



# Griffith College

Coláiste Uí Ghríofa

## **Quality Assurance and Enhancement Policies**

**2018/2019**

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**Griffith College**  
**Quality Assurance and Enhancement Policies, Procedures,**  
**Practices and Guidelines**

<b>Title</b>	Scope of Quality Assurance and Enhancement
<b>Document No.</b>	QAE A0
<b>Initial Approval by APC</b>	October 2005
<b>Approval of current version by APC</b>	
<b>Responsibility for Implementation</b>	APC
<b>Related Documents</b>	All other QAE policies, procedures, practices and guidelines

## **QAE A0 - Scope of Quality Assurance and Enhancement**

### **1. Objective**

- 1.1 To define the scope of applicability of the College's Quality Assurance and Enhancement (QAE) Policies, Procedures, Practices and Guidelines.
- 1.2 To outline the relationship between the Colleges QAE Policies, Procedures, Practices and Guidelines and those of external academic and professional agencies recognising or validating the College's awards.
- 1.3 To define the relationship between the Colleges QAE Policies, Procedures, Practices and Guidelines and the wider legislative environment within which the College operates.

### **2. Introduction**

- 2.1 The College's QAE 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 in Dublin, Cork and Limerick, and all 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.
- 2.2 The QAE system does not extend to programmes provided by external bodies or organisations using the teaching facilities at one of our centres.
  - 2.3 This manual has been updated for implementation from January 2019 and will be subject to annual review under the Academic and Professional Council (APC) to support the College's ongoing commitment to continuous quality improvement. QQI will be notified of changes.

- 2.4 The Quality Assurance & Enhancement Office will maintain 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.

### **3. Role of External Agencies**

- 3.1 Many external agencies and awarding bodies stipulate particular rules and regulations in respect of their awards.
- 3.2 These criteria typically complement and extend those already outlined in the College's QAE manual, serving to add precision in respect of a number of procedures, for example those relating to admission and advancement criteria.
- 3.3 Where the College provides a programme leading to the award of an external agency, 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 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.
- 3.4 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, the College complies with the conditions stipulated by the external agency in respect of the associated programmes involved.

### **4. Wider Legislative Context**

- 4.1 All of the College's activities are influenced and ultimately governed by a variety of other external agencies, both nationally and internationally.
- 4.2 The College is committed to ensuring that its QAE Policies, Procedures, Practices and Guidelines continue to reflect and comply with all prevailing national and international legislation as it evolves, for example in the case of employment legislation and the protection of learners.
- 4.3 The College is committed to advancing and embracing national and international educational developments. Where possible it will serve to champion these development opportunities amongst its staff, learners and the wider educational community.
- 4.4 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. In meeting these external requirements, it is not intended that the external requirements would be formally integrated

into the College's own QAE documents, but rather continue to stand apart, with the external requirements understood as pre-eminent.

**Griffith College**  
**Quality Assurance and Enhancement Policies, Procedures,**  
**Practices and Guidelines**

<b>Title</b>	Quality Assurance and Enhancement Policy
<b>Document No.</b>	QAE A1
<b>Initial Approval by APC</b>	July 2011
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<b>Responsibility for Implementation</b>	APC
<b>Related Documents</b>	APC Terms of Reference (QAE A3)
	Academic and Professional Management Framework: Organs & Responsibilities (QAE A2)

## **QAE A1      Quality Assurance and Enhancement Policy**

***“Pursuing excellence through applied education and the relentless pursuit of the advancement of individual learner attainment”***

### **1.      Objectives**

- 1.1 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
- 1.2 To outline the College collegial approach to the agreement and ongoing monitoring and development of quality assurance and enhancement processes
- 1.3 To identify the process of implementation and integration of policies, procedures, practices and guidelines and the corresponding management structures which support this process.

### **2.      Introduction**

- 2.1 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
- 2.2 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
- 2.3 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.

### **3.      Quality Assurance and Enhancement Design Principles**

- 3.1 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.



- 3.2 Quality Assurance and Enhancement processes shall:
- 3.2.1 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
  - 3.2.2 Be agreed in a collaborative environment representative of the College as a whole
  - 3.2.3 Be informed by external input from process design to monitoring, review and revision
  - 3.2.4 Set clear objectives which are appropriate to the environment and achievable by the individual, faculty/department or the College as a whole
  - 3.2.5 Be clear and consistent. For these purposes, documentation shall 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
  - 3.2.6 Be communicated to all stakeholders through a variety of media
  - 3.2.7 Be informative and supportive, providing individuals with as much information and guidance as possible in order to fulfil their responsibilities
  - 3.2.8 Be designed to integrate with existing organisational practice and management structures
  - 3.2.9 Incorporate ongoing monitoring and review procedures along with appropriate reporting structures
  - 3.2.10 Focus on the outcome of evaluation as opposed to the administration of process
  - 3.2.11 Be easily audited from an internal and external perspective through the incorporation of clearly measurable standards.

