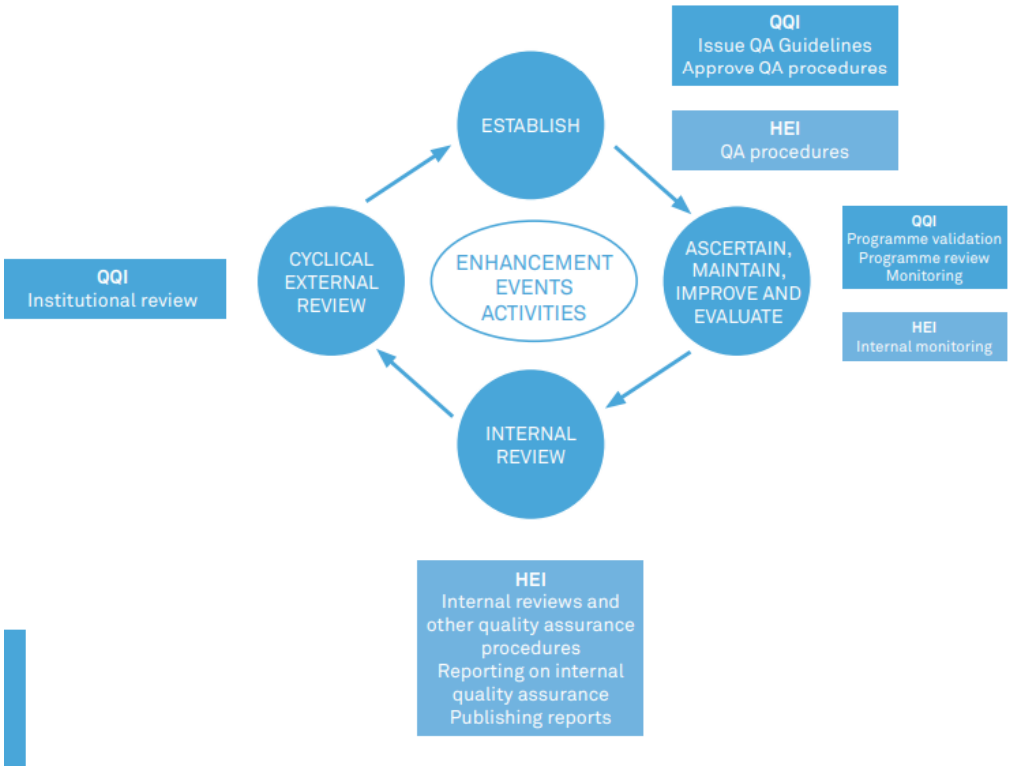


Figure 8: QQI's model of Cyclical/Institutional External Review (QQI, 2016)

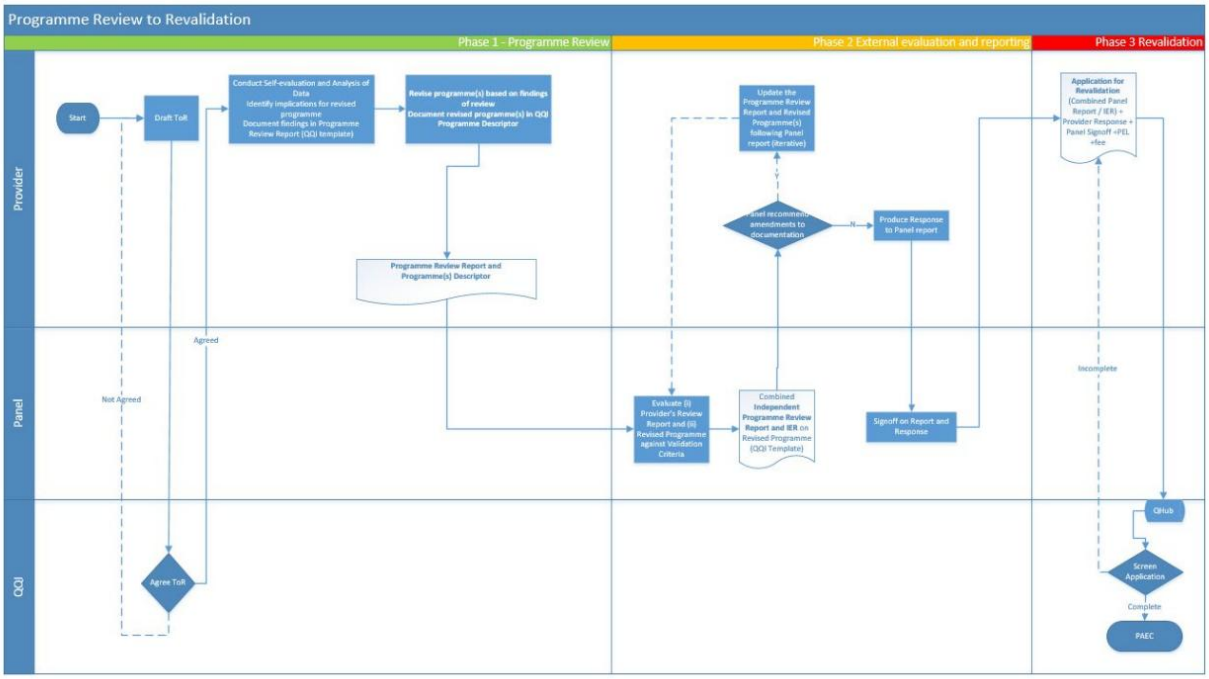


Figure 9: QQI's model of the Programme Review process (QQI, 2022)

Appendices

Appendix 1: Griffith College Risk Register template (Excel spreadsheet)

Griffith College Risk Register - updated dd/mmm/yyyy

LEGEND
Academic / QAE
Health & Safety & Resources
IT Systems & Services
Marketing / Brand / Management risk
Griffith Halls of Residence
Health & Safety, Housekeeping
HR / Finance / Business Model change

		(1)		(2)	(3)	(4)	(5)	(6)
		Risk Event			Likelihood	Impact		
Ranking	Area/CATEGORY	Event		Causes	Rating (1-5)	Variables Affecting	Rating (1-5)	Maximum Cost
1								
2								
3								

(7)	(8)	(9)	(10)	(11)	(12)		(14)	(15)	(16)	(17)	(18)
Mitigation/Control					Overall Rating						
Prevention/ Avoidance	Contingency Plan for Correction	Transfer	Control Effectiveness (1-3)	Risk Acceptance	Current [Cols: (3)x(5) x(10)]	Previous Rating	Responsibility	Progress Measures	Due Date	Resources Needed	Action
					0						
					0						
					0						

Appendix 2: Risk Assessment – Rating Scales

	Likelihood (5 criterion scale)	
1	Rare	May occur only in exceptional circumstances
2	Unlikely	Small chance that it could occur at some time
3	Possible	Might occur at some time
4	Likely	Will probably occur in most circumstances
5	Almost Certain	Is expected to occur in most circumstances

Impact Rating (5 criterion scale)		Strategic & Operational	Regulatory: Compliance/ Legal	Health and Safety	Financial	Reputation	Continuity of Service Levels
	Insignificant	Some localised inconvenience, but no measurable operational impact on the College, service or project. Absorbed with the College's, service or project running costs.	Breach of legislation, contract or policy that does not have any penalty or litigation impact.	Breach of legislation, contract or H&S policy that does not have any penalty or litigation impact.	Less than 1% of annual income	Issue resolved promptly by operational management processes. Minimal or no stakeholder interest. Individual grievances	Loss of less than one day's teaching and or service functions.
	Minor	Disruption to operations with no permanent or significant effect on the College, service or project. Local management intervention required, with locally available resources	Breach of legislation, contract or policy that may have an impact on the relationship with the third party or enforcing authority, but no long-lasting effect. No litigation or prosecution and /or fine. Regulatory consequences limited to standard inquiries	Breach of legislation, contract or H&S policy that may have an impact on the relationship with the third party or enforcing authority, but no long-lasting effect. No litigation or prosecution and /or fine. Regulatory consequences limited to	Between 2% and 5% of annual income	Issue raised by students and or local press. Adverse local public or media attention and complaints. Reputation is adversely affected by a small number of affected people. Internal matter.	Loss of one full day of teaching and/or service function.

				standard inquiries			
	Moderate	Substantial College management intervention required, possibly with extra assistance	Breach of legislation, contract or policy leading to escalated legal enquiries and/or fines. Regulatory or legal consequence limited to additional questioning or review by enforcing authority.	Breach of legislation, contract or H&S policy leading to escalated legal enquiries and/or fines. Regulatory or legal consequence limited to additional questioning or review by enforcing authority.	Between 5% and 10% of annual income	Student and or community concern. Adverse national media coverage and external criticism. Reputation adversely impacted with some stakeholder.	Loss of 1-7 days of teaching and/ or business or service functions.
	Major	Significant board of directors' intervention required, with significant effect on operational performance will require significant operational resource reallocation (financial, assets and or people) to manage and resolve in the medium term to avoid non achievement of strategic goals.	Breach of legislation, contract or policy leading to significant and costly legal action and/or fines with widespread potential impact for the College. Litigation or criminal prosecution and or substantial major negative sanction by a regulatory body.	Breach of legislation, contract or H&S policy leading to significant and costly legal action and/or fines with widespread potential impact for the College. Litigation or criminal prosecution and or substantial major negative sanction by a regulatory body.	Between 10% and 15% of annual income	Loss of student confidence in a College/School or service. Sustained adverse national media and public coverage. Reputation adversely impacted with a significant number of stakeholders. Breakdown in strategic and or business partnership.	Loss of two weeks to two months of teaching and/ or service functions.
	Catastrophic	Achievement of strategic and operational goals in the medium term jeopardised. Existence of the College's,	Breach of legislation, contract or policy leading to significant and costly legal action and/or fines with	Breach of legislation, contract or H&S policy leading to significant and costly legal action and/or fines with	Greater than 15% of annual income	Loss of student confidence in the College. Reputation and standing of the College adversely affected	Total loss of academic or service functions. College's, service or project failure. Complete disruption to

		service, project under threat. Immediate board of directors' intervention required	widespread potential impact for the College or breakdown of relationships involving funding. Litigation or criminal prosecution and or substantial major negative sanction by a regulatory body	widespread potential impact for the College or breakdown of relationships involving funding. Litigation or criminal prosecution and or substantial major negative sanction by a regulatory body		nationally /internationally. Serious public outcry and or international coverage. Reputation adversely impacted with majority of key stakeholders. Significant breakdown in strategic and or business partnerships.	College's /service operations.

	Control Effectiveness (3 criterion scale)
	Highly Effective
	Could be Improved
	None/Ineffective

Appendix 3: Risk Matrix [5x5 model]

Multiplying impact by likelihood rating provides the overall risk rating or risk score.

This allows the College to identify the risks which:

- pose the greatest threat?
- to prioritise?
- to resource or identify additional mitigation measures/further actions for?

IMPACT		Rare	Unlikely	Possible	Likely	Almost Certain
		(1)	(2)	(3)	(4)	(5)
	Severe (5)	Low	Medium	High	Extreme	Extreme
	Major (4)	Low	Medium	Medium	High	Extreme
	Moderate (3)	Low	Low	Medium	Medium	High
	Minor (2)	Insignificant	Low	Low	Medium	Medium
	Insignificant (1)	Insignificant	Insignificant	Low	Low	Low
	Likelihood Definition	*Less than 10% chance of occurrence*	*10-39% chance of occurrence at some time*	*40-69% chance of occurrence at some time*	*70-79% chance of occurrence at some time*	*80% or above chance of occurrence at some time*
				LIKELIHOOD		

Appendix 4: Programme Proposal Form

Programme Proposal Form (Academic Rationale)
(Complete with reference to available GC guidelines)

1. Basic Information:

- Proposed Programme Title:
  -
- Programme Proposer:
- Proposing Faculty / Faculties (if any):
  -
- Collaborative Partners (if any):
  -

1.1. Accreditation:

- Proposed Accreditation Body:
- Other Affiliated Accreditation Bodies (if any):
- NFQ Award (if applicable):
- NFQ Level (if applicable):
  -
- ECTS Volume (if applicable):

1.2. Proposed Delivery Locations / Methods:

- Locations / Campuses for Delivery:
- Mode(s) of Delivery:
  -
- Programme Duration(s):

1.3. Development Schedule:

- Target Launch Date:
- Other Key Dates:

2. Programme Overview

Provide a brief overview of the programme addressing the following - Who it's for – The benefits it provides for learners – Why the programme is needed – How you know it is needed – Particular features of the programme. (Max 300 words)

3. Programme Description

3.1. Basic Information:

- Proposed Award Stem (if any):
  -
- Proposed Full Title of Programme Award:

- Links to other programmes (if any):

3.2. Admission:

- Proposed Entry Profile / Requirements (if any):

- Academic Progression Paths for Graduates (if any):
  -
- Occupational / Employment Profiles of Graduates (if any):

4. Proposed Programme Learning Outcomes

Outline the minimum intended programme learning outcomes proposed for the programme under the various categories of knowledge, skills and competences. It may be helpful to present the outcomes in bulleted form as indicated below.

On completion of the programme, the learner will be in a position to …

Knowledge Category ("Knowing")

-
-
-

Competence Category ("Doing")

-
-
-

Insight Category ("Seeing" "Getting")

-
-
-

5. Proposed Programme Structure

Indicate the proposed broad structure of the programme in terms of its constituent stages, modules and weightings. The structure should also indicate the anticipated learning load involved in terms of contact hours, directed and independent learning. (Note 1 ECTS equates to 25 hours of total learner effort).

Module Name	ECTS Credits	Contact Hours	Total Hours
Module 1			
Module 2			
Module 3			
Module 4			

6. Proposed Programme Assessment Structure

Provide an outline of the proposed programme assessment strategy to be followed and the weighting afforded to each assessment element.

	Assessment Type 1	Assessment Type 2	Assessment Type 3	Etc.
Module 1				
Module 2				
Module 3				
Module 4				

7. Proposed Programme Requirements

7.1. Programme Development / Delivery Team

- ❑ Proposed Programme Director
- ❑ Proposed Delivery Team
  - •
- ❑ Experience / Qualification Profile of Proposed Delivery Team
  - •
- ❑ Additional Staffing Requirements (if any)
  - •

7.2. Programme Resource Requirements

- ❑ General Facilities Required - e.g. Rooms, Offices, etc.:
- ❑ Programme Specific Requirements - e.g. labs, specialist equipment, etc.:

Appendix 5: Programme Proposal Approval Form – Guidelines

1. Basic Information:

- Programme Title: e.g. M.Sc. in Endangered Animal Conservation
- Programme Proposer: e.g. Al Gore
- Proposing Faculty / Faculties: i.e. any faculty which will be contributing to the delivery or management of the programme
- Collaborating Partners (if any): e.g. Earth Watch Europe, Greenpeace International

1.1. Accreditation:

- Proposed Accreditation Body: e.g. QQI, ACCA, etc.
- Other Affiliated Accreditation Bodies (if any): e.g. AVID, Cisco, Microsoft, IDI, RIAI, etc.
- NFQ Award (if applicable): e.g. Master of Science
- NFQ Level (if applicable): e.g. NFQ level 9, EQF 7
- ECTS Volume (if applicable): e.g. 120 ECTS, 240 CATS (UK)

1.2. Proposed Delivery Locations / Methods:

- Locations / Campuses for Delivery: e.g. Dublin, Seattle, Melbourne
- Mode(s) of Delivery: e.g. Full-time
- Programme Duration(s): e.g. two calendar years full-time

1.3. Development Schedule:

- Target Launch Date: e.g. September 2018
- Other Key Dates: e.g. Industry approval – June 2018
-

2. Programme Overview

Provide a brief overview of the programme addressing the following - Who it's for (e.g. school leaver, employed, professional, etc.) – The benefits it provides for learners (e.g. recognition, accreditation, advancement, licence to practice, employment, etc.) – Why the programme is needed (e.g. industry demand, skill shortage, advancement opportunity, etc.) – How you know it is needed – (e.g. Evidence of employer demand / learner demand – Broader industry / environmental context underpinning demand) - Particular features of the programme (e.g. particular benefits, USPs, etc.) (Max 300 words)

3. Programme Description

3.1. Basic Information:

- Proposed Award Stem (if any): e.g. Master of Science
- Proposed Full Title of Programme Award: e.g. Bachelor of Science in Endangered Animal Conservation
- Links to other programmes (if any): e.g. Postgraduate Diploma in Science in Endangered Animal Conservation – M.Sc. (Hons) in Climate Change

3.2. Admission:

- Proposed Entry Profile / Requirements (if any): e.g. Excellent second level education – evidence of leadership, resilience - necessary financial support to travel the world (estimated €30,000 per annum)
- Academic Progression Paths for Graduates (if any): e.g. Masters / Doctoral programmes in International Governmental Policy Development
- Occupational / Employment Profiles of Graduates (if any): e.g. employment as policy makers / lobbyists for non-governmental organisations (NGOs)

4. Proposed Programme Learning Outcomes

Outline the minimum intended programme learning outcomes proposed for the programme under the various categories of knowledge, skills and competences. It may be helpful to present the outcomes in bulleted form as indicated below.

In the case of a major award (60 ECTS), each of the eight different classifications should be addressed – Knowledge Breadth, Knowledge Kind, Know-how and Skill Range, Know-how and Skill Selectivity, Competence (Role), Competence (Context), Competence (Learning to Learn) and Competence (Insight).

The programme learning outcomes should be distinct, necessary and sufficient. They should reflect the NFQ level of the programme and the particular award standard chosen for the programme title (e.g. BA, B.Sc. B.Eng., etc.)

5. Proposed Programme Structure

Indicate the proposed broad structure of the programme in terms of its constituent stages, modules and weightings. Mandatory and elective modules should be included where they are proposed. The structure should also indicate the anticipated learning load involved in terms of contact hours, directed and independent learning. Note that 1 ECTS equates with a total of 25 hours of learner effort. Similarly, 60 ECTS (1500 hours of total learner effort) is equated with a full-time academic year comprising two semesters.

6. Proposed Programme Assessment Structure

Provide an outline of the proposed programme assessment strategy to be followed. Assessment types might include essays, reports, presentations, debates, moots, laboratory work, media artefacts, products, dissertations, examinations, etc.

Assessments may be set for individual or group completion. Assessments may be designed as formative – for feedback purposes – with or without marking. Assessments may be summative – exams, in-class tests, end of project reports, etc. Consider the overall workload involved. Seek to ensure programme coverage while avoiding over / repetitive assessment.