#### **4. Approval of Quality Assurance and Enhancement Processes**

- 4.1 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

- 4.2 The membership of the APC includes representation from all Academic Faculties, Professional Schools, academic administration, Support and Service Departments, Student Union and members of the Management Board, which includes the President of the College.
- 4.3 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
- 4.4 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.
- 4.5 All changes to QAE policies or procedures shall come through the Quality Assurance and Enhancement Office and, with supporting documentation, must be presented to and approved by APC
- 4.6 Once a change has been approved by APC it shall be the responsibility of the Quality Assurance and Enhancement Officer to update all sources of QAE information, including the College Website, the College intranet and all other College media, in a timely manner and to inform all relevant departments of the change, including satellite campuses.
- 4.7 Changes relating to the QAE manual for the following academic year will be included in the manual available on all media, on September 1<sup>st</sup> of the new academic year.
- 4.8 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.
- 4.9 Before September 1<sup>st</sup> in any year the QAE Office shall ensure that the QAE manual available has all QAE updates approved by APC for that academic year.
- 4.10 All documentation relating to changes in QAE policies and procedures shall be held in the QAE office and shall include a Control Sheet recording all stages of the process.

## **5. Implementation of Quality Assurance and Enhancement Processes**

- 5.1 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

- 5.2 Specific roles and responsibilities are associated with each of these management organs which are indicated within the College's Quality Assurance and Enhancement documentation.
- 5.3 The roles and responsibilities of these forums are revised as appropriate and in accordance with Quality Assurance and Enhancement and organisational developments
- 5.4 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
- 5.5 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.

**Griffith College**  
**Quality Assurance and Enhancement Policies, Procedures,**  
**Practices and Guidelines**

<b>Title</b>	Academic and Professional Council
<b>Document No.</b>	QAE A2
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<b>Approval of current version by APC</b>	January 2019
<b>Responsibility for Implementation</b>	Academic and Professional Council
<b>Related Documents</b>	Quality Assurance and Enhancement Policy (QAE A1)

## **QAE A2 Academic and Professional Council**

### **1. Objectives**

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

### **2. Scope**

- 2.1 This document refers to the academic and professional management framework of the College as a whole.

### **3. Introduction**

- 3.1 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.

### **4. Board of Directors**

- 4.1 Chaired by: President
- 4.2 Frequency of Meetings: Monthly
- 4.3 Reports to: N/A
- 4.4 Responsibilities:
  - 4.4.1 Overseeing the management structure of the College
  - 4.4.2 Appointing members of the Management Board, Academic and Professional Council and Board of Directors and assigning responsibilities to these members
  - 4.4.3 Maintaining an overview of the College's academic and Quality Assurance and Enhancement management
  - 4.4.4 Financial stewardship and major capital expenditure
  - 4.4.5 Determining and monitoring the growth path of the institution
  - 4.4.6 Ensuring that strategic plans are consistent with current and proposed provision
  - 4.4.7 Considering any matters referred to it by the Academic and Professional Council or the Management Board.

### **5. Management Board**

- 5.1 Chaired by: President
- 5.2 Frequency of Meetings: Weekly
- 5.3 Reports to: Board of Directors
- 5.4 Responsibilities:
  - 5.4.1 Overseeing the operational management of the College
  - 5.4.2 Determining budget allocations and making resource and capital investment decisions up to a maximum approved by the Board of Directors
  - 5.4.3 Reviewing programme proposals in terms of viability and appropriateness to strategic aims
  - 5.4.4 Participating in the formal review of programmes, faculties and departments
  - 5.4.5 Considering resource requirements leading from Programme Reviews, Faculty Reviews and Department Reviews
  - 5.4.6 Managing human resource issues, including the provision of staff development
  - 5.4.7 Conducting salary reviews
  - 5.4.8 Overseeing the marketing of the College
  - 5.4.9 Considering any matters referred to it, as appropriate, by other authorities/individuals within the College.

## **6. Academic and Professional Council**

- 6.1 Chaired by: President
- 6.2 Frequency of Meetings: Monthly
- 6.3 Reports to: Board of Directors
- 6.4 Responsibilities:
  - 6.4.1 Ensuring that the College academic policies relating to teaching and learning are consonant with the College mission and strategic plan
  - 6.4.2 Ensuring the implementation of the academic regulations of the College
  - 6.4.3 Monitoring the design, development and implementation of programmes of study in accordance with the functions of the College
  - 6.4.4 Ensuring that the curriculum offered through the College is appropriate, challenging and dynamic
  - 6.4.5 Making recommendations to the board of management for the selection, admission, retention and exclusion of learners

- 6.4.6 Ensuring that the quality and standard of provision is routinely monitored through annual monitoring, validation and review procedures
- 6.4.7 Ensuring that the regulatory framework governing the assessment and examination of learners is fairly operated
- 6.4.8 Approving External Examiner nominations
- 6.4.9 Reviewing summary internal and external feedback referred to it periodically and proposing appropriate action in response to feedback where necessary
- 6.4.10 Reviewing reports and recommendations received from its sub-committees
- 6.4.11 Forming ad-hoc sub-committees where considered beneficial and appropriate
- 6.4.12 Considering any matters referred to it, as appropriate, by other authorities/individuals within the College.

## **7. Academic and Professional Council (APC) Sub-Committees**

*APC sub-committees report directly to the APC and meet on an ad hoc basis as required.*

### **7.1 Programme Approval Sub-Committee**

#### **7.1.1 Responsibilities:**

7.1.1.1 Evaluating the merit of all aspects of a programme proposal

7.1.1.2 Making recommendations to the APC on programme proposals

7.1.1.3 Considering any matters referred to it, as appropriate, by the Academic and Professional Council

### **7.2 Admissions Sub-Committee**

#### **7.2.1 Responsibilities:**

7.2.1.1 Reviewing recognition of prior learning applications

7.2.1.2 Adjudicating admissions and deferral appeals

7.2.1.3 Considering any matters referred to it, as appropriate, by the Academic and Professional Council

### **7.3 Assessment Sub-Committee**

#### **7.3.1 Responsibilities:**

7.3.1.1 Approving External Examiner nominations

7.3.1.2 Adjudicating academic appeals

- 7.3.1.3 Reviewing External Examiner reports and ensures they are responded to
- 7.3.1.4 Approving changes to results post Review Board
- 7.3.1.5 Considering any matters referred to it, as appropriate, by the Academic and Professional Council

#### 7.4 *Programme Review Panel*

##### 7.4.1 Responsibilities:

- 7.4.1.1 Reviewing Programme Reports and meeting with Programme Committees
- 7.4.1.2 Considering any matters referred to it, as appropriate, by the Academic and Professional Council

#### 7.5 *Faculty Review Panel*

##### 7.5.1 Responsibilities:

- 7.5.1.1 Reviewing Faculty Report and meeting with Faculty Committee
- 7.5.1.2 Considering any matters referred to it, as appropriate, by the Academic and Professional Council

#### 7.6 *Department Review Panel*

##### 7.6.1 Responsibilities:

- 7.6.1.1 Reviewing Department Report and meeting with Department Committee
- 7.6.1.2 Considering any matters referred to it, as appropriate, by the Academic and Professional Council

#### 7.7 *Complaints Hearing Panel*

##### 7.7.1 Responsibilities:

- 7.7.1.1 Adjudicates on learner complaints referred to it by the Director of Academic Programmes.

#### 7.8 *Quality Assurance and Enhancement Sub-Committee*

##### 7.8.1 Responsibilities:

- 7.8.1.1 Reviews and manages changes to QAE policy



## **8. Head of Faculty Committee**

- 8.1 Chaired by: Rotating Chair
- 8.2 Frequency of Meetings: At least monthly
- 8.3 Reports to: Management Board, Academic and Professional Council
- 8.4 Responsibilities:
  - 8.4.1 Determining and disseminating best practice in terms of faculty-wide academic management
  - 8.4.2 Making recommendations to the APC on policy issues
  - 8.4.3 Referring common requirements to the appropriate alternative committee or board (e.g. Management Board, Academic and Professional Council)
  - 8.4.4 Considering any matters referred to it by other authorities/individuals within the College.

## **9. Programme Director Committee**

- 9.1 Chaired by: Rotating Chair
- 9.2 Frequency of Meetings: at least monthly
- 9.3 Reports to: Management Board, Academic and Professional Council
- 9.4 Responsibilities:
  - 9.4.1 Determining and disseminating best practice in terms of college-wide administrative management
  - 9.4.2 Collaborating with service departments
  - 9.4.3 Referring common requirements to the appropriate alternative committee or board (e.g. Head of Faculty Directors Committee, Management Board, Academic and Professional Council)
  - 9.4.4 Considering any matters referred to it by other authorities/individuals within the College.

## **10. Faculty Committee**

- 10.1 Chaired by: Head of Faculty
- 10.2 Frequency of Meetings: Bi-Monthly
- 10.3 Reports to: Academic and Professional Council
- 10.4 Responsibilities:

- 10.4.1 Ongoing planning and internal and external communication of operational and academic issues and requirements
- 10.4.2 Communicating faculty requirements to Programme Committees regarding operational and academic issues
- 10.4.3 Considering matters referred by Programme Committees, the Head of Faculty Committee, Programme Director Committee, and Academic and Professional Council meetings
- 10.4.4 Reviewing learner feedback (formal and informal) and determining action required
- 10.4.5 Reviewing lecturer feedback (formal and informal) and determining action required
- 10.4.6 Ensuring adequate and ongoing preparation for review boards and examination boards
- 10.4.7 Producing a Faculty Report as part of the Faculty Review process
- 10.4.8 Considering any matters referred to it by other authorities/individuals within the College.