Examples:

	Assessment Type 1 (e.g. Written)	Assessment Type 2 (Group work)	Assessment Type 3 Creative Piece	Assessment Type 4 Examination
Module 1	Essay (20%)		Music Composition (80%)	
Module 2		Business Plan (100%)		
Module 3	Logistics Report (50%)			Closed Book Exam (50%)
Module 4			Interpretative Dance (100%)	

7. Proposed Programme Development / Delivery Team

7.1. Programme Development / Delivery Team

-

- ❑ Proposed Programme Director - e.g. Sir David Attenborough
- ❑ Proposed Delivery Team (where it exists): e.g. names / titles / roles of all those involved - Earth Watch, Greenpeace International
- ❑ Experience / Qualification Profile of Proposed Delivery Team: i.e. number / experience / qualification profile of those to be appointed - e.g. At least five staff with PhD's in cognate animal conservation fields with at least two leading internationally funded postdoctoral research
- ❑ Additional Staffing Requirements (if any): three new doctoral level appointments are required to meet the above programme requirements

7.2. Programme Resource Requirements

- ❑ General Facilities Required - e.g. Rooms, Offices, etc.: Two open plan lecture theatres, 20 station science laboratory, two executive style offices, one reception style welcome room

- ❑ Programme Specific Requirements - e.g. labs, specialist equipment, etc.: Access to the Greenpeace / Earth Watch facilities in Europe

- ❑ Programme Proposal Form (Business Rationale) (Complete with reference to available GC guidelines)

8. Market Rationale

8.1. Evidence of Demand

- ❑ Evidence of Market Demand:
- ❑ Competing / Related Programmes (if any):
  -

8.2. Programme Characteristics

- Unique Selling Points of Programme:
- Potential to Protect Market:
- Potential Threats to Market:
- Specific Marketing Requirements:

8.3. Programme Lifecycle

- Stage of Maturity of Market:
- Anticipated Learner Numbers:
- Anticipated Life of Programme:
- Five-year learner intake projections (if applicable):

	Year 1	Year 2	Year 3	Year 4	Year 5
Anticipated Intake					

9. Synergy with College Strategy

- Synergy with Existing Programmes (if any):
- Image (PR) Benefits (if any):
- Other Benefits (if any):
  -

10. Financial Considerations – Set Up Costs

10.1. Programme Development Costs

- Programme Development Costs – Internal Staff

- Programme Development Costs – External Staff
  -
- Validation Agency Costs

10.2. Programme Set-Up Costs

- Facilities Required

- Equipment Required
  -
- Licensing Costs

10.3. Programme Launch Costs (First Cohort)

- Initial Marketing Campaign

11. Financial Considerations – Operating Costs

11.1. Programme Delivery Costs (Ongoing)

- Programme Management Costs
- Programme Administration Costs
- Programme Teaching Costs
- Programme Assessment Costs
- Materials / Resources / Equipment Costs
- Facilities Related Costs
- Programme Marketing Costs
- Overhead Allocation Costs (e.g. Service Departments)

	Small Sized Cohort (e.g. 10)	Average Sized Cohort (e.g. 25)	Large Sized Cohort (e.g. 50)
Management Costs			
Administration Costs			
Teaching Costs			
Assessment Costs			
Materials / Resources Costs			
Facilities Related Costs			
Programme Marketing Costs			
Overhead Allocation Costs			
Overall Projected Costs			

12. Financial Projections

12.1. Projected Revenue

- Proposed Programme Fee
- Anticipated Intake
- Anticipated Percentage Retained (e.g. after discounts, refunds, non-completion, etc.)
- Number of learners required to break-even

	Year 1	Year 2	Year 3	Year 4	Year 5
Proposed Fee					
Anticipated Intake					
Anticipated Percentage Retained					
Overall Projected Revenue					

12.2. Projected Contributions

	Year 1	Year 2	Year 3	Year 4	Year 5
Overall Projected Revenue					
Overall Projected Cost					
Overall Projected Contribution					

Programme Proposal Approval Form – Guidelines

1. Market Rationale

1.1. Evidence of Demand

- Evidence of Market Demand: (i.e. Current national / international published research data – industry / employer body publications, etc.)
- Competing / Related Programmes (if any): (i.e. local, national, international competing programme – alternative solutions to meet demand)
-

1.2. Programme Characteristics

- Unique Selling Points of Programme: i.e. accreditation, timeliness, new technology, etc.
- Potential to Protect Market: i.e. licensing, cost barriers, etc.
- Potential Threats to Market: i.e. scale of national / international providers
- Specific Marketing Requirements: i.e. collaborations, branding, etc.

1.3. Programme Lifecycle

- Stage of Maturity of Market: i.e. early, growth, maturity, etc.
- Anticipated Learner Numbers: i.e. 10, 30, 50 per cohort
- Anticipated Life of Programme: i.e. 5 years at current demand level
- Five-year learner intake projections (if applicable):

	Year 1	Year 2	Year 3	Year 4	Year 5
Anticipated Intake	e.g. 20	40	40	40	20

2. Synergy with College Strategy

- Synergy with Existing Programmes (if any): Builds on the College's related programmes in international human rights, energy conservation, etc.
- Image (PR) Benefits (if any): presents the College's strong commitment to social responsibility
- Other Benefits (if any): great international platform for other initiatives – philanthropy – international influence – contribution to society – etc.

3. Financial Considerations – Set Up Costs

3.1. Programme Development Costs

- Programme Development Costs – Internal Staff - e.g. costs incurred by internal staff in developing the initial programme proposal and proposal document.
- Programme Development Costs – External Staff - e.g. costs of external members / consultants involved in bringing the programme to submission stage.

- Validation Agency Costs – costs charged by the accreditation body in considering the document – costs incurred by staff / external members in attending the validation session

3.2. Programme Set-Up Costs

- Facilities Required – i.e. room set-up, labs, studios, kitchens, etc.
- Equipment Required – e.g. cameras, computers, furniture, etc.
- Licensing Costs – e.g. software licenses, accreditation permits, etc.

3.3. Programme Launch Costs (First Cohort)

- Initial Marketing Campaign – e.g. design and communication of printed, social media campaigns

4. Financial Considerations – Operating Costs
    -

4.1. Programme Delivery Costs (Ongoing)

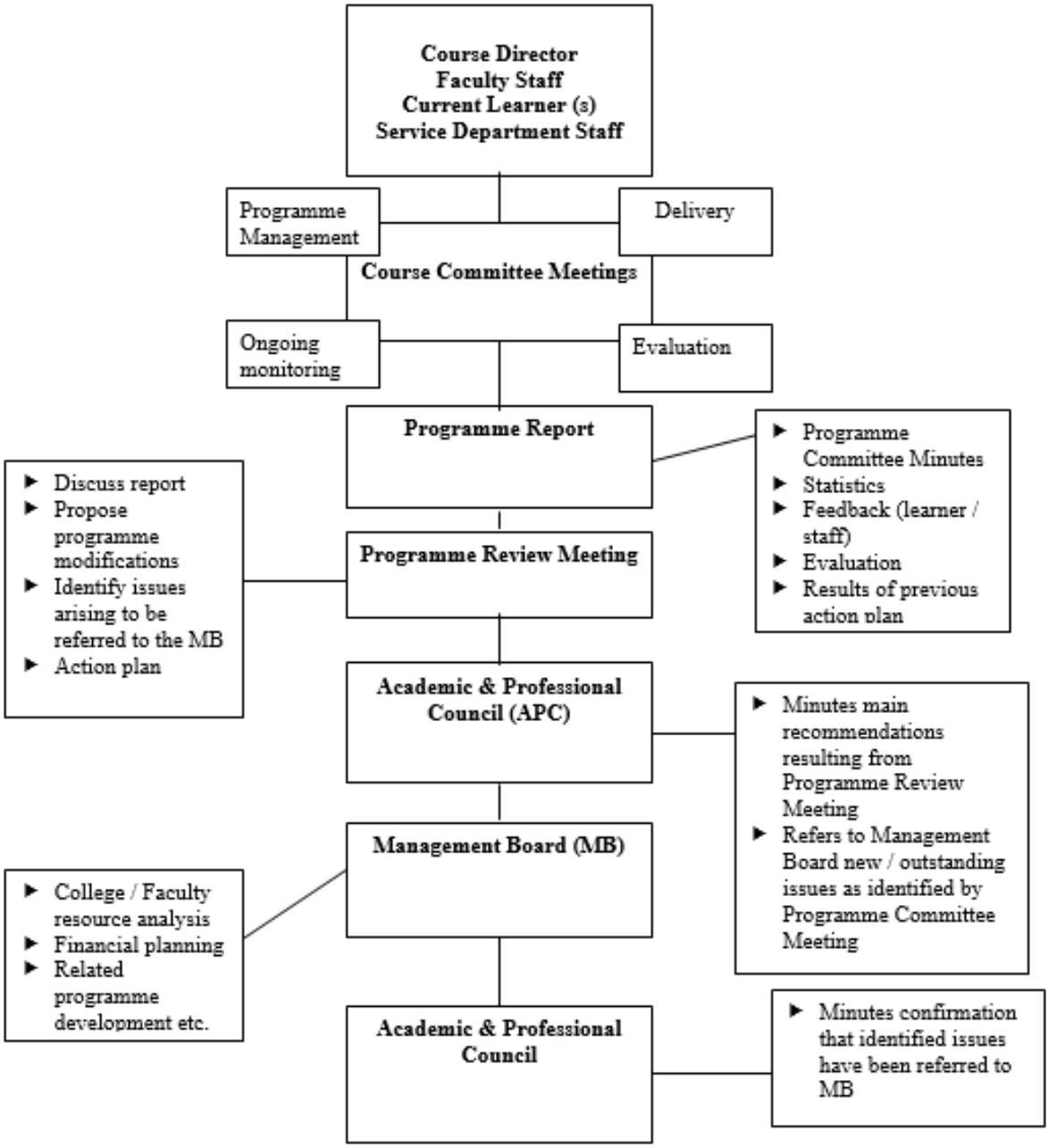
- Programme Management Costs – e.g. Programme Director responsible for academic management of the programme
- Programme Administration Costs – e.g. Faculty Administrator responsible for administrative management of the programme
- Programme Teaching Costs – e.g. Lecturing / Demonstration / Technical Support costs
- Programme Assessment Costs – e.g. Corrections / Projects / Dissertation Supervision
- Materials / Resources / Equipment Costs – e.g. Textbooks, software licences, workstations, etc.
- Facilities Related Costs – e.g. room rental, lab rental, site visits, etc.
- Programme Marketing Costs – e.g. annual / cohort-based marketing costs once programme is operational
- Overhead Allocation Costs (e.g. Service Departments) e.g. allocation to support departments, for example examinations, students' union, library, etc.

5. Financial Projections

5.1. Projected Revenue

- Proposed Programme Fee – e.g. Local fee, International Fee,
- Anticipated Intake – e.g. 30 per year
- Anticipated Percentage Retained (e.g. after discounts, refunds, non-completion, etc.) – e.g. 80% progress to second year,
- Number of learners required to break even – e.g. 12 (supporting calculations required)

Appendix 6: The Role of Programme Committee Diagram



Appendix 7: Programme Proposal and Review Committee

Programme Review Team Proposal Template

This template should be used by a programme team to formally initiate a programme review process. The programme review process must be initiated, communicated, and agreed for progression before the commencement of the relevant programme's last intake (typically August/September). The information provided in this document is intended for consideration by the college's Programme Proposal and Review Committee (PPRC), Management Board (MB), and the Academic and Professional Council (APC) before the review process is agreed for progression. Please contact Sam Whelan, QAED (email to: sam.whelan@griffith.ie) if you have any queries in relation to the PPRC or completion of this form.

Faculty

Programme(s) for review

Please identify the programme(s) - Full Title(s); Programme QQI/PG Code(s), Last permitted intake (date)

Programme(s) for revalidation?

Please indicate whether the programme team plans to revalidate or retire (each of) the programme(s) under consideration.

Programme(s) performance/rationale

Include programme information since last (re)validation; reflect on learner intake numbers, stakeholder feedback (general summary), financial performance, and relevant industry landscape and developments.

Programme(s) changes or recommendations

Please include a brief overview of any potential or proposed changes or recommendations to be considered during the review process, based on the programme team's experience of delivering the programme. Suggested topics to include (flag) are:

- *Any potential changes to programme title(s) or award type?*
- *Any potential changes to the programme structure, e.g., new embedded or exit awards?*
- *Any potential changes to target learner profile?*
- *Any proposed industry links?*
- *Any special considerations (Originating from last programme (re)validation, if any)?*
- *Any fee or significant programme costing changes envisaged?*

Programme Review Team

Names and roles

Signed: *(Relevant Programme Director)* Date:

Signed: *(PPRC Chair)* Date:

Appendix 8: Significant Programme Modification Form

GRIFFITH COLLEGE

Faculty:

Programme Title:

Stage (if applicable):

Module Title (if applicable):

Other programme(s) affected (if any) by proposed modification(s):

Proposed modification to take effect from: (please indicate whether current learners will be affected and which cohorts)

Nature of Modification:
Please provide details of the nature and extent of the proposed modification

Rationale for proposed modification:
Please provide a rationale for the proposed modification. Attach written supporting evidence from Programme Review minutes, programme action plans, external examiners, learner consultation etc. as appropriate.

Programme Learning Outcomes:
Please state the programme learning outcome(s) to which the proposed modification relates.

Teaching Methods
Please indicate if the proposed modification will lead to related changes in teaching methods.

Assessment Methods
Please indicate if the proposed modification will lead to related changes in assessment methods.

Internal Authorisation

_____

Signature of Programme Director

_____ **Date _____**

Signature of Director of Academic Programmes

_____ **Date _____**

Academic & Professional Council Approval Date _____

TO BE COMPLETED BY THE QAE OFFICE:

Sent to Validating Body for Approval Date _____

Approval Agreed by Validating Body Date _____

Approval Denied by Validating Body Date _____

Approval Circulated to Concerned Parties Date _____

Updated Prog. Document Received by QAE Office Date _____
Updated Prog. Document Received by DAP Office Date_____
Modifications to Programme Minuted at APC Date _____

Appendix 9: Minor Programme Modification Form

GRIFFITH COLLEGE

Date:

Faculty:

Programme Title:
Stage:

Module Title:

Other programme(s) affected (if any) by proposed modification(s):

Proposed modification to take effect from: (please indicate whether current learners will be affected and identify cohorts)

Nature of Modification:
Please give details of the nature and extent of the proposed modification

Rationale for proposed modification:

Please provide a rationale for the proposed modification.

Internal Authorisation

_____

Please confirm that the following has taken place: Yes No

Course Document Updated

Updated Course Document Received by DAP Office

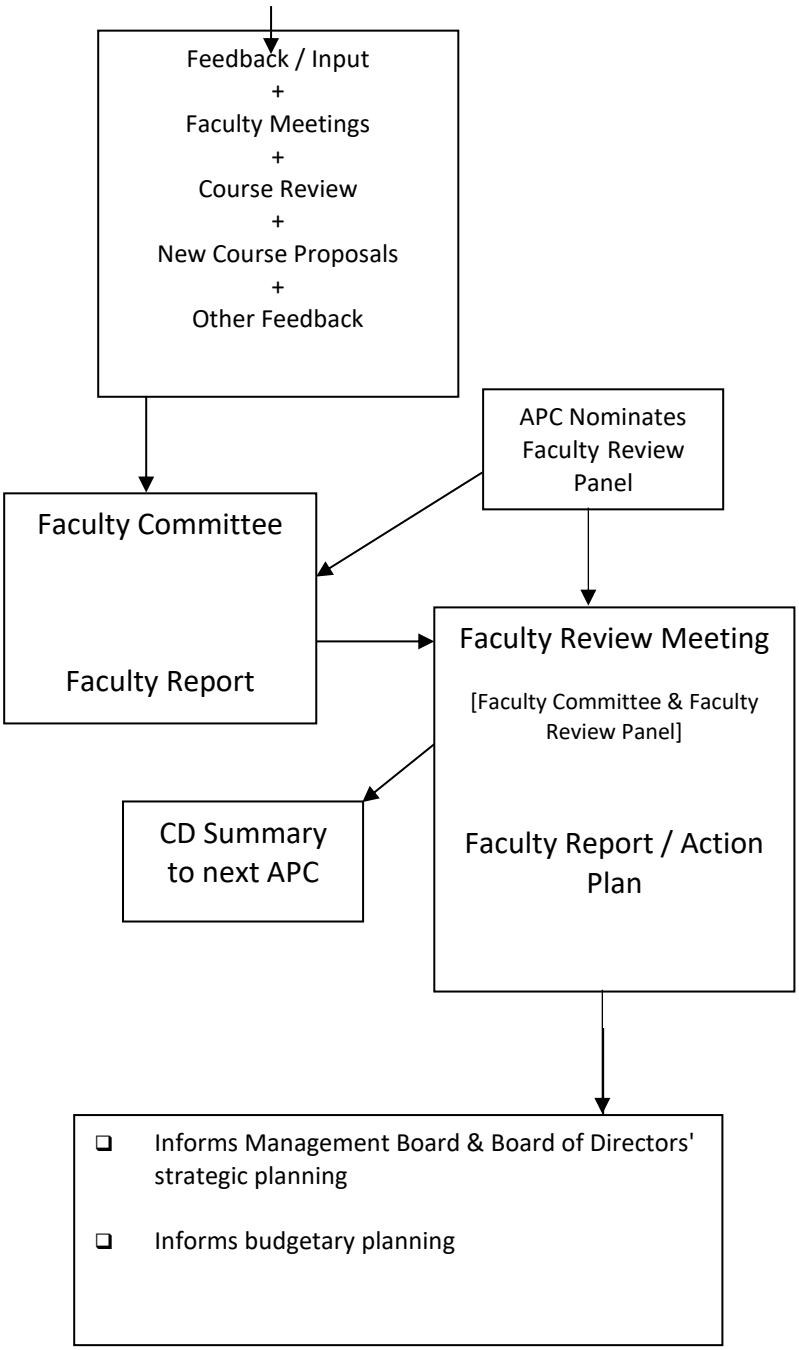
Modifications to Programme minuted at APC

Course Director Signature / Date:

_____ _____

Signature Date

Appendix 10: Faculty Review Diagram



Appendix 11: Annual Programme Report Template August 2024

Annual Programme Report (APR) 2023-24

Guidance Notes:

[The guide text within each section should be deleted before submission of the report]

Rationale and Readership:
Annual Programme Reports (APRs) play a central role in assuring that the implementation of Griffith College's programmes is consistent with their validation and regulatory requirements, while also supporting their review and enhancement. APRs serve multiple linked purposes as follows:

- *They give Programme Directors and their programme teams the opportunity to reflect and report on the operation of their programmes during the review period*
- *They provide existing and new members of their own programme teams with a shared basis to consider and develop their programmes for future cohorts*
- *They provide a report on the programme to other groups in the college – e.g. Quality Assurance and Enhancement (QAE), Teaching and Learning Department (TLD), other programme teams, and the college's Academic and Professional Council (APC), allowing them to confirm compliance with the requirements for programme provision, identify common college-wide requirements and share best practice initiatives*
- *They provide a permanent record of the programme's operation during the period under review to inform and benefit external stakeholders (e.g. QQI review panels, professional regulatory bodies, external examiners, etc.)*

Each year, the college's QAE Department produces a synthesis report for APC of the key themes highlighted across the APRs, primarily arising from the review of the reports and subsequent meetings with the programme teams.

Period Under Review:
Programme directors and their teams are asked to report on the operation of the programme(s) listed above with regard to the period from ***September 1st, 2023, to August 30th, 2024****. The period of review is designed to suit programmes with learner intake cohorts in September, where learners start and complete their programme, or a stage of their programme, within the 12-month period of the reporting period. The report should also be used for shorter programmes that start and finish within the 12-month period of the review.*

Where a programme, or stage of a programme, spans two reporting periods, for example by starting in February and ending in January, programme teams can report on the operation of their programme using two consecutive reports – the first covering the period from February to August and the second covering the period from

September to January. Alternatively, a single report on the programme cohort can be submitted immediately following the completion of the programme.

<u>Learner Cohorts:</u>
Where a programme is delivered to two or more learner cohorts, for example, on a full-time and part-time basis, and where learners do not share the same schedule, it is appropriate to report separately on each cohort, as the learner profiles, performances and experiences of the cohorts may vary.

Where different learner cohorts share the same schedule, for example, learners on an embedded certificate programme sharing their classes in common with those on the related major award, it may be appropriate to consider the performance and experience of the learners as a whole rather than as separate cohorts.