## **11. Lecturer Plenary Meeting**

- 11.1 Chaired by: Relevant Programme Director
- 11.2 Frequency of Meetings: Once per semester
- 11.3 Reports to: Academic and Professional Council
- 11.4 Responsibilities:
  - 11.4.1 Providing faculty-wide information for lecturers at the outset of the semester on administrative systems and regulations, teaching and learning resources available etc.

## **12. Programme Committee**

- 12.1 Chaired by: Relevant Programme Director
- 12.2 Frequency of Meetings: Once per semester
- 12.3 Reports to: Academic and Professional Council
- 12.4 Responsibilities:
  - 12.4.1 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

- 12.4.2 Managing effectiveness of teaching, learning and assessment methods and procedures
- 12.4.3 Managing outcome of learner, industry and academic feedback referred to it periodically and proposes appropriate action in response to feedback
- 12.4.4 Producing a Programme Report as part of the Programme Review process
- 12.4.5 Seeking to ensure that all recommendations made by external authorities - validating bodies etc. - have been incorporated into the good practice of the Faculty
- 12.4.6 Considering any matters referred to it by other authorities/individuals within the College.

### **13. Programme Development Panel**

- 13.1 Chaired by: Programme Director
- 13.2 Frequency of Meetings: As required
- 13.3 Reports to: Academic and Professional Council
- 13.4 Responsibilities:
  - 13.4.1 Developing new programmes which have been approved by the Programme Approval Sub-Committee
  - 13.4.2 Preparing for and participates in the programme validation process.

### **14. Faculty Disciplinary Board**

- 14.1 Chaired by: Programme Director
- 14.2 Frequency of Meetings: As required
- 14.3 Reports to: Academic and Professional Council
- 14.4 Responsibilities:
  - 14.4.1 Adjudicating academic misconduct appeals
  - 14.4.2 Adjudicating learner disciplinary matters

### **16. Library Services & ICT Committee**

- 16.1 Chaired by: Senior Librarian/IT Manager

- 16.2 Frequency of Meetings: Once per semester
- 16.3 Reports to: Management Board, Academic and Professional Council
- 16.4 Responsibilities:
  - 16.4.1 Reviewing the ongoing management of library and ICT resources
  - 16.4.2 Managing the outcome of learner feedback referred to it periodically and proposing appropriate action in response to action
  - 16.4.3 Reviewing operational documentation on an ongoing basis and informing the APC of substantive changes
  - 16.4.4 Providing feedback for monitoring and review processes
  - 16.4.5 Considering any matters referred to it by other authorities/individuals within the College.

**Griffith College**  
**Quality Assurance and Enhancement Policies, Procedures,**  
**Practices and Guidelines**

<b>Title</b>	Academic and Professional Council Terms of Reference
<b>Document No.</b>	QAE A3
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<b>Approval of current version by APC</b>	January 2019
<b>Responsibility for Implementation</b>	Academic and Professional Council
<b>Related Documents</b>	Academic and Professional Council (QAE A2)

## **QAE A3 Academic and Professional Council Terms of Reference**

### **1. Objectives**

- 1.1 To set out the composition and responsibilities of the Academic and Professional Council
- 1.2 To set out the terms of reference for the College's Academic and Professional Council.

### **2. Scope**

- 2.1 These terms of reference apply to all activities of the College's Academic and Professional Council.

### **3. Composition of the Academic and Professional Council**

- 3.1 The Board of Directors determines the composition of the Academic and Professional Council
- 3.2 Each member of the Academic and Professional Council is a voting member unless otherwise stipulated on appointment.
- 3.3 The Chair, Deputy Chair and Secretary are all Officers of the Academic and Professional Council (see Section 6 below)
- 3.4 The remainder of the APC normally includes representation from the Management Board, Programme Directors, Department Managers, Service Departments, the Head of Academic Administration and the Senior Librarian. Provision will also be made for the representation of industry and learner views.