<u>Format of the Report:</u>
The purpose of the APR is to provide a valuable and meaningful summary of the programme's operation for a variety of different internal and external audiences. Readers of the APR should gain a reliable understanding of how the programme worked for learners, the programme team and other stakeholders during the review period – what worked well, the initiatives and challenges worth noting, and the programme team's proposed actions for the programme's future delivery.

Typical features of APRs include:

- ***Key summary data** relating to the programme's operation*
- ***Analysis** and **reflection** on the key findings of the programme team / programme director*
- ***Confirmation of closeout** of any post-programme review changes/commitments*
- ***Simple language**, making it readily accessible and understandable for all intended readers*
- *Use of the **past tense** to reflect and report on the specific historic period under review*
- *Use of the **third person** to reflect the programme team, rather than an individual*
- ***Restricted use of personal information** that might identify particular individuals (e.g. learner names, learner numbers, etc.)*

<u>Timing of the Report</u>
The timing of the APR is designed to mirror the programme's delivery schedule, taking place as soon as possible following completion of the programme, and in advance of the programme's next delivery. This allows for feedback, reflections and agreed actions arising from the delivery of the programme to inform and direct the next delivery of the programme. For example, where programmes run from September to June, completing the APR in July / August, allows programme teams to agree action plans in time for the next intake.

In cases where programmes have learners completing repeat examinations in August / September, APRs should still be written in July / August as most of the information

will already be available (i.e. learner performance in both semesters, learner feedback from both semesters, lecturer feedback from both semesters, feedback from the external examiner and other stakeholders). Following the autumn repeat examination boards, programme teams should submit a supplementary appendix to the original APR providing data and reflection on learner performance in the repeat assessments, along with any additional information / actions they consider appropriate.

In the case of shorter programmes, of no more than one semester, the APR should be completed as soon as possible after the examination board (typically within a month). In the case of year-long or multi-stage programmes, involving multiple intakes per year, the APR should be completed in July/August in respect of all intakes, and stages, rather than using separate APRs for each cohort.

Annual Programme Report

Please complete the following table:

Reporting Period	1st September 2023 to 30th August 2024			
Name of Programme(s):				
Validation Period:	**First Intake:**		**Last Intake:**	
Faculty:				
Completed by:				
Role:				
Date of Submission:				

Based on the evidence and data available at the time of writing, provide a concise reflection of the performance of the programme(s) during the reporting period using the sections presented below. Highlight in particular any identified strengths, challenges, and areas of best practice and proposed improvement.

Please delete guide text before submission

1. Programme Introduction and Context

Guide

Provide a brief overview of the programme including key information, e.g. the nature and level of the qualification (if any) that it leads to, its target learners, duration, mode(s) and location(s) of delivery, linkages to other related programmes offered by the college (if any), how long it has been running, length of time since / to re-validation (if applicable), professional accreditation, APL and articulation agreements, etc.

Mention any unique context that might have applied during the particular year of the review (e.g. social restrictions / adoption of different delivery modes, use of new technology, government funding, new articulation agreements, comparison with previous periods, etc.)

(Limit 300 words)

Please delete guide text before submission

2. Learner Data

Using data available from the college's information systems, provide and reflect on each of the following data categories in relation to the operation of the programme(s) during the period of the review:

Please delete guide text before submission

- ***Application / enrolment data***
  e.g. comment on the period and comparison with previous periods where applicable.
  This information might be presented in table format for a given cohort, or by means of simple bar charts, particularly where the programme has been delivered in previous years and trends might be of interest.

  Use this section to reflect on/confirm permitted intake (max and min numbers), as identified in the certificate of validation.

  Identify and reflect on any enrolments arising as a result of particular APL arrangements and/or articulation agreements.

  Please delete guide text before submission

- ***Attendance / participation data***
  e.g. comment on the form and findings of the information captured.

  Please delete guide text before submission

- ***Module Performance Data***
  e.g. comment on learner performance in exams / assessment elements – both in general and in relation to module/ assessment outliers, etc.

  This information might best be presented using box-whisker graphs (as per PowerBI) and a related reflective commentary.

  Please delete guide text before submission

- ***Stage Performance / Award Classification Data***
  e.g. comment on progression / completion rates and award classifications, etc.
  This information might be presented as a table or by using a bar-chart.

  Please delete guide text before submission

3. Learner Experience

Provide and reflect on the formal and informal data gathered from learners during the period under review (e.g. feedback forms from learners relating to modules, college resources, meetings with class representatives, direct feedback from learners, feedback on learners from SU, learner services, etc.).

For example, the reflection might take the form of a brief general commentary followed by a bulleted list of key findings and examples of best practice, along with any recommendations that might benefit future cohorts. Note any recommended / agreed actions to be taken.

(Limit 500 words)

Please delete guide text before submission

4. Programme Team / Lecturer Experience

Provide and reflect on the formal and informal data gathered from the programme team during the period under review (e.g. module feedback forms from lecturers, programme committee meetings, direct feedback from programme team members, lecturers, faculty administrators, feedback from ELD, teaching champion support, etc.). For example, the reflection might take the form of a brief general commentary followed by a bulleted list of key findings, examples of best practice along with any recommendations that might benefit future programme teams, learners and the wider college.

Note any recommended / agreed actions to be taken.

(Limit 500 words)

Please delete guide text before submission

5. External Examiner Feedback

Provide a summary of the general findings, commendations and recommendations from the programme's external examiner(s) and note any agreed actions to be taken. Review and attach a copy of the External Examiner's Report(s) as an appendix within the APR when it is received.

(Limit 250 words)

Please delete guide text before submission

6. Feedback from Other Stakeholders

Provide and reflect on feedback provided by other internal and external stakeholders (e.g. guest lecturers, employers, graduates, professional bodies, articulation partners, etc.) and note any recommendations and/or agreed actions to be taken.

(Limit 250 words)

Please delete guide text before submission

7. Programme Resources

Reflect and report on the appropriateness and adequacy of the resources available to support the management, delivery and assessment of the programme(s) during the period of the review (e.g. teaching resources, staffing, library, IT facilities, learner services, lecturer support, assessment and academic integrity support, etc.).

For example, the reflection might take the form of a brief general commentary followed by a bulleted list of key findings and examples of best practice along with any recommendations that might benefit the future management, delivery, assessment and academic integrity of the programme.

Note any recommended / agreed actions to be taken.

(Limit 250 words)

Please delete guide text before submission

8. Programme Challenges

Reflect and report on any programme specific activity (activities), if any, that proved challenging during the review period that is (are) worth reviewing and revising for subsequent intakes. Comment also on any college-wide functions or processes that might be reviewed and enhanced. Note any recommended / agreed actions to be taken.

(Limit 250 words)

Please delete guide text before submission

9. Innovations - Evidence of Best Practice

Reflect and report on any related programme or college-wide activity and/or innovation that is worth commending and disseminating as evidence of best practice. These activities and/or innovations may warrant inclusion in the college's Annual Quality Report (AQR) as case studies of best practice.

(Limit 250 words)

Please delete guide text before submission

10. Action Plans

List the actions identified in the previous APR for this programme (where applicable) and provide commentary on the status of each of the action plans proposed, indicating how they were considered and advanced to date.

Please delete guide text before submission

Action (From 2022/23)	Status	Commentary

List the proposed actions arising from completing this APR, and outline how they will be considered and advanced, along with an indicative timeline for their implementation. The listed actions should reflect the recommendations identified earlier in the report arising from learners, lecturers, external examiners and other stakeholders.

Please delete guide text before submission

Action (From 2023/24)	Plan	Timeframe for completion

11. Appendices:

Use appendices to provide any additional information you wish to include to supplement the main body of the report. Examples might include:

- External examiner report(s) for the year under review
- More detailed analysis of learner information (e.g. relating to age, nationality, etc.)
- Links to further relevant information relating to programme / college / industry initiatives

Appendix 12: Collaborative national and transnational Provision Proposal Form

The proposer of collaborative national and transnational provision must complete this form and submit it to the Management Board for approval for further investigation.

Collaborative Programme, Transnational Programme or Joint Award Title:

- Faculty Proposing Programme:
- Contributing Faculties:
- Location(s) of Delivery:
- Duration:
- Mode of Delivery:
- Proposed Accreditation Body or Bodies:
- Relevant Professional, Statutory or Regulatory Bodies:
- Target Launch Date:
- Other Key Dates:

Outline of Proposed Collaboration

- Relevance to the College Mission
- Relevance to the College Collaborative Provision Strategy
- Academic Rationale for the proposed Collaboration:

Market Rationale

- Evidence of Market:
- Competing Courses (including variants):
- Stage of Maturity of Market:
- Anticipated Student Numbers:
- Anticipated Life of Collaboration:
- Specific Marketing Requirements:
- Unique Selling Points of Collaboration:
- Potential to Protect Market:
- Potential Threats to Market:

Financial Rationale[14]

- Revenue

(a) Course Fees:

Year 1	Year 2	Year 3	Year 4
€	€	€	€

(b) Anticipated Number of Students:

Year 1	Year 2	Year 3	Year 4

[14] This section is to be completed by the proposer and informed by the Accounts Department

Section L: Appendices

#	#	#	#

(c) Total Fee Income:

Year 1	Year 2	Year 3	Year 4
€	€	€	€

(b) Set-up Costs [Year 1]

Special Requirements (e.g. equipment):
Validation / Approval:
Staff Time/ Effort:
Initial Marketing Costs:
Other Costs:
Total:

- Operating Costs

(a) Marketing (on-going, promotional) costs:

Year 1	Year 2	Year 3	Year 4
€	€	€	€

(b) Lecturing Costs:

Year 1	Year 2	Year 3	Year 4
€	€	€	€

(c) Staffing Costs:

Year 1	Year 2	Year 3	Year 4
€	€	€	€

(d) Material Costs:

Year 1	Year 2	Year 3	Year 4

€	€	€	€

(e) Accommodation Rental:

Year 1	Year 2	Year 3	Year 4
€	€	€	€

(f) Registration Costs:

Year 1	Year 2	Year 3	Year 4
€	€	€	€

(g) Misc. Costs:

Year 1	Year 2	Year 3	Year 4
€	€	€	€

(h) Total Operational Costs:

Year 1	Year 2	Year 3	Year 4
€	€	€	€

- Financial Analysis

(i) Expected Contribution:

Year 1	Year 2	Year 3	Year 4
€	€	€	€

(j) Payback Costs:

Year 1	Year 2	Year 3	Year 4
€	€	€	€

(k) Expected Operating Profit (%):

Year 1	Year 2	Year 3	Year 4
€	€	€	€

(l) No. of Students for Breakeven:

Year 1	Year 2	Year 3	Year 4
#	#	#	#

Appendix 13: Module Reflection: A Lecturer's Perspective

Module Feedback Report: A Lecturer's Perspective

Faculty:	
Module Title:	
Module Leader:	
Programme	
Year:	

The college recognises your primary role in delivering this module to our students and we would greatly welcome any observations, comments and/or suggestions that you may have regarding your module as a result of your experience.

Please comment freely making any and all suggestions you feel could further enhance the experience for students.

We are also keen to hear how we can better support you as a lecturer in your professional development at Griffith College. You can contribute to this point in section 7 below.

Section 1: Module Content/Currency

With reference to the prescribed course document comment on the module content indicating any aspects of the module that went particularly well and any adjustments or improvements you would like to make.

(Sample considerations might include: Is the module content appropriate to the level of the module (too light /too heavy)? Is the module content up to date? Relevant? Should certain topics be excluded/included?)

Section 2: Module Learning Outcomes

Please indicate whether the prescribed learning outcomes (MIMLOs) were achieved by the learners to your satisfaction and what (if any) changes you propose to make?

(*Sample considerations here might include: Are there too many/too few MIMLOs? Are the learning outcomes appropriate for the module and its level/stage in the programme? Do they need to be changed or revised? Are they achievable or overly ambitious?)*

Section 3: Teaching and Learning Strategies

With reference to the prescribed range of teaching and learning strategies please indicate strategies which you found particularly successful and any adjustments you would suggest.

(*Sample considerations might include: What teaching and learning methods were used, for example, case studies, lab work, directed eLearning, flipped classroom, guest lectures, group work, etc.? Were they successful/appropriate? Did they achieve the desired results? Were the learners significantly engaged? Have you any recommendations/suggestions for changes, possible new technologies/approaches which could be used? Were there sufficient and appropriate resources available to support the learners?)*

Section 4: Assessment Strategies and Weightings

With reference to the range of learner assessments outlined for the module in the programme document, indicate any examples of good practice that worked particularly well and any adjustments you feel may be worth piloting/implementing, i.e. assessment type, workload and/or weightings across the module, opportunities for integration, support of academic integrity, etc.

(Sample considerations might include: Were the assessment strategies used (e.g. practical work, group assignments, presentations, open/closed book exams, lab reports, etc.) appropriate for the particular module and the stage the learners were at? Have your suggestions about possible changes that could be made? Was scheduling appropriate (or is there potential for over-assessment)? Is the current weighting being used appropriate for the module, given the module content, learning outcomes, etc.? Is the assessment designed in a manner that supports its academic integrity? Have you any recommendations/justifications for change?)

Section 5: Teaching Support

How useful did you find teaching supports in directing/supporting your teaching on this module? (i.e. IT/Moodle/Library – availability of resources, textbooks, references/Digital Learning Department, ELDG Group, CPD sessions, Learning Support, Exams Office.)

(*Are you aware of the teaching supports available in the college? Are your teaching support needs met? Are there additional supports that you think would be beneficial to support your teaching on this module?)*

Section 6: Module Administration/Management

Please reflect on your experience of the module's administration/management. Do you have any recommendations to enhance the administration/management of the module? *(Sample considerations might include: How did you find (awareness of and engagement with) learner feedback, academic quality assurance and enhancement processes, programme board, class representative, external examiners, guest lectures, stakeholders, and do you have any recommendations in relation to your module? How did you manage the class attendance and were there challenges with its implementation? Did you encounter any challenges with room availability, access to the restaurant, etc.?)*

Section 7: Professional Development

We want to ensure that you are supported fully as a lecturer to deliver your module and the related content to the best of your ability. We encourage further learning, training and professional development activities to support you in your role.

Please specify below any professional development activities you have undertaken or would like to undertake as part of your role as a lecturer at Griffith College. Any insights on the application of what you have learnt is also welcome.

Training undertaken

Please give details of any professional development activities or training that you have undertaken in the relevant period as part of teaching this module.

Training interest area

Please give details of any professional development activities you would like the college to provide to support you in the delivery of this module.

Application of Training

Please indicate any examples of learning or training that you have been able to apply as part of your role as lecturer in delivering and teaching this module.

Additional Information

Are there aspects of the module that worked particularly well? Do you have any further recommendations to improve the delivery of the module?

Appendix 14: New Delivery Site Evaluation Template

Please offer your best assessment of the presence at the site of the facilities, resources, and other features required for the delivery of the programme in question. Use the comment area to add detail – e.g. if you have indicated that the site is within reasonable proximity of public transport, include details as to the distance from stops and the routes serving the site. The comments section should include as much detail as possible.

Name and Address of Site for Evaluation:	
Evaluation conducted by:	
Date of Evaluation:	

Section 1: Teaching & Learning Facilities	**Yes/No**
In your opinion, are the teaching & learning facilities adequate and suitable to support delivery of the programme?	
Are the teaching rooms suitable for educational purposes?	
Is the equipment available suitable for the delivery of the programme?	
Is appropriate break-out and small group working space available?	
If the programme has any specialist facility requirements, are they available?	
Comments:	

Section 2: Resources	**Yes/No**
In your opinion, are the on-site resources available to support the programme adequate and suitable?	
Are IT facilities (hardware, software, WiFi) sufficient for the needs of the programme?	
Are appropriate refreshment facilities (e.g. access to drinking water) available?	
Comments:	

Section 3: Location	Yes/No
In your opinion, is the premises in a suitable location?	
Is the site fully accessible to a prospective learner with a disability?	
Is the site within reasonable proximity of public transport?	
Is car parking available?	
Does the site have sufficient health and safety provision, including fire exits and first aid arrangements?	
Comments:	

Section 4: Summary
Please summarise your opinion as to the suitability of the site in question for the delivery of Griffith College programmes:

Recommendation to APC:
A site that is suitable for delivery of a programme or any of its constituent parts will satisfy most, if not all, of the above criteria. If the recommendation is that the site is suitable for programme delivery, any criteria not met by the site should be justified in the comments.

Site is considered suitable for programme delivery	YES	NO

Evaluator's/Evaluators' Signature _____ Date: _____

Appendix 15: Articulation and Study Abroad Due Diligence Template

Due Diligence must be undertaken, and a Due Diligence Report completed, by a nominee or nominees of the College to allow the APC and Management Board to make a determination on whether to advance the proposal for the systematic transfer of groups of learners, under RPL, from a potential partner Institution.

A Due Diligence Report, once so approved, would trigger the development of a cooperation agreement.

In preparing its report, the College nominee(s) should gather and analyse information under the following headings and subsets.

- **General**
  i. History and development of the prospective partner institution
  ii. The nature and extent of its portfolio of provision
  iii. Quality of the learning environment
  iv. Quality of Teaching Staff
  v. The nature and extent of its existing relationships or connections with other institutions or bodies that may potentially affect Griffith College at any stage.
  vi. Other

- **Academic**
  i. Level of award, relative to EQF or equivalent, that learners undertake before proposed transfer to Griffith College
  ii. Accrediting/validating body for that award
  iii. Proposed stage of advanced entry to Griffith College programme.
  iv. Comparison of learning outcomes proposed to be achieved in partner institution with learning outcomes on the Griffith College programme involved.
  v. Other

- **Quality assurance**
  i. The prospective partner institution's standing with national and other regulators
  ii. Comparative analysis of the quality assurance environment in the country of the prospective partner with the quality assurance environment in Ireland with a view to identifying any potential difficulties.
  iii. The prospective partner's performance in external evaluations including relevant external evaluations conducted by transnational, national and regional professional and regulatory bodies
  iv. Compatibility of the quality assurance of the prospective partner with the Quality Assurance and Enhancement procedures of Griffith College.
  v. Other

- **Legal**
  i. The prospective partner institution's standing, including whether it has been or is engaged in litigation or has been subject to legal actions (civil or criminal)
  ii. Overview of political and economic stability of the country in which the prospective partner is based, with a view to identifying potential problems.
  iii. Other

- **Financial**
  i. Information about potential partner institution's financial performance generally
  ii. Analysis of the local financial environment in the prospective partner's country, particularly in relation to taxation, currency transfer and/or payment issues that might arise due to local regulations.
  iii. Other

In preparing its report, the College nominee(s) should gather and analyse information under the following headings and subsets.

Recommendations and Conclusions

Nominee / Nominees						
Management Board (MB)						
Date considered						
Decision (please tick):	Approved		Rejected		Postponed	
Chair Signature						
Academic and Professional Council (APC)						
Date considered:						
Decision (please tick):	Approved		Rejected		Postponed	
Chair Signature						

Appendix 16: Due Diligence Template for Articulation

This form is to be completed by a nominee or nominees of the College to allow the APC and Management Board to make a determination on whether to advance the proposal for the systematic transfer of groups of learners, under RPL, from a potential partner Institution. A due diligence report, once so approved, triggers the development of a cooperation agreement.
The nominee(s) should gather and analyse information under the following headings and subsets.

General

- Brief history and development of the prospective partner
- The nature and extent of its portfolio of provision (e.g. Undergraduate provision, postgraduate, professional)
- The nature and extent of its International Strategy and how Griffith College fits with this *(e.g. Experience of articulation agreements. Commitment to partnership with Griffith?)*

Academic

- Level of award (relative to EQF or equivalent) that learner's study before proposed transfer to Griffith College *(Is there a national Framework? Can it be mapped to EQF?)*
- Accrediting body for awards (is there a national or regional accrediting body? Is it self-accrediting?)
- Proposed stage of advanced entry to Griffith College programme *(Faculty, programme, stage?)*

Quality Assurance and Enhancement

- The prospective partner's standing with national and other regulators (Are they reviewed by an outside agency? Are they licenced by Government?)
- Comparative analysis of the Quality Assurance and Enhancement environment in the country of the prospective partner with the Quality Assurance and Enhancement environment in Ireland with a view to identifying any potential difficulties. (Is the country in the EHEA? Is there an equivalent regional agency? Are there quality standards that apply in the country?)
- The prospective partner's performance in external evaluations including relevant external evaluations conducted by transnational, national regional and professional and regulatory bodies *(Any recent review? Any quality marks etc.?)*

Legal

- The prospective partner's standing, including whether it has been or is engaged in litigation or has been subject to legal actions (civil or criminal) *(Any litigation completed or pending? Licencing?)*
- Overview of political and economic stability of the country in which the prospective partner is based, with a view to identifying potential problems.

(Are there any reasons why learners would not be able/willing to travel to Ireland?)

-

Financial

- Information about potential partner's financial performance generally (Is there any reason to doubt the partners ability to meet financial commitments to the agreement?)
- Analysis of the local financial environment in the prospective partner's country, particularly in relation to taxation, currency transfer and/or payment issues that might arise due to local regulations.
- (Is it reasonable to expect learners from that country to afford the expenses required to travel to GC to complete their studies?)

Recommendations and Conclusions

Nominee / Nominees:_____

Date Submitted to Management Board _____

Decision: Approved / Rejected / Postponed

Date Submitted to APC _____

Decision: Approved / Rejected / Postponed

Appendix 17: Articulation Agreement Template

PROPOSED ARTICULATION AGREEMENT BETWEEN
<PARTNER NAME>
AND GRIFFITH COLLEGE (GC)
IN RELATION TO ADVANCED ENTRY OF *<PARTNER NAME>* LEARNERS TO GRIFFITH COLLEGE *<PROGRAMME NAME>* PROGRAMME

<Partner College Name>

1.1 Overview

<Overview of history and standing of potential partner College>

Facts and Figures:

Learners:	XXXX
Staff:	XXX
Number of graduates:	XXXXX

Locations: *<Campuses>*

1.2 Accreditation

<Name and details of accrediting body, and details of qualification framework where applicable>

Griffith College

1.3 Overview

Established in 1974, Griffith College (GC) is Ireland's largest independent third-level institution with three campuses in Ireland in Dublin, Cork and Limerick. It enjoys a strong national and international reputation for academic excellence and learner success.

Today, there are over 7,000 learners studying with Griffith College. The College provides a wide range of undergraduate and postgraduate academic programmes accredited by Quality and Qualifications Ireland (QQI), Ireland's state accreditation body. The College also provides programmes leading to the examinations of professional bodies in accountancy and law. All programmes are nationally and internationally recognised and are taught by highly respected lecturers to give learners an inspiring and rewarding education.

The College's undergraduate and postgraduate programmes in subject areas such as business; computing science; design; education, learning and development; engineering; film and creative studies; law; journalism and media communications; pharmaceutical sciences and psychology.

Griffith College also has a large department for the ongoing development and provision of professional education/corporate training, especially in the areas of accountancy, law and ICT. The College also prepares learners for a wide range of

examinations leading to membership of professional bodies. These include the Association of Chartered Certified Accountants (ACCA), Institute of Certified Public Accountants of Ireland (ICPAI) and the Law Society of Ireland.

1.4 Accreditation

Griffith College provides a wide range of undergraduate and postgraduate programmes validated by Quality and Qualifications, Ireland (QQI). These programmes lead to recognised awards at levels 6 to 9 on Ireland's National Framework of Qualifications (NFQ). QQI (Quality and Qualifications Ireland) is an independent State agency responsible for promoting quality and accountability in education and training services in Ireland. It was established in 2012 by the Qualifications and Quality Assurance (Education and Training) Act 2012.

The Proposal

- This is a proposal to recognise the prior accredited learning of *<Partner Name>* learners who have successfully completed the *<Partner Programme>* at *<Partner Name>*. Such learners will be eligible to apply for advanced entry to the GC *<Programme Name>* at level *<level number>* on the Irish National Framework of Qualifications.

- Applicants will also have to meet the general admissions requirements of the GC *<Programme Name>*. Successful applicants may be admitted to stage *<stage number>* of the GC programme with advanced standing, based on an analysis and comparison mapping of the *<Partner Name>* programme against the GC programme carried out by Griffith College <Faculty Name> on <date>.

Qualifying *<Partner Name>* learners will enter the *<number>* semester in <campus>. They will normally complete the *<programme name>* at the end of the *<number>* semester. On successful completion, the learners will be awarded *<number>* ECTS credits and a *<award title>* degree.

Institution	**Course**	**Duration**	**Total number of ECTS credits**
Griffith College	*<Programme Title>*	*<number>* years	*<number>* ECTS Credits

Detail of Proposal

4.1 Introduction

<Partner Name> provides a *<number>* year taught *<Programme Name>*. The outline structure and course module descriptors of the programme are set out below in Appendix 2.

4.2 Structure of the GC programme

The outline structure and course module descriptors of the programme is set out below in Appendix 3.

The GC *<Faculty Name>* is satisfied that the learning outcomes of the modules in years *<years to be studied in partner>* of the *<GC programme name>* are attained by learners who have successfully completed the *<number>* years of the *<partner college programme name>* in *<Partner Name>*.

A detailed curriculum mapping exercise has been carried out by the Griffith College <Faculty Name> on <date>, and this will be reviewed and verified on an on-going year-to-year basis.

GC is therefore satisfied that learners who have successfully completed the *<number>* year *<Partner Name>* programme, will be eligible to apply for advanced entry to the GC *<GC Programme Name>* programme, allowing successful *<Partner Name>* learners to enter the GC programme at stage *<stager>*, provided they have met all other admissions criteria.

4.3 Entry Requirements

Please see Appendix 1.

4.4 Qualification

The learners who successfully complete stage *<stage>* in GC will receive the *<award title>*. This is a QQI award.

4.5 Monitoring Committee

The operation of this articulation agreement will be managed by a joint Monitoring Committee that shall report to the appropriate bodies in each institution.

a) Membership

The Monitoring Committee will have *<number>* members, *<number>* from each institution. The initial membership shall be as follows:

<Partner Name>: *<member 1>*

<member 2>

.....

GC: *<member 1>*

<member 2>

.....

b) On an on-going basis the articulation agreement Monitoring Committee will:

- verify, approve and keep up-to-date this formal agreement between *<Partner Name>* and GC;
- monitor, review and take decisions as appropriate concerning the operational, academic and financial issues relating to this accredited prior learning agreement;
- send annual reports to *<Partner Name>* and GC, and at such other times as dictated by the business of the monitoring committee.

4.6 Fees and Services

GC will issue an invoice to each learner who is accepted onto the *<GC Programme Name>* programme. The learner will transfer the tuition fees to GC in accordance with Griffith College's International Learner Regulations and tuition fee policy and fee schedule for the time of admission to the programme.

OR *<delete paragraph above or below as appropriate>*

GC will issue an invoice to *<Partner Name>* for the learners who are accepted onto the *<Griffith programme name>* programme. *<Partner Name>* will transfer the tuition fees to GC in accordance with Griffith College's International Learner Regulations and tuition fee policy and fee schedule for the time of admission to the programme.

For learners from *<Partner Name>*, for the academic year 20xx/20xx, Griffith College is prepared to accept learners at the following financial conditions for the full academic year to enter the *<GC Programme Name>* programme:

€X,XXX per learner

These conditions will automatically be renewed every year. Any modifications of these conditions (tuition fees, admission requirements and programmes) shall be transmitted to the partner institution and confirmed by both parties with at least a **six months' prior notice**.

4.7 Tuition

Learners will proceed with their studies in GC in the same way as other learners on the *<GC Programme Name>* programme. They will not always be kept together in one group but will, where possible, share lectures and workshops with learners from other parts of the world. This will enable them to appreciate the world of cultural interaction and to share knowledge and ideas with learners from many countries.

4.8 Examination Boards

Formal Griffith College Examination Boards are held at the end of each semester and in September. These Boards are attended by External Examiners in accordance with Griffith College's QAE regulations and they assure the quality of the award. This process provides GC and the learners with an assurance that the quality of the award meets international standards and provides learners with the reassurance that the standards applied by GC staff have been externally reviewed and are aligned with international standards for comparable undergraduate programmes.

Following each Examination Board, results are communicated by GC to the learners within a few days.

4.9 Graduation

GC graduation ceremonies are held in November each year. Each learner's award is formally approved by the examination board with the participation of the External Examiners. These results are confirmed by the College's Academic and Professional Committee (APC), which formally recommends them to QQI. QQI then approves the award of the degree for each learner.

GENERAL

This articulation agreement shall commence on the date of signature. Either institution may, by written notice of twelve (12) months, give notice to the other of its intention to terminate this agreement. Any revision or modification shall be in writing and by mutual agreement.

If this articulation agreement is terminated as set out above, it is agreed by the parties that any learner, who at the date of termination has been accepted into the programme and has commenced studies, may complete that course of study under the terms of this agreement.

Signed for and on behalf of	Signed for and on behalf of
Griffith College	**<Partner Name>**
Signature:	Signature:
_____	_____
Prof. Diarmuid Hegarty	<Authorised Signatory>
President	<Title>
Date:	Date:

Appendix 1

GRIFFITH COLLEGE ADMISSIONS REQUIREMENTS

<programme name>

- Fill in online application form
- A copy of the learner's transcripts
- A copy of the course listings schedule
- Proof of ID
- Proof of English proficiency

Learners must reach a minimum of IELTS <level> to be eligible for entry into stage *<number>* of the *<GC Programme Name>*

Appendix 2

<PARTNER NAME>
DETAILS OF <*Partner College Programme Name***>**

<Outline structure and course module descriptors of the partner college programme>

Appendix 3

GRIFFITH COLLEGE
DETAILS OF <*GC Programme Name***>**

<Outline structure and course module descriptors of advanced entry stage of GC programme>

Appendix 4

MAPPING OF MODULES

<Mapping of modules from Partner College Programme to GC programme showing how advanced entry is decided upon>

Appendix 18: Memorandum of Understanding Template

Memorandum of Understanding (MOU)

Between

Griffith College

And

<Partner Name>

1 Purpose

The purpose of this MOU is to establish academic relations between Griffith College (GC) and ***<Partner Name>*** with a view to identifying areas of cooperation that may include any academic programme or educational activity at either institution that could help foster and develop the relationship. The specific terms of cooperation for each activity under the Memorandum shall be mutually discussed and agreed upon and shall be subject to appropriate and separate Agreements.

2 Areas of Cooperation

The parties agree to cooperation through such activities as:

i. Advanced standing arrangements facilitating the access and progression of learners from programmes in one institution into programmes at the other institution, subject to academic analysis of each other's programmes, and approval and development of a formal Agreement between both parties.

ii. Exchange of faculty and/or staff, subject to financial approval or financing from an external granting agency;

iii. Joint research activities and publications, subject to financial approval or financing from an external granting agency;

iv. Participation in seminars and academic meetings, subject to financial approval or financing from an external granting agency;

v. Development and provision of specific academic programmes, with prior approval from each institution's respective authorities;

vi. Exchange of graduate and/or undergraduate students, under the umbrella of a Student Exchange Agreement, approved by the appropriate authorities;

vii. Exchange of academic and educational materials and other information, under the umbrella of the appropriate Agreement, in conformity with the institutional policies in place.

3 Next Steps and Responsibilities

i. In developing areas of cooperation between GC and ***<Partner Name>*** all Quality Assurance procedures of both institutions will be followed. Adherence to the QA procedures in each institution is the responsibility of that institution.

ii. The Head of Faculty, (or Heads of Faculties), concerned in GC, will ensure that contact is made between the GC faculty members involved in this arrangement and their counterparts from ***<Partner Name>*** for the purpose of identifying areas of academic cooperation.

iii. Academic faculty members in both GC and ***<Partner Name>*** will carry out a mapping of related programmes to identify possible student pathways for learners.

iv. Where a particular mapping is agreed for promotion and availability to learners the mapping shall be reviewed on an annual basis to ensure any modifications to programmes are identified.

v. Where such pathways are identified and agreed, a specific Agreement will be drawn up between GC and ***<Partner Name>****.* Such an Agreement will be processed through internal quality assurance procedures, and will then be forwarded to the leaders of both institutions for signing.

vi. Such Agreements will outline all details relating to the responsibilities of students, staff at GC, and staff at ***<Partner Name>****,* as well as management and financial arrangements for such academic arrangements as are agreed.

vii. The heads of faculty in both institutions will explore the possibility of student and faculty exchange arrangements, engagement in conferences, further agreements and the sharing of academic and scientific materials.

viii. ***<Partner Name>*** will refrain from making any formal / in-formal announcements pertaining to any collaborative programmes or articulation engagement until a Memorandum of Agreement is signed by the Presidents of GC and ***<Partner Name>***, or their designated nominees***.*** *Any breach of this covenant will result in an immediate termination of this MOU and the cessation of all engagement activities between* GC and ***<Partner Name>****.*

4 Duration of Memorandum of Understanding

This MOU will remain in force for one year and may be extended and reviewed by mutual consent. Only the President of GC (or nominee) shall have the power to amend or terminate this MOU on behalf of GC, and only the ***<Title>*** of ***<Partner Name>*** shall have the power to amend or terminate this MOU on behalf of ***<Partner Name>***. Should such notice of termination be exercised, specific measures shall be agreed to ensure that any students who have already embarked on programmes of study, or who have been accepted to do so, will not be disadvantaged.

In case of termination, a minimum of a 30 days' notice period is required

Variations or modifications to this MOU may be proposed at any time by either party and will only be legally binding when agreed in writing by both parties.

5 Governing Laws

This Memorandum of Understanding is governed by and interpreted in accordance with the applicable laws of Ireland.

6 Non-Exclusivity

Participation in this MOU is not exclusive and shall not prevent GC or ***<Partner Name>*** from entering into similar understandings with other institutions.

7 Publicity

GC and ***<Partner Name>*** may make reference to this MOU as a general understanding between the institutions. Details of programme arrangements can only be publicised on completion of the specific Agreements referred to in section 3 above.

8 Contact

Contact Person for GC ***<Contact Name>*** ***<Contact Details>***	Contact Person for ***<Partner Name>*** ***<Contact Name>*** ***<Contact Details>***
Signed on / / by:	Signed on / / by:
Griffith College	<Partner Name>
_____ Prof. Diarmuid Hegarty President	_____ <Partner Leader> *<Title>*

Appendix 19: Guidelines for Development of Articulation Agreements - For Advanced Entry to Accredited Programmes

Strategy
GC is committed to increasing and enhancing its involvement with international partners in order to increase the number of international learners on its programmes. Such partnerships can range from formal transnational collaboration to articulation agreements for learners seeking advanced entry to programmes based on Recognition of Prior Learning (APL) in their own countries.

The procedures for formal collaborations are agreed with QQI and detailed in QAEM Appendix 17 of the College Quality Assurance and Enhancement Policies, Procedure and Guidelines. Such agreements required formal QQI approval and are subject to the detailed approval process outlined.

Articulation Agreements are governed by QAE Document 10.3 particularly. The approval processes in such cases are internal to GC.

In developing such agreements GC Quality Assurance and Enhancement procedure stipulates a number of stages in the process.

i. Initial contact and exploration of possible cooperation

Memorandum of Understanding (MOU) outlining the form of cooperation
Due Diligence examination of cooperating partner
Academic Mapping and Business Case
Design of Articulation Agreement
Formal agreement
Implementation
Monitoring and review

Initial Contact
Contact with possible partners can occur in many ways. Through the marketing team, through other partners, through personal contacts or through alumni. Once initial contacts are made and there is a desire to explore possible partnership, then a Memorandum of Understanding is required.

MOU
The MOU is the first stage in developing a formal contract. It commits the parties to work together to a common purpose. In some cases, possible partners may have MOU templates that they are required to work to, and as long as such MOU's do not commit GC to some activity that it is not possible to deliver, then they can be used.

GC also has an MOU template which sets out the general outline and can be modified to suit the particular partner. Where possible we should use the GC template. The important features of the MOU are that it:

i. Commits the partners to cooperation

ii. States clearly that this is dependent upon academic agreement between the faculties of both institutions
iii. Sets out a timeline for the completion of the process.
iv. Sets out any restrictions
v. Sets out the areas of cooperation
vi. Sets out clearly the next steps

The person who makes the initial contact and arranges the signing of an MOU is the Proposer of the agreement.

Responsibilities
An MOU can be agreed and signed without formal approval of APC but must be signed by the President or his nominee. On signing it is forwarded by the Proposer to the office of the Director of Academic Programmes or their nominee and to the Faculty, or Faculties, concerned. The QAE Officer will maintain a control sheet record of the development process. APC should be informed of MOUs that have been signed.

The next step is for the Head of Faculty to appoint an academic to complete a mapping of the programmes involved to identify viable learner pathways. Once this is completed and the Faculty are satisfied that an articulation agreement is possible, they will inform the QAE Officer and the initial proposer of this articulation agreement.

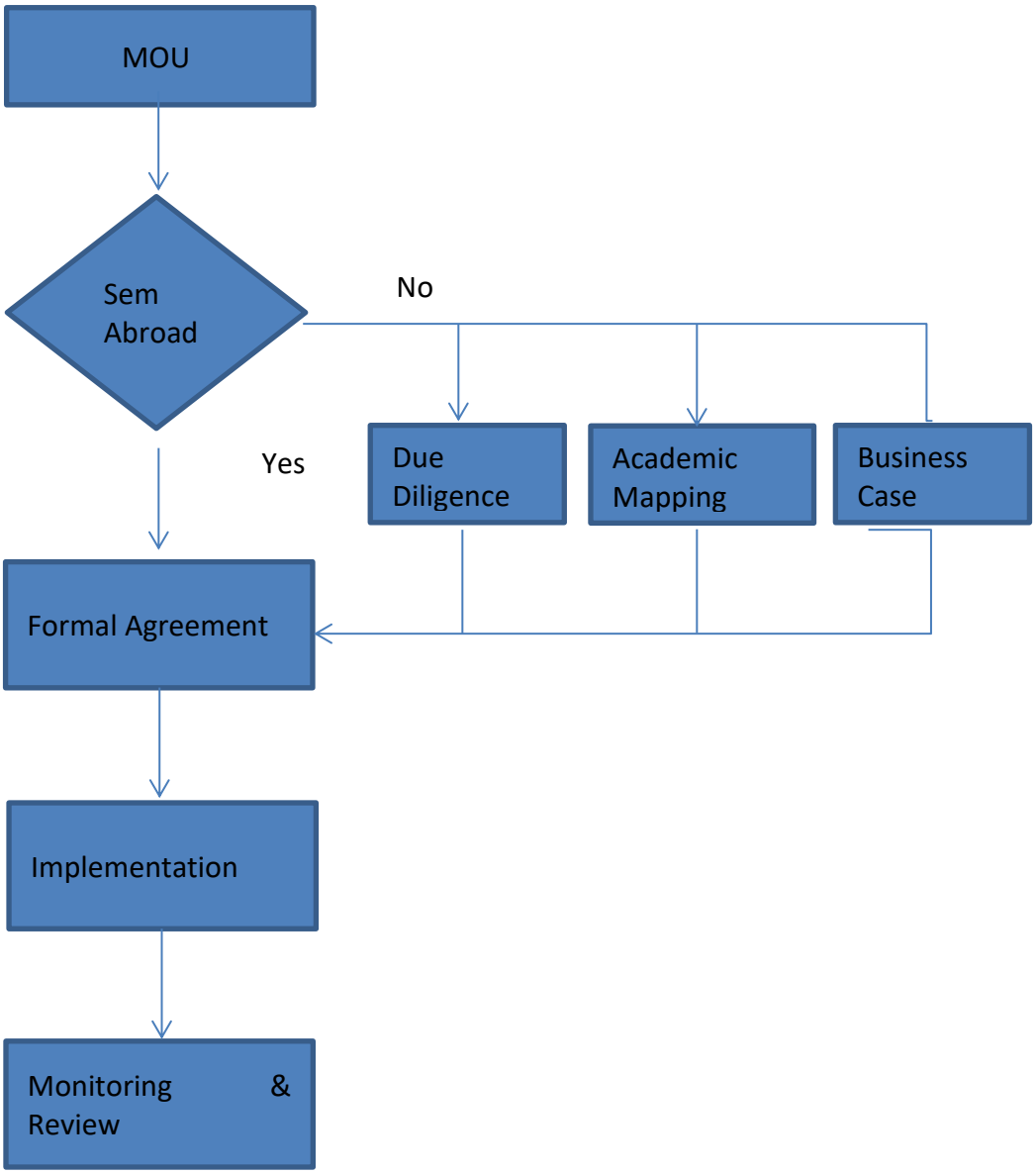
The QAE Officer, and a senior academic appointed by the Faculty, will then carry out a due diligence analysis of the partner, using QAEM Appendix 13, in consultation with the Proposer. The completion of the due diligence report is the responsibility of the QAE Officer.