### **4. Responsibilities of the Academic and Professional Council**

- 4.1 The responsibilities of the Academic and Professional Council, having due regard to the regulations of QQI or those agreed with other validating institutions, are defined as follows:
  - 4.1.1 To ensure that the College academic policies relating to teaching and learning are consonant with the College mission and strategic plan
  - 4.1.2 To ensure the implementation of the academic regulations of the College

- 4.1.3 To monitor the design, development and implementation of programmes of study in accordance with the functions of the College
- 4.1.4 To ensure that the curriculum offered through the College is current, relevant, at an appropriate standard, and professional
- 4.1.5 To make recommendations to the board of management for the selection, admission, retention and exclusion of learners
- 4.1.6 To ensure that the quality and standard of provision is routinely monitored through annual monitoring, validation, stakeholder feedback, and review procedures
- 4.1.7 To ensure that the regulatory framework governing the assessment and examination of learners is fairly operated
- 4.1.8 To monitor and review College academic management, including:
  - 4.1.8.1 New programme approval (sub-committee)
  - 4.1.8.2 Institutional feedback
  - 4.1.8.3 External examiner feedback (sub-committee)
  - 4.1.8.4 Staff Development Policy
  - 4.1.8.5 Academic Appeals (sub-committee)
  - 4.1.8.6 Annual Programme Reviews (sub-committee)
  - 4.1.8.7 Annual Faculty Reviews (sub-committee)
  - 4.1.8.8 Annual Department Reviews (sub-committee)
  - 4.1.8.9 Learner Feedback
  - 4.1.8.10 Employer Feedback
  - 4.1.8.11 Graduate Feedback

## **5. Reporting Structure**

- 5.1 The Academic and Professional Council reports directly to and makes recommendations to the Management Board.

## **6. Officers of the Academic and Professional Council**

- 6.1 The Officers of the Academic and Professional Council are as follows:
  - 6.1.1 The Chair: The President of the College shall be ex-Officio Chair of Council
  - 6.1.2 The Deputy Chair: The Director of Academic Programmes shall be the Deputy Chair of the Council

6.1.3 The Secretary: The Chair of Council shall appoint a Secretary to the Academic and Professional Council.

## **7. Duties of the Officers of the Academic and Professional Council**

7.1 The duties of the Chair of the Academic and Professional Council are:

7.1.1 To establish the agenda of all meetings of Academic and Professional Council

7.1.2 To report to Academic and Professional Council on current issues of the College

7.1.3 To open each meeting

7.1.4 To decide and announce the business and the order in which it is to be acted upon

7.1.5 To state and put the question and to announce the result of the vote

7.1.6 To enforce rules of order

7.1.7 To call another member to the Chair for meetings that the Chairman cannot attend (normally the Director of Academic Programmes)

7.2 The duties of the Deputy Chair of the Academic and Professional Council are:

7.2.1 To chair meetings of the Academic and Professional Council which the Chairman cannot attend

7.2.2 To carry out duties 7.1.1 to 7.1.7 at meetings of the Academic and Professional Council at which the Chairman cannot officiate.

7.3 The duties of the Secretary of the Academic and Professional Council are:

7.3.1 To collect information for, and circulate to the Council members, the agenda of all meetings of Academic and Professional Council, which shall normally be distributed one week in advance of such meetings

7.3.2 To organise and schedule Academic and Professional Council meetings

7.3.3 To prepare minutes of every meeting of Academic and Professional Council and issue to all members

7.3.4 To assist the Director of Academic Programmes creating, advising upon and drafting academic policies as appropriate, assuring



adherence to proper format and procedures and preparing them for submission to the Academic and Professional Council

7.3.5 To maintain all books and records of Academic and Professional Council and its committees, including a directory of the current policies of Academic and Professional Council

7.3.6 To serve as an ex-officio, non-voting member of all standing sub-committees of Academic and Professional Council

7.3.7 To act as a resource to support committees in their efforts.

## **8. Academic and Professional Council Meeting Procedures**

8.1 The Academic and Professional Council session extends from 01 September to 31 August

8.2 Meetings shall normally be held on a monthly basis; the Chair shall determine those circumstances which warrant a change from the normal schedule

8.3 A schedule of proposed dates for meetings shall be issued to Council members in advance at the beginning of the year

8.4 The Chair shall compile the agenda for Academic and Professional Council with the assistance of the Secretary

8.5 The agenda shall normally be made available by the Secretary to Council members a week before the scheduled meeting

8.6 A quorum of any meeting shall be one quarter of the members. If the members present do not constitute a quorum, the Council shall adjourn until the next meeting

8.7 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 Academic and Professional Council

8.8 Any issues not dealt with within the timeframe of the Academic and Professional Council meeting shall be carried forward to the next meeting unless a special meeting is called

8.9 If a member is unable to attend a meeting of the Academic and Professional Council, they must inform the Secretary of the Academic and Professional

Council in advance. Absences and apologies shall be noted in the Academic and Professional Council minutes