The proposer and the Head of Faculty will look at the business case for the articulation agreement. Issues such as any extra resources, on-going visits, fee discounts, Erasmus elements, must be identified. In many cases this will be straight forward as the articulation agreement is for direct entry existing programmes not requiring extra resources, in others there may be extra overheads to be considered.

Once this is complete, the MOU, business case and due diligence report must be submitted to the Management Board and the APC for formal approval to proceed.

Once that approval is agreed a formal agreement drawn up and signed. The responsibility for the academic mapping lies with the Faculties; the responsibility for the Business Case lies with the proposer working with the Faculty; the responsibility for the Due Diligence analysis lies with the QAE Office, and the responsibility for completing the formal Agreement lies with the President or his nominee. The formal signing of that agreement must be duly noted at APC. The overview of this process from MOU to completed agreement is the responsibility of the Director of Academic Programmes or their nominee.

Flow Chart for Agreements with Partners



Appendix 20: Consortium Agreement Considerations

The purpose of this document is to provide a template for the development of consortium agreements as specified in QQI Policy documents on Collaborative and Transnational Provision. The relevance of this template may vary considerably having regard to the nature of the collaborative arrangement being entered into. In particular where the consortium does not exist as a separate entity, for example where services are provided only by one partner to another, many of the headings below may not apply.

The headings below are a guide, and it is the responsibility of those who draft the agreement to ensure that all information requirements outlined in section 6 of QQI's Policy for Collaborative Programmes, Transnational Programmes and Joint Awards are addressed.

- Parties to the consortium
- Duration, renewal and termination of the consortium agreement
- The approved titles of the collaborative programmes offered through the consortium and the award titles to which they lead
- Financial matters (e.g. sharing of costs and income; payment of taxation)
- Legal matters (e.g. the law under which the agreement is enacted; settlement of disputes; mediation; sharing of liabilities, etc.)
- Provision of services for the consortium by members of the consortium (partner-providers) and by service providers
- Employment of staff – by the consortium or by one or more partner-providers on behalf of the consortium
- Governance and management of the consortium
- Leadership of and right to speak for the consortium
- Quality Assurance and Enhancement procedures for the consortium and the programmes to be provided through it including arrangements for the agreement of academic regulations for the consortium and the programmes
- Information to be provided by the consortium and the programme team to prospective learners, enrolled learners, and third parties, including national and other authorities
- Enrolment of learners
- Responsibilities of the consortium, provider partners and awarding bodies to learners
- Certification of learners' achievements

Additional Requirements for Transnational Provision

- Financial matters (e.g. sharing of costs and income; payment of taxation) including the currency/currencies in which fees and payments are to be made and arrangements for handling currency fluctuations
- Legal matters including the jurisdiction and laws where the agreement is enacted; arrangements for the settlement of disputes, mediation, and sharing of liabilities

- Quality Assurance and Enhancement procedures for the consortium and the programmes to be provided through it that

    i. acknowledge the requirements of the national quality agency or other licensing authorities in the receiver country (and the countries of other partner-providers, where relevant)

set out the procedures through which these and the requirements of QQI and other partner-providers are to be harmonised on a continuing basis
provide for the appointment (by the consortium or by the awarding body/bodies or both) of external examiners for each programme offered through the transnational consortium

- Certification of learners' achievements that is consistent with the requirements of QQI and the national quality agency or other licensing authorities of the receiver country.

Appendix 21: Collaborative Provision Development Process Control Sheet

This form is to be retained by the proposer and signed off at each stage of development by the appropriate managers (Management Board, academic and professional council or subcommittee thereof, or the College President or nominee thereof. A copy of the form is also to be retained by the Office of the President upon completion (successful or unsuccessful) of the process. If at any stage of the process APC or the Management Board rejects the proposal, grounds for the rejection will be provided to the proposer in the commentary along with recommendations or conditions to satisfy College criteria where applicable.

Faculty involved:	Programme(s):	Transnational / National		Joint Award / Dual Award / Single Award		
		(delete as appropriate)		(delete as appropriate)		
Internal Consideration	**Completed by**	**Submitted to**	**Date**	**Approved /Rejected**	**Date**	**Signed by Approver**
	PRINT NAME			(delete as appropriate)		*Signature*
Collaborative Provision Proposal Form		APC		Approved/Rejected		
	Proposer					Chair of APC
Collaborative Provision Proposal Form		MB		Approved/Rejected		
	Proposer					Chair of MB
Due Diligence (of proposed partner academic)		APC		Approved/Rejected		
	College Nominee(s)					Chair of MB
Due Diligence (of proposed partner financial)		MB		Approved/Rejected		
	College Nominee(s)					Nominee of MB
Due Diligence (of proposal academic)		APC		Approved /Rejected		
	APCSC					Chair of APCSC
Due Diligence (of proposal financial)		MB		Approved/Rejected		
	College Nominee(s)					Chair of MB

External Consideration	**Completed by**	**Submitted to**	**Date**	**Approved /Rejected**	**Date**	**Signed by Approver**
	PRINT NAME			(delete as appropriate)		*Signature*
Early Draft Consortium Agreement (including all applicable appendices)		APCSC / EAA		Approved /Rejected		
	The Proposer					Chair of APCSC
Draft Consortium Agreement (including all applicable appendices)		APC		Approved /Rejected		
	The Proposer					Chair of APC
Draft Consortium Agreement (including all applicable appendices)				Approved /Rejected		
	The Proposer	MB				President of College or nominee
Consortium agreement (including all applicable appendices)		EAA		Approved /Rejected		
	The Proposer					President of College or nominee

Commentary

Legend

APC = Academic and Professional Council

MB = Management Board

Appendix 22: Staff Requisition Form

The Staff requisition form can be found under Managers file tab in Bamboo HR.

NEW Staffing Requisition Form

Department	
Role	
Replacing	
Reporting to	
Requested by	
Proposed start date	
Proposed length of contract	
Proposed salary	
Justification for appointment	
Total salary	
Additional costs	
Time/leave records for all staff in department have been supplied	N/A o Yes o No
Job description attached	N/A o **Yes** (see below) o No
Personal/skillset specification attached	N/A o Yes o No
HR comment	
MB approval	
Signature	

Appendix 23: Reference Check Form

Reference Check Form
All information received will be treated in confidence
(Prepopulated by HR)

Name of applicant	
Position applied for	
Reference check completed by	
Employer details	
Contact person	
Contact number	
Date completed	

Was the applicant an employee of your company?	
What was your relationship with the applicant?	
Please confirm dates of employment	
Why did the applicant leave?	
What was the applicant's job title?	

What was the applicant's main job responsibilities?

Would you rehire the applicant?

1. Performance -				
How would you rate the applicant's performance?				
How would rate the applicant's organisational skills?				
How would you rate the applicant's ability to work under pressure?				
How would you rate the applicant's flexibility?				

2. Reliability and Interpersonal skills				

How would you rate the applicant's integrity?				
How would you rate the applicant's team working skills?				
How would you rate the applicant's interpersonal skills?				
Did the applicant have any attendance issues?				
Did the applicant have any time keeping issues?				

Additional Comments:

Appendix 24: Comparison Table of English Language Level Equivalences

IELTS*/ IELTS Indicator*	CEFRL	TOEFL ibt* & TOEFL ibt Special Home Edition testing*	TOEFL ibt (updated score scale Jan 26)	OUP	Cambridge BEC*	Cambridge PET KET FCE* CAE*	PTE acacdemic *	QQI*
0-1	A0	0-8						
1.5 - 2.5	A1	9 to 24		0-19		KET		TIE / ETAPP
						KET		TIE / ETAPP
						KET		TIE / ETAPP
3-3.5	A2	25-28		**20-39**		KET		TIE / ETAPP
						KET		TIE / ETAPP
						KET		TIE / ETAPP
4	B1	29-31		**40-46**		PET		TIE / ETAPP
4.5	B1	32-34	2	**47 - 52.66**	B1 Business Preliminary (146 - 161)	PET	24 - 30	TIE / ETAPP
5	B1	35-45	2.5	**52.66 - 59**		PET	31-38	TIE / ETAPP
5.5	B2	46-59	3.5	60-66	B2 Business Vantage (162 - 184)	FCE (min 162)	39-46	TIE / ETAPP
6	B2	60-78	4	67-73		FCE (min 169)	47-54	TIE / ETAPP
6.5	B2	79-93	4.5	74-79		FCE (min 176)	55-62	TIE / ETAPP
7	C1	94-101	5	80-86	C1 Business Higer (185 - 199)	CAE (min 185)	63-70	TIE / ETAPP
7.5	C1	102-109	5.5	87-93		CAE (min 191)	71-78	TIE / ETAPP

NCUK EAP		Duolingo*	IGSE (0500 & 0522)	SPM (1119) (Cambridge O level)	GCSE	Norwegian Vitnemal	UEC	Trinity College London exam*	HKDSE	Swedish High School Certificate	Language Cert ESOL and Academic*	
Grade	**%**											
U	<35%	65-75										
E	35 - 39%	80-90										54-59
D	40 - 49%	95-100	D	D	D	3	B4	ISE II	3	English 5 (Grade A)	**25 - 32 - B2 communic**	60-64
C	50 - 59%	105-115	C	C	C	4	B3	ISE II	4	English 6 (Any grade)	**33-38 - B2 communic**	65-69
B	60 - 69%	120-125	C	C	C	4	B3	ISE II	4	English 6 (Grade A, B, C)	**39 - 50 - B2 communic**	70-74
A	70-79%	130-135	B	B	B	5		ISE III	5	English 7 (Any grade)	**25 - 32 - C1 expert**	75-79
A*	80% +	140-145	B	B	B	5		ISE III	5*		**33 - 38 - C1 expert**	80-84

*** Exams accepted by INIS for study visa applications**

Link to mapping files:

TOEFL IBT

TIE & ETAPP

Pearson Academic

OOPT

IGSE

Duolingo

Cambridge Suite of Exams

NCUK

HKDSE

SPM

Norwegian Vitnemal

Trinity College London Exam

Swedish Highschool Certificate

Language Cert Academic

TOEIC

As TOEIC has 3 different exams, please check this link for mapping

Appendix 25: Use of a Viva in considering Academic Misconduct Procedure

Introduction

- Griffith College supports the appropriate use of a *viva voce* (henceforth referred to as a "viva") as a method of determining whether or not academic misconduct has taken place. A *viva* may, exceptionally, be held in order to inform the disciplinary process as outlined in the Academic Integrity and Misconduct Procedure above.

The findings of the *viva* panel are then forwarded to the academic misconduct panel for consideration.

Circumstances

2.1 A viva may be held where it is suspected that academic misconduct has been committed, but where no textual evidence can be found, e.g. where it is suspected that the learner has commissioned the work from a third party.

2.2 There is no time-limit constraint from the submission of the assessed work to the holding of a *viva*. However, any suspicions should be investigated and (if necessary) reported to the Head of Faculty as a matter of urgency in order to prevent unnecessary delay in the process, and to minimise impact on other assignments.

2.3 A *viva* may be held in respect of any piece of assessed work. Prior to a learner being contacted the Head of Faculty must formally approve the holding of a *viva* as appropriate and proportionate in the context of the particular assessment.

Rights of Learners

Learners who have been invited to attend are guaranteed the following rights:

i. to be given at least 5 working days' notice of the *viva*. This may be varied with the agreement of all parties.
ii. to be given due guidance as to what a *viva* is, the purpose of the *viva*, and how to prepare for it.
iii. to be accompanied to the viva meeting by another person of their choice (e.g. a family member, friend, fellow learner). Any individual accompanying the learner should under no circumstances participate in the *viva*.
iv. to reasonable accommodations to ensure that learners with additional support needs can fully participate in the *viva*.

Procedure

Two members of academic staff, at least one of whom is a subject expert, conduct the *viva*. This will normally involve the person who marked the assessment and the Head of Faculty. In the event that the Head of Faculty is the person who marked the assessment, they nominate a suitable member of academic staff to conduct the *viva* with them.

In their communication with the learner, the faculty will present the learner with a learner-facing guideline explaining the use of a *viva* and the protocols associated. This will be circulated to the learner as an attachment to the formal notification that they have has been called for a *viva*.

4.3 It is noted that the *viva* is not an academic assessment of the learner's work; the aim of the *viva* is to give the learner the opportunity to demonstrate that the piece of work is entirely their own. It is conducted in such a manner that allows the learner to demonstrate that they:

i. undertook all the preparatory work themselves
ii. undertook the reading and research themselves
iii. wrote the piece of work themselves
iv. understand what they have written
v. only the piece of work in question will be discussed as part of the viva.

a. The person leading the viva should begin by:

-

i. explaining how the viva will proceed
ii. ensuring the learner understands their rights
iii. clarifying any questions that the learner may have in relation to the proceedings.

4.5 Where not held in virtual mode, the *viva* must take place in a quiet suitable room and without interruption.

4.6 Following the viva, one of three possible outcomes will apply:

i. The panel accepts that the learner authored the work in question in its entirety. No further action will be taken. If the piece of work has already been marked, this mark will stand, and where not it will be marked on its own merit, and without prejudice.
ii. The panel believes that academic misconduct may have been committed, and refers the matter to an academic misconduct panel (as per QAE Document 6.9 Academic Integrity and Misconduct procedure).

The learner accepts that they have committed academic misconduct, and the matter is referred to an academic misconduct panel to apply a penalty

a. The findings of the viva panel do not in themselves result in a penalty being applied; penalties may only be applied by an academic misconduct panel as per Academic Integrity and Misconduct procedure.

4 Appeals

- The learner may still avail of the appeals procedure following the determination of the academic misconduct panel, as per the Griffith College Appeals Procedure.

Appendix 26: Academic Misconduct Classification Flowchart

ACADEMIC MISCONDUCT CLASSIFICATION FLOWCHART

DECISION GUIDE

INITIAL SCREENING
Is there evidence of a potential academic integrity breach? (plagisarism, collusion, unfair advantage, AI misuse, fraud, etc.)

NO → **No case / No further action**
or refer for academic support if issue is academic skills only.

YES → **Proceed to next Step**
Is the concern consistent with Academic Misconduct?

UNCERTAIN?
Seek guidance from Faculty nominee, Programme Director, or Head of Faculty

MINOR ACADEMIC MISCONDUCT
(Negligence / Poor Academic Practice)
Tick if MOST apply

- First documented instance
- Evidence suggests negligence / misunderstanding rather than intent
- Poor referencing, weak paraphrasing, or minor AI misuse (e.g. editing support not acknowledged)
- No evidence of deliberate deception
- No significant impact on overall validity of assessment
- Learner has not previously been formally sanctioned

NO →

MAJOR ACADEMIC MISCONDUCT
(Deliberate / Serious / Repeated)
Tick if ANY apply

- Evidence of deliberate intent to deceive or misrepresent authorship
- Significant or wholesale plagiarism (substantial sections copied or AI-generated without attribution)
- Contract cheating or use of third party services
- Collusion involving coordinated submission of shared work
- Misrepresentation of data, sources, or findings
- Unauthorised AI use that replaces core student authorship
- Repeated minor misconduct (third occurence)
- Breach impacts assessment integrity or learning outcomes

NO →

GROSS ACADEMIC MISCONDUCT
(Severe / Exceptional Breach)
Tick if ANY apply

- Impersonation in formal examination
- Entire or major portion of dissertaion/project submitted is not the learner's own work
- Substantial use of AI generated or external professional work presented as original authorship (major portion threshold met)
- Use of essay mills/ professional ghostwriting services
- Solicitation or facilitation of academic work services (including referral to such services)
- Clear, deliberate and serious breach undermining institutional integrity

YES ↓

CLASSIFY AS MINOR
Outcome Pathway

- Formal investigation / academic misconduct meeting
- Consider intent, extent and prior record
- Possible penalties:mark reduction, repeat assessment, academic integrity training
- Document aggravating / mitigating factors

YES ↓

CLASSIFY AS MAJOR
Outcome Pathway

- Formal investigation / academic misconduct meeting
- Consider intent, extent and prior record
- Possible penalties:repeat assessment, module failure, permanent record of misconduct, academic integrity training
- Document aggravating / mitigating factors

YES ↓

CLASSIFY AS GROSS
Outcome Pathway

- Formal investigation / academic misconduct meeting
- Consider intent, extent and prior record
- Possible penalties: expulsion
- Formal hearing with procedural safeguards

ESCALATION RULE (SUMMARY)

1st Minor → 2nd Minor → 3rd Minor Escalated to MAJOR → 2nd Major Escalated to GROSS → Gross Expulsion

Learners can, subject to the allegations against them, be investigated for academic misconduct at any level without progressing through this escalation route.

KEY PRINCIPLES

- Each case is assessed on its individual merits
- Consider context, evidence, intent, proportionality and any mitigating or aggravating factors
- Apply procedural fairness at all stages
- Where in doubt, seek advice and document rationale

ACADEMIC MISCONDUCT ASSESSMENT CHECKLIST (STAFF USE)

ASSESSMENT FACTORS	MINOR Tick if applies	MAJOR Tick if applies	GROSS Tick if applies	NOTES / EVIDENCE
1. **Nature of the behaviour** What type of misconduct is suspected? (e.g. plagiarism, collusion, AI misuse, misrepresentation, etc.)	☐	☐	☐	
2. **Intent** Evidence suggests negligence / poor understanding (Minor) OR deliberate intent to deceive (Major / Gross)	☐	☐	☐	
3. **Extent / Scale** How much of the work is affected? (e.g. minor sections / substantial / entire)	☐	☐	☐	
4. **Impact on assessment integrity** Does the breach undermine the validity or fairness of the assessment / learning outcomes?	☐	☐	☐	
5. **Prior record** Previous academic misconduct findings or warnings?	☐	☐	☐	
6. **Use of AI / External assisstance** Was AI or external assistance used? Was it permitted, declared and acknowledge	☐	☐	☐	
7. **Aggravating factors (if any)** e.g. impersonation, contract cheating ,facilitation, adverse impact on others, disregard for warnings	☐	☐	☐	
8. **Mitigating factors (if any)** e.g. health issues, personal circumstances, cooperation, willingness to learn	☐	☐	☐	
Overall Assessment (Tick One)	☐ MINOR	☐ MAJOR	☐ GROSS	

NEXT ACTIONS (STAFF)

Tick the applicable action(s)

- ☐ Provide academic guidance / support
- ☐ Issue verbal / written warning
- ☐ Refer to Faculty nominee
- ☐ Initiate formal investigation
- ☐ Academic Misconduct Meeting
- ☐ Advise Learner of Outcome of Meeting and Appeals Process
- ☐ Close case
- ☐ Finalise records
- ☐ Other (specify): _____

RECORD

Staff name: _____
Role: _____
Date: _____
Signature: _____

Ensure all evidence is securely retained in accordance with College Policy

Note: This tool supports consistent decision-making and does not replace professional judgement or formal procedures.

Appendix 27: Guidelines on the Prevention and Detection of Academic Misconduct in Programme work

GC policies
- Academic Integrity and Misconduct Procedure
- Assessment Control Principles
- Control Principles for Academic Use of AI
- AI in Learner Assessment Policy

National Academic Integrity Network Resources
National Principles and Lexicon of Terms

Please note that these are guidelines and due to the diversity of assessment types used across faculties the strategies used may vary on a faculty-by-faculty basis.

Prevention of Academic Misconduct (and Promoting Academic Integrity)

1. **Highlighting in Induction:** Making it clear to learners in Induction that the practices of plagiarism, collusion, intentionally misrepresenting assessable work to convey a false impression, fraud, impersonation, cheating, gaining unfair advantage, or unauthorized content generation in programme work are all considered major academic misconduct.
2. **Gradual assignment submission:** Where a learner would submit coursework in stages. This would allow for close examination of all stages of programme work and as it is common practice at master's level it would not constitute a radical shift in assessment strategy.
3. **Making assignments original to the learner:** Where assignments would be designed to force the learner to relate them to personal experience. This may eliminate the internet as a source of information because the learners must use personal information. This was felt to be appropriate by some faculties and inappropriate by others.
4. **Having in-class tests:** This strategy is being implemented by the computing faculty when testing the learners' ability to code in programming modules. This is being implemented to mitigate the extent of freely available code on the internet and assure the authenticity of learners' work in assignment work.
5. **Detection:** These methods could provide a sound footing for implementing the deterrents.
    - Statistical comparison of exam results and assignment scores may indicate significant patterns that could support the claim that collusion is happening.
    - Qualitative evidence could be generated by looking at the performance of learners in class (attendance, contribution to tutorials, use of library/VLE, the lecturers' interpretation of their ability).
    - Text comparison of formative work done earlier in the year and the summative work done later on, if there are significant differences in language use, i.e. grammatical structures, lexical choices, and/or a strong deviation in content from prescribed texts / lecture notes / examples, it could point to collusion.

- Overly consistent vocabulary, lack of personal voice, use of common AI words and phrases, limited contextual knowledge, slightly removed perspective in writing, observable "writing-as-that professional" style, factual inaccuracies, or imaginary references, are some of the very tangible signs of writing generated by A.I.

For more detailed information, contact:

Email:
tlg@griffith.ie
askaboutai@griffith.ie

All future training on policy, detection workshops and process will be announced via Academic Integrity For Staff at Inside Griffith

Appendix 28: Sample Notice of Learner Death

It is with great sadness that we have learned of the death of <name of learner>, from Faculty of <Name of Faculty>, studying <Course name>, Year <Year of study>.

The funeral arrangements are as follows:
<Location>
<Date>
<Time>
Our thoughts are with all their family and friends at this difficult time.

May they rest in peace.
Ar dheis Dé go raibh a anam< = Male Version> Delete Accordingly
Ar dheis Dé go raibh a hanam <= Female version> Delete Accordingly

*If you need any help and support please contact your Programme Director, faculty or the Students' Union.

Useful Contacts:

On-Campus Security (South Circular Road, Dublin Campus only) Cork Campus Limerick Campus	+353 1 4150495 +353 86 8182370 +353 87 2711948 (mobile) +353 21 237 9263 +353 61 310031 +353 61 310043
Global Engagement Office Students' Union	+353 87 6816638 (mobile) +353 1 415 0463 Email: su@griffith.ie
Samaritans (24 hours)	116 123 (within Ireland) Text +353 87 2 60 90 90 Email: jo@samaritans.ie
Pieta House (24 hours)	1800 247 247 (within Ireland)
Emergency Services (Gardai, Ambulance, Fire Services)	999 or 112

Appendix 29: Interacting with Service Dogs

When interacting with Service Dogs or with people who have Service Dogs, please bear the following guidelines in mind:

Talk to the handler, not the Service Dog
It is very frustrating for a person to have to interrupt your conversation with their Service Dog. Likewise, if you are helping a person with a guide dog to get somewhere, give the person directions or talk with the person as they follow you. They will give the dog the correct commands for following you. Please do not call the dog. The dog is used to working for the owner. If it is responding to you, it is no longer focused on their needs but on you.

Do not pet or praise the Service Dog without asking first
Service Dogs are working animals carrying out important jobs. Distracting a Service Dog can be very dangerous for the handler as the Service Dog will no longer be carrying out its job. Attention and praise from other people can be particularly distracting and disruptive. Praise is a reward for Service Dogs, and people who work with the dogs provide it when it is appropriate and in a way that is consistent with training. When admiring a Service Dog, it is best to keep eyes averted from the animal and to direct your comments to the handler without modulating your voice as you might speak to a child or pet. This is important to avoid drawing the animal's attention. Never pet or touch the Service Dog without permission from the owner.

Respect the handler's privacy
Do not get angry at the handler if they do not want to stop to talk about their Service Dog. Please keep in mind that they hear the same questions many times a day and often would just like to get home or to their classes.

Do not feed the Service Dog
Many – not all – Service Dogs are on strict, healthy diets to keep their working lives long, and they may also have allergies that you are not aware of. It also can break the animal's training if they learn that they get food in a public place.

Appendix 30: Complaints Form for Learners

GRIFFITH COLLEGE

COMPLAINTS FORM FOR LEARNERS

This form is to be completed under Part II of the Formal Procedure detailed in the Complaints Procedure for Learners (QAE Document 7.6). Advice on completion of the form can be obtained from the Quality Assurance and Enhancement Officer. PLEASE COMPLETE IN BLOCK CAPITALS OR TYPE.

PERSONAL DETAILS

Full Name:

Student Number:

Programme & Stage:

Address for Correspondence in connection with the complaint (in the case of a group complaint, please attach a list of complainants on a separate sheet of paper):

Contact Telephone Number:

OUTLINE OF COMPLAINT

Please Note: As part of the investigation of your complaint, any member of staff mentioned in this form shall be made aware of the complaint, as shall the Head of the Department, Faculty or Service involved.

If you have written a formal letter of complaint to anyone else in the College, please indicate names and dates.

Please attach additional sheets to this form if necessary.

Please provide an outline of the complaint, including dates of actions:

Please explain what steps you have taken, together with dates, to resolve your complaint locally as per the Formal Procedure I:

Please explain why you are dissatisfied with the response you have received from the Faculty, Department or Service:

Please indicate, in your opinion, what response would have best resolved your complaint:

DECLARATION

I declare that the information provided in this form is true and that I would be willing to answer further questions relating to it if requested.

Signed:_____

Date: _____

Appendix 31: Guidance on the Conduct of a Complaint Hearing

1. Purpose

1.1 The purpose of the Complaint Hearing shall be to hear both the complaint and the response. Taking into account previous attempts to resolve issues the Complaint Hearing Panel shall determine whether the learner's complaint is justified and whether the Department, Faculty or Service has provided a reasonable response or resolution.

2. Documentation

2.1 The Complaint Hearing Panel shall have access to all previous documentation in connection with the complaint, in addition, the complainant and the Department, Faculty, Service are each asked to produce an A4 synopsis of their case for distribution during the programme of the Hearing to the Panel and the other party

2.2 Other documentary evidence may be tabled at the discretion of the Chair.

3. Process

3.1 A Complaint Hearing shall be convened by the Director of Academic Programmes following a request in writing by the learner who has brought the complaint, as Part II of the Formal Procedure of the Complaints Procedure for Learners

3.2 The Complaint Hearing Panel shall be chaired by a Programme Director or a Department Manager from outside the Faculty or Department in which the learner is enrolled (in the case of a complaint about a programme related matter), or a Service Department Manager from another service area (in the case of a complaint about a service). The Panel shall consist of two other members of academic or support staff, drawn from Faculties, Departments or services unrelated to the complaint, and a representative from the Learners' Union. A minute taker shall be assigned to the Panel. The Panel shall inform the Quality Assurance and Enhancement Officer when its formation and composition has been defined.

3.3 The learner and staff member shall be entitled to be represented as detailed in section 5 of the Complaints Procedure for Learners (QAE Document 7.6)

3.4 The Order of Proceedings at a Complaints Hearing is as follows:

3.4.1 Introduction of those present

3.4.2 Outline of the purpose of the Complaint Hearing

3.4.3 Reference to any witness statements by complainant and /or Department, Faculty, Service

3.4.4 An A4 synopsis summarising the main points of their case shall be distributed by both parties

3.4.5 Complainant and/or representative presentation shall follow (approx. 15 minutes/max. 20 minutes)

3.4.6 The Panel and Department, Faculty, Service shall be given the opportunity to question complainant's and / or representative's presentation

3.4.7 Faculty/Service/ Department presentation (approx. 15 minutes/max. 20 minutes)

3.4.8 The Panel and the complainant and / or representative shall be given the opportunity to question the Department, Faculty or Service's presentation

3.4.9 The Complainant and/or representative shall sum up (5 minutes) [new evidence is not admissible at this time]

3.4.10 The Department, Faculty or Service shall sum up (5 minutes) [new evidence is not admissible at this time]

3.4.11 The Complaints Hearing Panel shall adjourn and consider its submission in private

3.4.12 Either side may be required to be available to provide further information or clarification of matters to the Complaints Hearing Panel.

4. Conclusions and Recommendations

4.1 At the end of the process, and following a period of reflection, the Complaint Hearing Panel will come to a conclusion, and, if appropriate, make recommendations to the Department, Faculty or Service.

4.2 Any conclusions and/or recommendations shall be communicated in writing to the complainant and the Faculty, Department, Service within the specified time scale and submitted to the next Academic & Professional Council meeting.

Appendix 32: Services Facility Assessment Form



GRIFFITH COLLEGE

Services & Facilities Assessment Form

In order to help us ensure the quality of our facilities and services we would be very grateful if you would complete the following questions. Please note this is a **double-sided** questionnaire.

Your programme, stage & module:	
Please provide your <u>name</u> here if you are willing to be contacted regarding your feedback:	

Please ring the number corresponding to your level of agreement with the following statements –

	Agree Strongly	**Agree**	**Disagree**	**Disagree Strongly**
1. [**New EU learners only**] I was given enough information on my programme before I joined	**1**	**2**	**3**	**4**
2. [**New International learners only**] I was given enough information on my programme before I joined	**1**	**2**	**3**	**4**
3. I had a lot of opportunities to register for my programme	**1**	**2**	**3**	**4**
4. I was satisfied with fee payment procedures	**1**	**2**	**3**	**4**
5. The quality of service provided by the Faculty Programme Administration is good	**1**	**2**	**3**	**4**
6. Reception are helpful	**1**	**2**	**3**	**4**
7. I can get access to a PC when I need one	**1**	**2**	**3**	**4**
8. The PCs in the open lab are reliable	**1**	**2**	**3**	**4**
If you disagree, what areas have you had difficulties with?				
9. The PCs in the teaching labs are reliable	**1**	**2**	**3**	**4**
10. If you disagree, what areas have you had difficulties with?				

11. I find the printers easy to use	**1**	**2**	**3**	**4**
If you disagree, what aspect do you find difficult?				
12. I can get access to a copier when I need one	**1**	**2**	**3**	**4**
13. The learner intranet is easy to use	**1**	**2**	**3**	**4**
If you disagree, what areas are causing difficulty?				
14. My lecturers use the learner intranet to post their notes	**1**	**2**	**3**	**4**
15. I can normally find the books I need in the library	**1**	**2**	**3**	**4**
16. The library staff are helpful	**1**	**2**	**3**	**4**
17. I receive sufficient notice of my examination timetable	**1**	**2**	**3**	**4**
18. I feel I can approach the Student Union with any questions I may have	**1**	**2**	**3**	**4**
19. The Students' Union have a lot of clubs & societies that I can join	**1**	**2**	**3**	**4**
If you disagree, what clubs and societies would you like to see?				
20. I am satisfied with the level of cleanliness of the College	**1**	**2**	**3**	**4**
21. I have a favourable impression of the College so far and would recommend it to friends / colleagues	**1**	**2**	**3**	**4**

1. What have you most enjoyed about your time in the College so far?

_____

_____

_____

2. What have you least enjoyed about your time in the College so far?

_____

_____

_____

3. What one service or facility would you most like to change / improve for the second semester? [Please provide as much detail as possible]

_____

_____

_____

Appendix 33: Learner Record Amendment Form (LRAF)

LRAF INSTRUCTIONS

LRAF is constantly updated as the purpose and use of the document needs.

It is available from Faculty Administrators, Heads of Faculty, Programme Directors and the Academic Administration office.

It is also available to download as a Word document here: : https://www.griffith.ie/lraf

Appendix 34: External Examiner Nomination Form

GRIFFITH COLLEGE

Section A. General Details

Name of the External Examiner (Proposed)
Current Post and Address
Programme(s) of Study to be Examined
Titles of Modules to be Examined
Name of Current External Examiner (if Applicable)
Names of any other External Examiner(s) with responsibility for this programme
Proposed Term of Office **_____20xx to _____20xx**

Section B. Experience

Details of Academic Qualifications and Professional Experience (Attach current CV if available. If not available, please provide as much detail here as possible)
Existing External Examiner Appointments (programme title/s and institution/s)
Previous External Examiner Appointments (programme title/s and institution/s)
Previous Links with Faculty / College (if applicable)

……. **…….**

Programme Director Signature **Date**

I confirm that this nomination meets all the requirements specified in the College's *Procedure for Nominating & Appointing External Examiners* (QAE Document 6.13).

…….. **……**

Senior Examinations Officer **Date**
(On behalf of APC)

Appendix 35: External Examiner's Report

Please complete the following, as applicable or as appropriate:

External Examiner's Report

GRIFFITH COLLEGE

Date						
Programme Details	Programme Reference					
	Award Title					
	Area of Specialisation (ISCED CODE)					
	Primary Modes of Delivery					
	Stage (1, 2, 3, 4…)					
	Semester (if applicable)					
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					
External Examiner Details	Name					
	Main Employment					
	Email					
	Phone					

REF	**External Examiner's Report 2018-19**

1	**Evidence Considered**	
1.1	*Please summarise the documentary evidence considered as part of the external examining process:*	
1.2	*Please summarise any face-to-face meetings and site visits if any, with particular reference to meetings with learners and academic or other staff:*	
1.3	*Please comment on the quality and availability of evidence:*	
1.4	*Other Recommendations/comments:*	
2	**Minimum Intended Programme Learning Outcomes**	***Yes/No (where relevant)***
2.1	*Are the standards set, through the aims and learning outcomes specified for the programme and its components (including placements and work experience), appropriate for the level(s) you examined and in line with the national qualifications framework?*	
2.2	*Did you find evidence of constructive formative feedback to guide learners' subsequent assignments and to inform them clearly of the strengths and shortcomings of their work, in relationship to the learning outcomes?*	
2.3	*Recommendations/comments:*	
3	**Actual Attainment of Learners**	
3.1	*Did learner work compare favourably with the standards achieved by learners on comparable programmes?*	
3.2	*In the work you viewed, did the learners achieve the learning outcomes set for the programme and its elements?*	
3.3	*Are you satisfied with the overall level of actual learner attainment?*	
3.4	*Recommendations/comments:*	
4	**The Programme[15]**	
4.1	*Have you any observations in relation to other aspects of the programme?*	

[15] Your experience of the programme may have led to suggestions about particular aspects of the programme. This might involve the curriculum or the approach to teaching & learning. Your feedback is equally welcome whether it is identifying areas for improvement or notable strengths. This section should outline any observations, but it is not intended that you would attempt to systematically review the programme.

5	**Assessment Procedures**	
5.1	*Were the processes for assessment, examination and determination of awards sound and fairly conducted?*	
5.2	Were the assessment criteria, tasks and regulations made clear to you?	
5.3	Did you receive an appropriately comprehensive and representative sample of work, in order reliably to evaluate the standards set and achieved?	
5.4	Were the marking schemes and moderation systems sufficiently robust to secure consistency of marking, reliability of results and fairness for learners?	
5.5	Was the programme's benchmarking of assessment procedures reliable and appropriate?	
	Recommendations/comments:	
6	**Action Taken on Previous External Examiner Reports**	
6.1	*Did you receive notification of actions taken on points raised in the previous report(s), written either by you or the former external examiner?*	
6.2	*Recommendations/Recommendations/comments:*	
7	**The External Examining Process**	
7.1	*Did you receive in good time all the programme information you required to undertake the tasks?*	
7.2	*Were the regulations clear for learner progression, failure, repeats, compensation, degree classifications?*	
7.3	*Did you receive learner work in good time to scrutinise it closely?*	
7.4	*Please add below any additional reflections you have and any Recommendations/comments you would like to offer on the external examining process including your views on the usefulness and appropriateness of this form as a method of reporting:*	
8	**Preparation for the role**	
8.1	*Did you find the information that you received in preparation for your role to be timely and useful?*	
8.2	*Were you invited to attend a briefing by the College in preparation for the role?*	
8.3	*If yes, did you attend the briefing?*	
8.4	*If yes, did you find the briefing beneficial?*	

8.5	*Recommendations/comments:*
9	**Final Observations**
	Please add here any final Recommendations/comments and reflections you might have on completion of your appointment as external examiner. For example, summarise progress made in enhancing the programme during your term as external examiner or add any further Recommendations/comments you have which might help the faculty's development of the programme in the future.

Appendix 36: Examination Evacuation Procedure

GRIFFITH COLLEGE

EXAMINATION EVACUATION PROCEDURE[16]

Should the fire alarm sound; a member of staff will check each floor, and the Senior Invigilator will be quickly informed of a false alarm. However, should a member of staff inform the Senior Invigilator that an evacuation must take place, he/she should address the candidates as follows:

"Please stop writing. You must leave the premises and go to the assembly point, which is located at [*location*]. Leave the question paper and your script face downward on your table. If at all possible, you will be allowed to resume after this interruption. Wait at the assembly point for further instructions. Do not converse with fellow candidates or other parties regarding the examination."

After clearing the room, the Senior Invigilator should proceed to the assembly point, taking the attendance sheet with him/her, and noting the time of the interruption. The Senior Examinations Officer will discuss with the Senior Invigilator and the Programme Director the practicability of resuming the examination.

The Senior Examinations Officer will notify the candidates and the Senior Invigilator of the action to be taken, the details of which shall be recorded in the Senior Invigilator's Report.

[16] This procedure is subject to review. Updates will feature in the *Invigilator's Guidelines.*

Appendix 37: Guidelines for Development and Approval of Short Courses

Any course which is expected to rerun two times or more should have included in its original design a pathway towards recognition on the National Framework of Qualifications. Typically, this would not include a course designed to meet a once off requirement such as for instance a course on NAMA.