- 8.10 A member of Academic and Professional Council, who fails to attend two consecutive meetings of Council or three in total for a year, without notice to the Secretary, shall automatically cease to be a Council member. A member who misses four meetings, even with notice, shall cease to be a member. These absence rules shall not apply to absence on annual leave, certified illness or on the business of the College. The same rule shall apply to Committee service. A nominee of the Board of Directors shall fill a vacancy so created
- 8.11 The Secretary of the Academic and Professional Council shall provide a list of Academic and Professional Council members at the first meeting, and again whenever changes are made
- 8.12 The attendance of a visitor at Academic and Professional Council must be agreed beforehand with the Chair. Where a visitor is in attendance they can contribute to the meeting but they may not vote on any matter
- 8.13 The draft minutes marked "unconfirmed" shall be despatched to members normally within ten working days of the meeting
- 8.14 Sections of the minutes can be deemed "reserved" by the Council. In this case they shall be distributed to Council members only
- 8.15 The approval of the minutes shall normally be the first item of business at ordinary meetings. Proposed amendments to minutes of the Council should be submitted in writing to the Secretary within seven days of the unconfirmed minutes being circulated to members. If objections are received they shall be resolved as the first item of business at the next meeting of the Council for confirmation. Otherwise the minutes shall be taken as confirmed.

## **9. Debates and Voting**

- 9.1 The following procedure shall govern the manner in which debates and voting take place throughout the Academic and Professional Council meeting:
  - 9.1.1 A member or visitor who wishes to speak should do so through the Chair
  - 9.1.2 A speaker should restrict remarks to the motion or matter in debate
- 9.2 Where possible, decisions taken by the Academic and Professional Council will be by consensus
- 9.3 Where it is not possible to take a decision by consensus, issues shall be decided by a simple majority show of hands. However if a two-thirds majority

of those voting members in attendance is required to carry a motion to revise or augment the agenda or a motion to amend Academic and Professional Council procedures.

- 9.4 Any member present shall be entitled to be recorded as dissenting from any decision of the Academic and Professional Council.

## **10. Sub-Committees of Academic and Professional Council**

- 10.1 The Academic and Professional Council has six standing sub-committees acting on its behalf in the academic management of the College:

10.1.1 Programme Approval Sub-Committee: Reviews new programme proposals

10.1.2 Admissions Sub-Committee: Carries out admissions duties as required

10.1.3 Assessment Sub-Committee: Carries out assessment duties as required

10.1.4 Programme Review Panel: Reviews Programme Reports

10.1.5 Faculty Review Panel: Reviews Faculty Reports

10.1.6 Department Review Panel: Reviews Department Reports

10.1.7 Quality Assurance and Enhancement Sub-Committee: Reviews QAE policies and procedures as required

- 10.2 Where it is deemed appropriate and necessary, the Academic and Professional Council shall appoint ad hoc sub-committees in order to report and make recommendations to the Academic and Professional Council on specific issues.

- 10.3 The following points are relevant to the formation and management of sub-committees:

10.3.1 The terms of reference for sub-committees shall be agreed by the Academic and Professional Council

10.3.2 Each sub-committee shall normally formally report to the Academic and Professional Council at least three times a year

10.3.3 The Secretary of the Academic and Professional Council shall serve as an ex-officio, non-voting, member of all sub-committees

10.3.4 The Chair of each sub-committee must also be a member of the Academic and Professional Council.

10.3.5 There is no requirement for a quorum for sub-committees of the Council.

## **11. Amendments to Academic and Professional Council Terms of Reference**

11.1 Any member of the Academic and Professional Council can propose an amendment or addition to the APC terms of reference

11.2 Proposals for amendments or additions shall be communicated to the Council Secretary who shall put it on the agenda for the following APC meeting.

**Griffith College**  
**Quality Assurance and Enhancement Policies, Procedures,**  
**Practices and Guidelines**

<b>Title</b>	Quality Assurance and Enhancement in Other Centres
<b>Document No.</b>	QAE A4
<b>Initial Approval by APC</b>	October 2005
<b>Approval of current version by APC</b>	January 2019
<b>Responsibility for Implementation</b>	Academic and Professional Council
<b>Related Documents</b>	All other sections of QAE manual

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## **QAE E4 Quality Assurance and Enhancement in Other Centres**

### **1. Introduction**

- 1.1 Griffith College is understood to incorporate the College's constituent campuses and teaching centres in Dublin, Cork and Limerick, and all partner institutions where Griffith College programmes are provided.
- 1.2 Griffith College Dublin is the central campus within Griffith College and has overall management responsibility and control for the activities of all of its centres.
- 1.3 Griffith College is committed to replicating the learner experience which currently exists in GCD throughout all its other locations. In this regard, Griffith College learners in all other locations are subject to identical programme regulations and requirements as those which apply in GCD.
- 1.4 Common assignments and examinations are set for completion by learners in all locations with overall responsibility for assessment being held by GCD.
- 1.5 Learners in other locations are given the same access to online resources as their counterparts in Dublin and the physical library stock in each location is developed to provide a similar standard to that afforded to GCD based learners.
- 1.6 Overall responsibility for all academic staff appointments in all locations, both full-time and part-time is determined by GCD. Aspects of the appointment process may be delegated to the relevant persons in other centres as appropriate.
- 1.7 The local management and teaching team plays a key role in the smooth running of the programmes as lecturers, tutors, managers and administrators. Working within the College's agreed QAE procedures, they are responsible for all operational matters relating to teaching resource provision, timetabling, attendance monitoring, assignment submission, examinations, gathering feedback from learners and lecturers and providing first line support for learners and staff in relation to operational and ad hoc matters as they arise.
- 1.8 Each centre is managed by a Centre Manager. They has responsibility for the operational management of the centre and reports directly to the College management board.
- 1.9 Each centre appoints local Programme Directors with responsibility for the academic management of programmes delivered at the centre. They liaise directly with their counterparts in other centres (at Programme Director or

Year Head level) and report to the Programme Director in charge of the programme.

- 1.10 The QAE Policies, Procedures, Practices & Guidelines outlined for Griffith College apply identically to all of Griffith College's activities whether they take place in the GCD, in other locations in Ireland or overseas.
- 1.11 Where common programmes are delivered to more than one learner cohort, across one or more centres, additional QAE procedures, policies, practices and guidelines are applied to coordinate the activities involved.
- 1.12 These coordinating QAE procedures, policies, practices and guidelines are outlined in this document.
- 1.13 APC shall approve all proposals to deliver Griffith College teaching in sites other than the Dublin, Cork, and Limerick campuses. Approval for a new site can be sought by submitting a QAE EA18 New Site Delivery Assessment Template for consideration.

## **2. Programme coordination in advance of delivery**

- 2.1 Lecturers are notified in advance of programme commencement that their programme is shared with other lecturers and other learner cohorts.
- 2.2 A module leader is identified from the lecturers involved.
- 2.3 The lecturers are put in touch with each other by the Programme Director(s) or delegated Year Head(s) in each of the College's locations running the programme.
- 2.4 A common programme outline containing learning outcomes, syllabus, reading list, lesson plan and teaching methodology is agreed in advance of programme commencement and submitted for approval to the Programme Director(s) involved.
- 2.5 All lecturers have access to the College's current virtual learning environment to enable them to share views and provide access to lecture notes using this facility.
- 2.6 Responsibility for 2.1 to 2.5 above is shared between the Programme Director and their counterpart in the other centres. A managing or leading Programme Director is also identified for each programme by the Director of Academic Programmes or the Director of Professional Programmes as appropriate.

## **3. Setting Assignments and Examinations**

- 3.1 Assignments are set by the module leader and submitted for approval to the Programme Director (or delegated Year Head) in charge of the programme.
- 3.2 The assignments allow for collaboration between the lecturers involved and must be accompanied by an assignment submission form, signed by the module leader which confirms that such communication has been afforded.
  - 3.2.1 In the case of day and evening lecturers in the same location, it is expected that this communication takes place in person to person meetings.
  - 3.2.2 In the case of lecturers based in different locations, it is expected that this communication may take place in person to person meetings where possible, but that phone and email communication may also be sufficient.
  - 3.2.3 In the case of lecturers in GCD and overseas campuses, given the additional logistics involved, the GCD Programme Director (or delegated Year Head) liaises directly with their counterpart in the overseas location following receipt of the assignment submission from the module leader.
- 3.2 Examinations are set by the module leader and submitted for approval to the College Examinations Office.
- 3.3 Collaboration between lecturers in the preparation of examinations is achieved in an identical manner to that outlined above in 3.2 for assignments.
- 3.4 Examinations in respect of shared modules which are delivered in more than one location are scheduled to take place at the same time.
- 3.5 In the case where examinations are held in more than one country, they are scheduled and controlled so that their times overlap in order to ensure the confidentiality and integrity of the assessment process in all locations.
- 4. Examination Boards**
  - 4.1 Each location conducts a local examination board at which all assessment results in respect of local learner cohorts are considered.
  - 4.2 The local examination board is chaired by the local Programme Director and attended by local lecturers, year heads and programme administrator(s).
  - 4.3 The examination scripts and assignments are then be submitted to GCD. Coursework and examination scripts undergo a second reading/internal moderating process as outlined in section QAE E6 of the College QAE Policies,



Procedures, Practices and Guidelines in advance of the official Examination Board.