If however, it was desired that participants attending a series of separate courses were to accumulate credits in relation to these courses and obtain a qualification based upon these cumulative credits there would clearly have to be a plan to place these credits on the Framework from the outset. An example of such a course might be a postgraduate diploma reflecting the cumulative credits of a number of CPE modules.

Possible methods of securing recognition of courses on the Framework together with the relevant pathways are as follows -

Method	**Pathway**
(1) Special-Purpose Award	Separate HETAC validation
(2) Introduction of new modules into an existing program	Major Program Modification after validation (usually these will be elective modules) OR Programmatic Review
(3) Re-writing the new course curriculum to conform as closely as possible with an existing module of an existing validated course (not ideal as the new course should be written having regard to market needs rather than academic requirements)	Single module certification for ACCS students in respect of course already validated. No new validation required.

Table 2: Relevant Pathways for recognition of courses

With regard to (2) above it may be desirable to split an existing module on an existing program into two different components for instance:

(a) a skills component and
(b) a knowledge component.

One component says for instance the skills component might reflect the content of the short-course. This would enable credits to be given equivalent to those attaching to the skills component of the existing module. It would also facilitate course participants by making them aware of the requirements of the knowledge component so that they could on further study obtain full credits for the module.

It is important at the time of course design to establish what additional elements (such as for instance assessment) are required in order to secure credits for the course. If

the course is such that it will ultimately require recognition on the Framework these elements should be present from the outset.

If taster courses are being provided in order to introduce students to HETAC courses these courses as far as possible should be designed to give module exemption in respect of certain matters in the HETAC courses to which they relate. This may be done by splitting the HETAC module into two different components so that students who have undertaken a taster course can get credit for one component. There will also be a requirement for assessment from the outset.

Appendix 38: Examination Announcements

This announcement is to be made by the Senior Invigilator at the beginning of the examination (9.45 am, 2.15pm or 6.30pm – as appropriate).

"I would like to draw your attention to the following:

- Please ensure that you are seated in the correct seat number.
- If you have any unauthorised material with you, such as mobile phones, programmable calculators or dictionaries, pencil cases, notes of any kind, including notes written into dictionaries, please raise your hand and an Invigilator will come to you.
- You cannot leave the examination hall in the first hour of the examination.
- You cannot leave the examination hall in the last half-hour of the examination.
- If you require anything at all during the examination, please raise your hand and an Invigilator will come to you.
- Communication of any kind between candidates is strictly forbidden during the examination. If you are found with any unauthorised material in your possession, you will be suspected of having committed Academic Misconduct.
- Please remember that at the end of the examination, all examination booklets must be given to the Invigilator.
- Please turn over your examination paper and check that you have the correct paper. If you do not have the correct paper, please raise your hand and an Invigilator will come to you.
- You may now begin."

This announcement is to be made by the Senior Invigilator at 12.10pm or 4.40pm or 8.55pm (based on 3-hour exam – adjust accordingly for length of exam).
"I would like to remind you that you **cannot** leave after [12.15pm or 4.45pm]."

This announcement is to be made by the Senior Invigilator at 12.40pm or 5.10pm or 9.25pm (based on 3-hour exam – adjust accordingly for length of exam).
"I would like to remind you that there are just five minutes left."

This announcement is to be made by the Senior Invigilator at 12.45pm or 5.15pm or 9.30pm (based on 3-hour exam – adjust accordingly for length of exam).
"Time is now up. Please stop writing. I would ask you to check that your name is clearly written on each exam booklet. If you have more than one Answer Booklet, please put one inside the other – but check that your name is on both. Please remain in your seat until your booklet has been collected and then leave the examination hall quietly.

Appendix 39: Senior Invigilator Report



GRIFFITH COLLEGE

SENIOR INVIGILATOR'S REPORT

[Please refer to the Role & Responsibilities of Invigilators (QAE Document 6.8) before completing this report. Please complete this report with as much detail as possible as this information may be required in the case of an appeal or investigation.]

(a) EXAMINATION DETAILS

Examination Date: _____ **Examination Time:** _____

Examination Venue: _____ **Programme:** _____

Stage: _____ **Module:** _____

(b) LATE ARRIVALS TO EXAMINATION / EARLY DEPARTURES FROM EXAMINATION

Please document the details of each learner who arrived late to the examination or left early. Continue on a separate sheet if necessary.

LEARNER NAME	LEARNER NUMBER	TIME OF LATE ARRIVAL	TIME OF EARLY DEPARTURE	REASON PROVIDED

(c) TEMPORARY EXIT FROM EXAMINATION

Please document the details of each learner who left the examination venue for a period of time during the examination. Continue on a separate sheet if necessary.

LEARNER NAME	LEARNER NUMBER	TIME OF EXIT	TIME OF RE-ENTRY	REASON PROVIDED

4. SUSPECTED CASE(S) OF ACADEMIC MISCONDUCT

If a suspected case of academic misconduct (see Academic Integrity and Misconduct Procedure QAE Document 6.9) arose during the examination, please provide a <u>detailed account</u> of the incident. Include in your report, the basis of the suspicion, the action you took and any discussion which took place with the candidate. Continue on a separate sheet if necessary.

_____

_____

_____

_____

5. ADDITIONAL NOTES

Please use this space to indicate any other detail with regard to the examination which you would like to bring to the attention of the Examinations Office. Continue on a separate sheet if necessary.

_____

_____

(f) ASESSMENT CONTROL PROCEDURE

Having carried out the Assessment Control Procedure (QAE Document 6.11) please fill out the following section:

Number of Scripts Collected: _____

Number of Candidates: _____

If there is a discrepancy between the two numbers above, please state why:

_____

_____

_____

(g) SIGNATURE

Please sign below to indicate that you are satisfied with the accuracy of all sections of this report.

Signature of Senior Invigilator: _____

Date: _____

Appendix 40: Application for Extension on Deadline for Submission of Assessed Work

GRIFFITH COLLEGE

Application for Extension on Deadline for Submission of Assessed Work

Please refer to the College document *Procedure for Extension on Deadlines for the Submission of Assessed Work & Late Submission Penalties* before completing this form. Normally this form will be submitted to the Faculty Administrator at least one week before the assessment submission deadline. Please attach relevant supporting documentation (e.g. medical certification etc.)

Learner Name: _____

Learner Number: _____

Study Mode: **Full-time** _____ **Part-time** _____

Course: _____

Module: _____

Lecturer: _____

Assignment No./Title for which extension is sought:

Reason for extension:

Supporting documentation attached:

Original submission due date: _____

Requested submission date: _____

Signature of learner: .....

Signature of Faculty Staff Member: .....

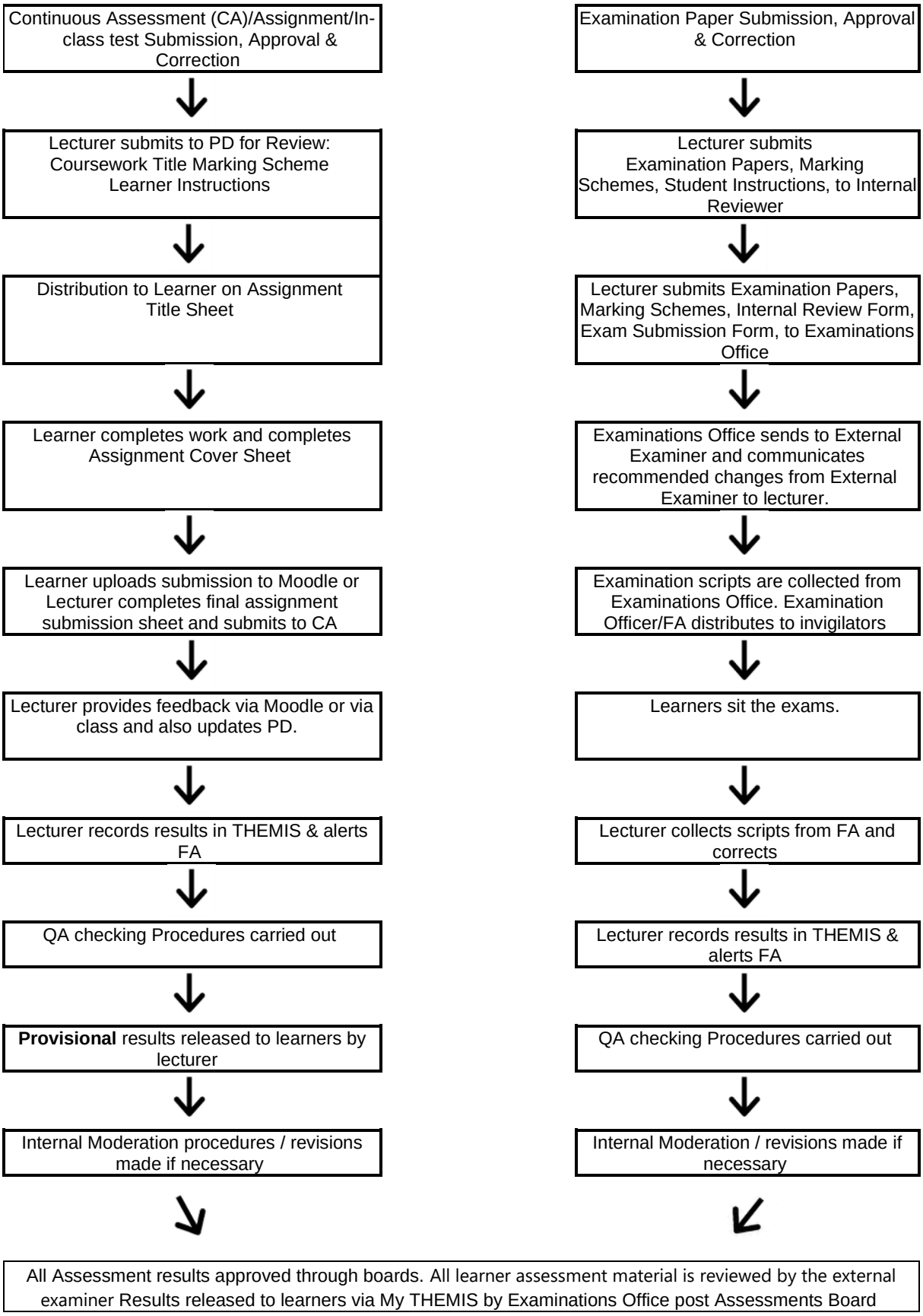
Date: _____

FOR OFFICIAL USE ONLY

EXTENSION APPROVED UNTIL:	
SIGNATURE OF AUTHORISATION:	
LEARNER ADVISED:	
DATE:	

Appendix 41: Assessment Submission Approval and Correction

Information Provision



Appendix 42: Sample Assignment Title Sheet

GRIFFITH COLLEGE

[FACULTY NAME] SAMPLE ASSIGNMENT TITLE SHEET
Programme: [Programme name e.g. B.Sc. in Computing]
Stage/Year: [Programme year]
Module: [Module name e.g. Architectural Drawing I]
Semester: [Semester I or II]

Assignment Number: [Assignment number e.g. is this 1st, 2nd etc.]
Date of Title Issue: [Date that assignment is to be distributed]
Assignment Deadline: Assignment hand-up date and time + late submission penalties]
Assignment Submission: [Who to hand assignment to]

Assignment Title:

Please state the assignment title / brief. Please specify details such as:

- Number of words
- Format of submission (e.g. online (Moodle) / printed etc)
- Number of copies to be submitted

Learning Outcomes
Please state the programme and related module learning outcomes that this assignment is assessing.

AI in Learner Assessment
Please note the following instruction with direct reference to the AI in learner assessment policy.

Category of AI Use	Allowed or not allowed for [Assignment Name, Module Name, Semester and YYYY]
No AI Use	AI is allowed for this assignment (check categories below) / AI is NOT allowed for this assignment [Delete as needed]
AI for Planning	☑ Allowed for this assignment / ❌ Not allowed for this assignment [Delete as needed]
AI for Editing	☑ Allowed for this assignment / ❌ Not allowed for this assignment [Delete as needed]

AI for Support Tasks	☑ Allowed for this assignment / ❌ Not allowed for this assignment [Delete as needed]
AI for Collaboration	☑ Allowed for this assignment / ❌ Not allowed for this assignment [Delete as needed]
Full AI Use	**This is not allowed for any assessment.**

Assessment Format

Please state the assessment format expected of this assignment, such as:

- ❑ Presentation
- ❑ Structure
- ❑ Research
- ❑ Analysis
- ❑ Etc.

Assignment Rubric

Please state the criteria being assessed and the marks given for each criteria.

Appendix 43: Sample Assignment Cover Sheet [Printed Version]





Assignment Cover Sheet

Learner Name: _____

Learner Number: _____

Faculty: _____

Programme: _____ Stage/Year: _____

Module: _____

Study Mode: Full Time _____ Part-time _____

Lecturer Name: _____

Assignment Title: _____

Additional Relevant Information (e.g. number of pieces submitted etc.):

_____

	Category of AI Use	Allowed (Yes/Allowed) or Not allowed (X /No / Not Allowed)
AI in Learner Assessment Policy Indicate here applicable categories allowed for this assignment.	No AI Use	
	AI for Planning	
	AI for Editing	
	AI for Support Tasks	
	AI for Collaboration	
	Full AI Use	**X**

Academic Integrity Honour Code:

I submit this work in line with the principles of Academic Integrity as appearing in the Academic Integrity policy, the assessment description(s), and the relevant AI Assessment Scale in the AI in Learner Assessment

I affirm that I have not given or received any *unauthorised* help, from a person or through unauthorised content generation on this assignment, and that this work is my own.

I understand that penalties may be imposed if this assessment is in breach of the Academic Integrity and Misconduct policy.

Signature: _____ Date: _____

Please note: Learners **MUST** retain a hard/soft copy of all assignments and must have the lecturer/member of Faculty acknowledge/sign as proof of submission.

Appendix 44: Assignment Feedback Form



GRIFFITH COLLEGE

[Sample] Assignment Feedback Form

Programme:	Module:
Learner Name:	Lecturer Name:
Provisional Mark:	Date:

Comment: (general feedback for learner guidance)

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	N/A
Analysis and Argument						
Knowledge/ breadth of understanding (re: learning outcome/s)						
Presentation						

Appendix 45: Internal Reviewer Report



Internal Reviewer Report

_____

Internal Reviewer Name: _____

Lecturer's Name: _____

Programme / Stage: _____

Module Name: _____

Examination Period: _____

Date Examination Paper
Received from Lecturer: _____

Date Examination Paper
Returned to Lecturer: _____

Internal Reviewer's Signature: _____

Date: _____

_____

Please refer to the College document Internal Review Procedure (QAE Document 11.1) before completing this report.

SECTION I: LEARNING OUTCOMES & QUALITY OF LEARNING

Please tick the corresponding box to indicate your agreement with the following statements. I have read the examination paper named above and believe that:

- The attainment of the module's learning outcomes is appropriately assessed by the examination paper, having regard to those assessed by continuous assessment ϒ
- The syllabus of the module is adequately covered by the examination paper and the continuous assessment element ϒ
- The solutions and marking scheme provided are appropriate ϒ

If you have not indicated your agreement with any or all of the statements in Section I, please indicate if you have spoken with the lecturer and attempted to resolve the issue

Yes ϒ

No ϒ

Please indicate any comments you would like to make with regard to Section I:

SECTION II: ADMINISTRATIVE CHECKING

Please tick the corresponding box to indicate your agreement with the following statements.

I have read the examination paper named above and found that:

- Spelling, punctuation and grammar are correct ϒ
- The marks allocated to each examination question are added correctly and the whole examination paper adds up to 100% ϒ
- All calculations appearing are correct ϒ
- There is no duplication of questions ϒ

If you have not indicated your agreement with any or all of the statements in Section II, please indicate if you have spoken with the Examinations Office.

YES ϒ

NO ϒ

Please indicate any comments you would like to make with regard to Section II:

Appendix 46: Internal Moderator's Report



GRIFFITH COLLEGE
Internal Moderator's Report

Internal Moderator's Name: _____

Lecturer's Name: _____

Module / Programme Name: _____

Programme Director of Programme: _____

Date Assessment Collected
From Faculty Office: _____

Number of Assessment Pieces Collected: _____

Date Assessment
Returned to Faculty Office: _____

Internal Moderator's Signature: _____

Date: _____

Please refer to the College document Internal Moderation Procedure (QAE Document 11.1) before completing this report.

Please complete Section I or Section II as relevant:
SECTION I:
I have reviewed a sample of assessment as indicated above for the above module and believe that:

Learners have been assessed accurately and fairly ϒ
Marking standards appear to be consistent across the module ϒ

SECTION II:
I have received and reviewed a sample of assessment as indicated above for the above module and believe that:

Some/all learners have been assessed inaccurately and / or unfairly ϒ
Some/all marking standards appear to be inconsistent across the module ϒ

Please indicate if you have spoken with the lecturer and attempted to resolve this issue
YES ϒ
NO ϒ

Please confirm whether or not you have submitted alternative marking for the review of the Programme Director
YES ϒ
NO ϒ

Please indicate any further comments you would like to make with regard to the assessment reviewed:

Appendix 47: Sample Interview Assessment Form

GRIFFITH COLLEGE

Sample Interview Assessment Form

Candidate's Name: _____

Interviewer's Name: _____

Position: _____

First/Second Interview: _____

Date of Interview: _____

ESSENTIAL CRITERIA	**1.**	**2.**	**3.**	**4.**	**5.**	**TOTAL SCORE**
⟶						
CANDIDATE SCORE ⟶						

DESIRABLE CRITERIA	**1.**	**2.**	**3.**	**4.**	**5.**	**TOTAL SCORE**
⟶						
CANDIDATE SCORE ⟶						

Scoring: 1= Does not meet job specification 2=Meets Job Specification 3= Exceeds Job Specification

[Print on back of form]

ADDITIONAL NOTES:

Please indicate if the scores you assigned to this candidate changed as a result of discussion with other panel members after the interview.

_____
_____

_____
_____

_____
_____

_____
_____

OVERALL RECOMMENDATION:

Please indicate if your overall recommendation is to offer this candidate the position:

Yes

No

SIGNATURE:

Please indicate, by signing below, that you are satisfied with the manner in which this interview was conducted.

_____
Interviewer Signature

THE INTERVIEW ASSESSMENT FORM:
GUIDELINES FOR COMPLETION

For every candidate interviewed, an *Interview Assessment Form* will be supplied by the HR Department to be completed by each member of the interview panel. These forms will be held on the candidate's file by the HR Manager.

The intention of this form is to mirror the essential criteria stated on the original Job Specification and to allow the Panel members to draw together all the assessment strands and make a choice between the candidates.

Each member of the Panel will fill out the *Interview Assessment Form* immediately after an interview. This is done by grading the candidate against the criteria detailed in the Job Specification and emerging with an overall score. In order to ensure that this will lead to the identification of the most appropriate candidate, consideration may be given (by the HR Manager in conjunction with the recruiter) to the weighting of criteria prior to the interview process.

The candidate will score medium to high if they meet all the essential criteria and high if they meet all the essential criteria and a number or all of the desirable criteria. A candidate who does not meet the essential criteria will have a low score and should not be appointed to the post.

The HR Manager (or the recruiter in the case of the second interview) records the individual scores for each candidate at the end of the interview process. Where there is consensus there will be no need for further discussion. However, a discussion is necessary if there is not agreement on the scores for a candidate. The discussion should centre on the extent to which the specification for the job is met as opposed to subjective impressions. Where, following discussion, individual interviewers change their scores, the changes to their initial decisions are recorded in the Additional Notes section.

The final decision of the Interview Panel is recorded on the *Interview Assessment Form* by each member of the Panel. The result should form a fully transparent process providing valuable information to candidates, should they request feedback on their interview performance.

Appendix 48: Understanding of Rights Form

GRIFFITH COLLEGE

Understanding of Rights Form

STUDENT NAME	
STUDENT NUMBER	
COURSE	
NATURE OF DISCIPLINARY CHARGE	
PRESENT	

Please circle the appropriate answer to the questions below:

Have you read and understood **your rights** as outlined in section 7.8.7 of Policy QAE G7.8 (Disciplinary Policy)? Yes No

Do you understand that you have the right:

- To attend the hearing convened for the purpose of adjudicating the disciplinary hearing Yes No
- To be represented (Representatives at a hearing may be a fellow learner, a relative, a friend, or an adviser) Yes No
- To hear the evidence presented, Yes No
- To challenge the evidence on cross-examination and to present their own evidence Yes No
- To have representative speak on behalf of the learner. Yes No
- To be accompanied by a translator (Any costs associated with the appointment of a translator by the learner (other than one provided by the College) is borne by the learner, unless the Chair of the Disciplinary Board so otherwise determines. Yes No
- A learner who chooses not to be represented will be requested at the hearing to confirm in writing that they have been informed of their right of representation and have declined to exercise it. Yes No
- If a learner fails to attend the hearing, the hearing will proceed in the absence of the learner.
- Have you chosen a parent/guardian or friend to accompany you to this hearing? Yes No
- Do you wish to call any witnesses to this hearing? Yes No

If you **do not** wish to contest the charge, the College asks that you assure us that you have sought independent and/or legal advice.

Please indicate that you have sought such advice: Yes No

HEARING CHAIRPERSON SIGNATURE	**DATE:**
STUDENT SIGNATURE	**DATE:**

Appendix 49: Module Delivery Assessment Form

GRIFFITH COLLEGE

Module Delivery Assessment Form

In order to help us ensure the sustained quality of your lectures, and the material and support provided to you, we would be very grateful if you would complete the following questions in relation to your module:

Your lecturer's name:	
Your programme, stage & module:	
Your name (optional):	

Please circle the number corresponding to your level of agreement with the following statements –

During the first part of the semester your lecturer:	**Agree Strongly**	**Agree**	**Disagree**	**Disagree Strongly**
1. always arrived punctually for sessions	**1**	**2**	**3**	**4**
2. outlined the purpose of each session at the outset	**1**	**2**	**3**	**4**
3. was well prepared	**1**	**2**	**3**	**4**
4. used teaching resources effectively	**1**	**2**	**3**	**4**
5. provided useful learning materials	**1**	**2**	**3**	**4**
6. presented new terms, concepts and principles clearly	**1**	**2**	**3**	**4**
7. stimulated interest in the subject	**1**	**2**	**3**	**4**
8. was approachable	**1**	**2**	**3**	**4**

Please answer these three questions with your own comments:

9. What have you most enjoyed about the delivery of this module so far?

10. What have you least enjoyed about the delivery of this module so far?

11. How would you improve the delivery of this module?

Appendix 50: Guidance on the Conduct of a Disciplinary Hearing

GRIFFITH COLLEGE

Guidance on the Conduct of a Disciplinary Hearing

1. Purpose

The purpose of a disciplinary hearing is to present the case to the learner and give them an opportunity to respond before a final decision is made.

2. Documentation

i. The disciplinary hearing panel will have access to all previous documentation in connection with the alleged misconduct.

ii. Witnesses are not normally permitted to appear in person. However, the learner is permitted to provide written statements in advance of the meeting which will be considered with the previously mentioned documentation.

iii. Other documentary evidence may be presented at the discretion of the Chair.

3. Process

i. A disciplinary hearing will be convened by the faculty or by the Quality Assurance and Enhancement Department.

ii. The learner shall be entitled to representation as detailed in the Disciplinary policy.

iii. At the start of the disciplinary meeting, the Chair of the Disciplinary Panel will inform the learner as to their rights in relation to the process, explain these rights, and request the learner to acknowledge or sign a declaration stating that they have understood them.

iv. The Order of Proceedings at a disciplinary hearing or appeals hearing is normally as follows:

- Introduction of those present
- Signing/Acknowledgement of the Understanding Rights Form and noted by the meeting secretary
- Outline of the purpose of the disciplinary hearing
- Reference to any witness statements or evidence submitted, if relevant
- Summary of the context discussed, and evidence submitted, including posing questions to the learner
- Learner and/or representative is given an opportunity to speak (approx. 15 minutes/max. 20 minutes). The learner can also pose questions about the documentation already presented.

- The Panel will be given the opportunity to question the learner if new information was shared
- The learner and/or representative shall sum up (5 minutes) [new evidence is not admissible at this time]
- The learner is then excused from the meeting, and the Disciplinary panel will consider its decision in private
- Further information or clarification of matters may be required by the Disciplinary Board.
- The learner will be informed that the decision of the disciplinary panel will be communicated in writing, by email, within 3 working days.

4. Conclusions and Recommendations

Any conclusions and recommendations shall be communicated in writing to the learner and the Faculty/Department within the specified time scale and submitted to the next Academic and Professional Council (APC) meeting.

5. Right of Attendance and Representation at a Disciplinary Hearing

In reference to this specific Learner Disciplinary Procedure, the following procedure refers is made to the learner's right to attend and be represented at a disciplinary hearing. The following points are relevant:

- A learner who is the subject of a disciplinary proceeding or who has the right to attend the hearing convened for the purpose of adjudicating the disciplinary hearing, to be represented, to hear the evidence presented, to challenge the evidence on cross-examination and to present their own evidence
- A representative at a hearing may be a fellow learner, a relative, a friend, or an adviser.
- A representative may speak on behalf of the learner.
- A learner may choose to be accompanied by a translator. Any costs associated with the appointment of a translator by the learner (other than one provided by the College) is borne by the learner, unless the Chair of the Disciplinary Board so otherwise determines.
- A learner who chooses not to be represented will be requested at the hearing to confirm in writing that they have been informed of their right of representation and have declined to exercise it.
- If a learner fails to attend the hearing, the hearing will proceed in the absence of the learner.



GRIFFITH COLLEGE

Appendix 51: Guidance on the Conduct of an Appeals Hearing

Guidance on the Conduct of an Appeals Hearing

1. Purpose

The purpose of an appeals hearing is to give the learner an opportunity to present their case in their own words and respond to the evidence or documentation. A second purpose is that the appeal panel can ask questions of the learner in order to understand the wider context of the appeal.

2. Documentation

i. The appeals hearing will have access to all previous documentation.
ii. Other documentary evidence may be presented, at the discretion of the Chair.

3. Process

i. An appeals hearing will be convened by the Quality Assurance and Enhancement Department as part of the Stage Two of the Appeals Procedure.
ii. The learner shall be entitled to representation as detailed in the Appeals Procedure.
iii. At the Appeal Hearing, the Chair of the Appeal panel will inform the learner as to their rights in relation to the process, explain these rights, and request the learner to acknowledge or sign a declaration stating that they have understood them.
iv. The Order of Proceedings at a disciplinary hearing is normally as follows:

- Introduction of those present
- Signing/Acknowledgement of the Understanding Rights Form and noted by the meeting secretary
- Outline of the purpose of the appeals hearing
- Reference to any evidence submitted, if relevant
- Summary of the context discussed, and evidence submitted, including posing questions to the learner
- Learner and/or representative is given an opportunity to speak (approx. 15 minutes/max. 20 minutes). The learner can also pose questions about the documentation already presented.
- The Panel will be given the opportunity to question the learner if new information was shared
- The learner and/or representative shall sum up (5 minutes) [new evidence is not admissible at this time]
- The learner is then excused from the meeting, and the Appeal panel will consider its decision in private
- Further information or clarification of matters may be required by the Appeals Panel.
- The learner will be informed of the decision of the Appeal panel which will be communicated in writing, by email within 3 working days.

4. Conclusions and Recommendations

i. Any conclusions and recommendations shall be communicated in writing to the learner and the Faculty/Department within the specified time scale and submitted to the next Academic and Professional Council (APC) meeting.

ii. Conclusions and recommendations shall be made with the consideration of precedents set by the outcomes of previous appeal panels.

Appendix 52: Guidance on the Conduct of a Complaint Hearing



GRIFFITH COLLEGE

Guidance on the Conduct of a Complaint Hearing

1. Purpose

1.1 The purpose of the Complaint Hearing shall be to hear both the complaint and the response. Taking into account previous attempts to resolve issues the Complaint Hearing Panel shall determine whether the learner's complaint is justified and whether the Department, Faculty or Service has provided a reasonable response or resolution.

2. Documentation

2.1 The Complaint Hearing Panel shall have access to all previous documentation in connection with the complaint, in addition, the complainant and the Department, Faculty, Service are each asked to produce an A4 synopsis of their case for distribution during the programme of the Hearing to the Panel and the other party

2.2 Other documentary evidence may be tabled at the discretion of the Chair.

3. Process

3.1 A Complaint Hearing shall be convened by the Director of Academic Programmes following a request in writing by the learner who has brought the complaint, as Part II of the Formal Procedure of the Complaints Procedure for Learners.

3.2 The Complaint Hearing Panel shall be chaired by a Programme Director or a Department Manager from outside the Faculty or Department in which the learner is enrolled (in the case of a complaint about a programme related matter), or a Service Department Manager from another service area (in the case of a complaint about a service). The Panel shall consist of two other members of academic or support staff, drawn from Faculties, Departments or services unrelated to the complaint, and a representative from the Learners' Union. A minute taker shall be assigned to the Panel. The Panel shall inform the Quality Assurance and Enhancement Officer when its formation and composition has been defined.

3.3 The learner and staff member shall be entitled to be represented as detailed in section 5 of the Complaints Procedure for Learners (Section 7.6)

3.4 The Order of Proceedings at a Complaints Hearing is as follows:

3.4.1 Introduction of those present
3.4.2 Outline of the purpose of the Complaint Hearing
3.4.3 Reference to any witness statements by complainant and /or Department, Faculty, Service

3.4.4 An A4 synopsis summarising the main points of their case shall be distributed by both parties

3.4.5 Complainant and/or representative presentation shall follow (approx. 15 minutes/max. 20 minutes)

3.4.6 The Panel and Department, Faculty, Service shall be given the opportunity to question complainant's and / or representative's presentation

3.4.7 Faculty/Service/ Department presentation (approx. 15 minutes/max. 20 minutes)

3.4.8 The Panel and the complainant and / or representative shall be given the opportunity to question the Department, Faculty or Service's presentation

3.4.9 The Complainant and/or representative shall sum up (5 minutes) [new evidence is not admissible at this time]

3.4.10 The Department, Faculty or Service shall sum up (5 minutes) [new evidence is not admissible at this time]

3.4.11 The Complaints Hearing Panel shall adjourn and consider its submission in private

3.4.12 Either side may be required to be available to provide further information or clarification of matters to the Complaints Hearing Panel.

4. Conclusions and Recommendations

4.1 At the end of the process, and following a period of reflection, the Complaint Hearing Panel will come to a conclusion, and, if appropriate, make recommendations to the Department, Faculty or Service.

4.2 Any conclusions and/or recommendations shall be communicated in writing to the complainant and the Faculty, Department, Service within the specified time scale and submitted to the next Academic & Professional Council meeting.

Appendix 53: Programme Validation Control Sheet

GRIFFITH COLLEGE

QAE Programme Validation Control Sheet				
<Programme Title>				
Step	**Description**	**Person Responsible**	**Date Completed**	**Comment**
1	Course Proposal Form			
2	Programme Approval Sub-Committee			
3	Mgt Board Approval			
4	APC Approval			
5	Proposed Programme Document			
6	Self-Assessment Report			
7	Desk Review Report			
8	Response to Desk Review Report			
9	Expert Panel Selection			
10	Expert Panel Site Visit			
11	Expert Panel Report			
12	Response to Expert Panel Report			
13	HETAC Academic Committee			
14	Documents Published			
15	Relevant Department Informed			
16	Current and Prospective Learners Informed			
17	Order of Council Received			
18	APC Informed			

Appendix 54: Guidance on the Learner Dignity and Respect Policy

The table below outlines the appropriate policy and process to be followed and the initial point of contact for dealing with dignity and respect matters.

Complainant	Respondent	Policy	Contact Person
			Complainant should in the first instance raise their concern with one of the following:
Learner	Learner	Learner Dignity and Respect Policy (QAE Document 7.5)	A senior member of their faculty staff, e.g., Programme Director, Head of Faculty Students' Union representatives Member of learner support services, e.g., learner engagement officer, student counselling
Staff	Learner	Learner Dignity and Respect Policy (QAE Document 7.5)	Complainant's Line Manager or Head of Faculty
Learner	Staff	Dignity at Work, Policy 10 (HR Policies and Procedures)	Staff member's Head of Faculty or Line Manager (if known) A senior member of their own faculty staff Students' Union representatives Member of learner support services, e.g., learner engagement officer, student counselling
Staff	Staff	Dignity at Work, Policy 10 (HR Policies and Procedures)	Complainant's Line Manager or HR Manager, or a member of the College's Management Board

Appendix 55: Annual Monitoring of Learner Dignity and Respect Policy Template

Faculty/Department:	
Completed by/Author:	
Reporting Year:	

Total No. of complaints received	
No. of complaints dealt with at informal level	
No. of complaints dealt with at mediation level	
No. of complaints dealt with at formal level	

Type of complaint	**No. of Complaints at informal level**	**No. of Complaints at mediation level**	**No. of Complaints at formal level**
Bullying			
Harassment			
Sexual harassment			

Status of these process(es)	**Number (If applicable)**
Still open	
Closed entirely	
Closed and referred to a disciplinary process	
No case to answer	
Withdrawn	

Recommendations for training or awareness raising at faculty level, at departmental level, within the Students Union, on individual campuses or at college level:

Appendix 56: Deceased Learner Record Amendment Form

GRIFFITH COLLEGE

DECEASED LEARNER RECORD AMENDMENT FORM 2026-27

DECEASED LEARNER PERSONAL DETAILS
Learner Number: Click or tap here to enter text.
Surname: Click or tap here to enter text.
Forenames: Click or tap here to enter text.
Faculty: Click or tap here to enter text.
Programme: Click or tap here to enter text.
Stage/Year: Click or tap here to enter text.

I wish to inform you that the above learner is now deceased.

Head of Faculty/Programme Director's Signature: _____

Date: Click or tap to enter a date.

SECTION A – LEARNER

1. SCHOLAR AMENDMENTS

A. **Reg Mode** updated to deceased in Scholar ☐

B. **EMAIL** removed from personal details and saved to MISC tab ☐

C. **Phone number** removed from personal details and saved to MISC tab ☐

Signed by Registration Officer: _____

Date: Click or tap to enter a date.

---

2. IT AMENDMENTS

IT informed to remove access to all College systems ☐

Signed by Registration Officer: _____

Date: Click or tap to enter a date.

Confirmed action completed by department ☐

Confirmed by: _____

Date: Click or tap to enter a date.

---

3. ACCOUNTS AMENDMENTS

Accounts informed to ensure no fee payment requests to be made ☐

Signed by Registration Officer: _____

Date: Click or tap to enter a date.

Confirmed action completed by department ☐

Confirmed by: _____

Date: Click or tap to enter a date.

---

4. LIBRARY AMENDMENTS

Library informed to update records to ensure no correspondence sent ☐

Signed by Registration Officer: _____

Date: Click or tap to enter a date.

Confirmed action completed by department ☐

Confirmed by: _____

Date: Click or tap to enter a date.

---

5. CAREERS OFFICER AMENDMENTS

Careers informed to update records to ensure no correspondence sent ☐

Signed by Registration Officer: _____

Date: Click or tap to enter a date.

Confirmed action completed by department ☐

Confirmed by: _____

Date: Click or tap to enter a date.

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6. PRESIDENT'S OFFICE

President's Office informed to allow correspondence offering College's condolences to be sent ☐

Signed by Registration Officer: _____

Date: Click or tap to enter a date.

SECTION B – GRADUATE

1. SCHOLAR AMENDMENTS

A. **Reg Mode** updated to deceased in Scholar ☐

B. **EMAIL** removed from personal details and saved to MISC tab ☐

C. **Phone number** removed from personal details and saved to MISC tab ☐

Signed by Registration Officer: _____

Date: Click or tap to enter a date.

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2. IT AMENDMENTS

IT informed to remove access to all college systems ☐

Signed by Registration Officer: _____

Date: Click or tap to enter a date.

Confirmed action completed by department ☐

Confirmed by: _____

Date: Click or tap to enter a date.

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3. ACCOUNTS AMENDMENTS

Accounts informed to ensure no fee payment requests to be made ☐

Signed by Registration Officer: _____

Date: Click or tap to enter a date.

Confirmed action completed by department ☐

Confirmed by: _____

Date: Click or tap to enter a date.

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4. LIBRARY AMENDMENTS

Library informed to update records to ensure no correspondence sent ☐

Signed by Registration Officer: _____

Date: Click or tap to enter a date.

Confirmed action completed by department ☐

Confirmed by: _____

Date: Click or tap to enter a date.

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5. ALUMNI OFFICE AMENDMENTS

Alumni Office informed to update records to ensure no correspondence sent ☐

Signed by Registration Officer: _____

Date: Click or tap to enter a date.

Confirmed action completed by department ☐

Confirmed by: _____

Date: Click or tap to enter a date.

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6. PRESIDENT'S OFFICE

President's Office informed to allow correspondence offering college's condolences to be sent ☐

Signed by Registration Officer: _____

Date: Click or tap to enter a date.

DLRAF INSTRUCTIONS

Note on Instructions

The above form is used to advise relevant departments, and track the updating of the Learner Record for both current learners and graduates who are now deceased. Faculties will complete the Deceased Learner's Personal Details, and will sign and date the cover page of the form. The completed form will then be sent to registration@griffith.ie. The Registration officer will update the Learner record as outlined in Section A.1, and Section B.1. The registration Officer will then inform the relevant departments named in Sections A.2-5 and Sections B.2-5. They will also track the confirmation from these departments that the updates have been carried out.

1. Scholar Amendments

This section allows the Registration Officer to track the amendments to be made and confirm they have been carried out.

2. IT Amendments

This section allows the Registration Officer to track the correspondence with the IT department and their confirmation that the amendments have been carried out. The IT department should remove the learner's/graduate's access to all college systems, e.g. Moodle, My Griffith etc.

3. Account Amendments

This section allows the Registration Officer to track the correspondence with the Student Fees and Accounts department, and their confirmation that the amendments have been carried out. The Student Fees and Accounts department should ensure that no correspondence is sent to the learner's family requesting fee payments.

4. Library Amendments

This section allows the Registration Officer to track the correspondence with the library, and their confirmation that the amendments have been carried out. The Student Fees and Accounts department should ensure that no correspondence is sent to the learner's family requesting fee payments.

5. Careers Officer Amendments (only for current learners)

This section allows the Registration Officer to track the correspondence with the Careers Advice Officer, and to clarify whether the amendments have been carried out. The Careers Advice Officer should ensure that no correspondence is sent to the learner's family in error.

6. Alumni Officer Amendments (only for graduates)

This section allows the Registration Officer to track the correspondence with the Alumni Officer, and to clarify whether the amendments have been carried out. The Alumni Officer should ensure that no correspondence is sent to the learner's family in error.

7. President's Office

The Registration Officer will advise the President's Office of the deceased learner/graduate to facilitate correspondence offering the college's condolences being sent to the learner/graduate's family as per the bereavement procedure.