- 4.4 Attendance at the official Examination Board by the local centre Programme Director/Programme Coordinator is facilitated wherever possible, either in person or remotely using appropriate technology.
- 4.5 External examiners are required to attend the official Examination Board at the centre agreed with the Head of Academic Administration.
- 4.6 Results, once approved by the official examinations board are issued to learners under the management of the College's examination office and communicated via the web

## **5. Reviewing the Performance of Other Centres**

- 5.1 The performance of each of the College centres are reviewed on an ongoing basis.
- 5.2 All programmes are subject to a common review process, with contributions to be sought from staff and learners based in all locations at which the programme is delivered.
- 5.3 The centre's performance is reviewed annually by means of a Departmental Review as outlined in QAE G3.
- 5.4 Each centre is reviewed periodically as part of the Institutional Review Procedures outlined in QAE G5, in the light of its role within Griffith College.

**Griffith College**  
**Quality Assurance and Enhancement Policies, Procedures,**  
**Practices and Guidelines**

<b>Title</b>	Programme Information Provision Policy
<b>Document No.</b>	QAE C1
<b>Initial Approval by APC</b>	March 2004
<b>Approval of current version by APC</b>	January 2019
<b>Responsibility for Implementation</b>	Marketing, International Office
<b>Related Documents</b>	

## **QAE C1 Programme Information Provision Policy**

### **1. Objective**

- 1.1 The objective of this policy is to ensure that *prospective* learners are provided with sufficient information regarding all aspects of their programme of interest.

### **2. Scope**

- 2.1 This policy applies to information pertaining to all academic programmes offered by the College regardless of the associated validating body
- 2.2 It is expected that Programme Directors will provide the Marketing Department and the International Office with all reasonable assistance in fulfilling their responsibilities under this policy
- 2.3 If a programme is a Collaborative or Transnational programme or Joint Award then reference must be made to QAE L1 setting out policy in relation to such programmes.

### **3. Responsibilities**

- 3.1 Marketing Department
- 3.2 International Office

### **4. Information Provision (Prospective Learners)**

- 4.1 In any detailed marketing medium the College uses to describe its programmes the following information shall be made available to prospective learners:
  - 4.1.1 The name of the awarding body/bodies and their recognition internationally
  - 4.1.2 The status of the validation, i.e. Validated, Subject to Validation
  - 4.1.3 The framework level designation of the programme
  - 4.1.4 The full programme title and any variations on title which may be open to the learner should they choose particular combinations of modules
  - 4.1.5 Programme structure and intended programme learning outcomes
  - 4.1.6 Details of any interim awards associated with the programme and the learner's entitlements to same

- 4.1.7 Details of any association with/recognition by any professional /regulatory/ statutory body
  - 4.1.8 The duration of the programme and the learning modes offered i.e. full-time/part-time/ACCS/distance etc.
  - 4.1.9 Maximum/minimum time periods permitted for completion of the programme
  - 4.1.10 Entry requirements and any assessment or prior learning procedures required for entry
  - 4.1.11 Transfer and progression routes into and from programmes and details of any regulations governing transfer and progression
  - 4.1.12 The credit associated with the programme as a whole and each stage of the programme
  - 4.1.13 The English language level required for entry to the programme
  - 4.1.14 Documentation required from International learners applying from abroad or residing in Ireland
  - 4.1.15 Bonding arrangements associated with the programme.
  - 4.1.16 Any further requirements as 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)*
  - 4.1.17 For transnational programmes: any additional information as required by QQI's *Policy for Collaborative Programmes, Transnational Programmes and Joint Awards*.
- 4.2 In any summary marketing medium the College uses to describe its programmes at least the following information shall be made available to prospective learner:
- 4.2.1 The name of the awarding body and its recognition internationally
  - 4.2.2 The status of the validation, i.e. Validated, Subject to Validation
  - 4.2.3 The framework level designation of the programme
  - 4.2.4 The full programme title and any variations on title which may be open to the learner should they choose particular combinations of modules

## **5. Responsibilities**

### **5.1 Marketing Department**

- Ensures that the information indicated in section 4.1 is included in any detailed medium the College uses to describe its programmes to prospective learners [4.1]
- Ensures that the information indicated in section 4.2 is included in any summary medium the College uses to describe its programmes to prospective learners [4.2]

### **5.2 International Office**

- Ensures that the information indicated in section 4.1 is included in any detailed medium the College uses to describe its programmes to prospective learners [4.1]
- Ensures that the information indicated in section 4.2 is included in any summary medium the College uses to describe its programmes to prospective learners [4.2]

**Griffith College**  
**Quality Assurance and Enhancement Policies, Procedures,**  
**Practices and Guidelines**

<b>Title</b>	Lecturer Induction Policy
<b>Document No.</b>	QAE D1
<b>Initial Approval by APC</b>	August 2004
<b>Approval of current version by APC</b>	January 2019
<b>Responsibility for Implementation</b>	Academic and Professional Council Centre for Promoting Academic Excellence
<b>Related Documents</b>	Learner Induction Policy (QAE D2)

## **QAE D1 Lecturer Induction Policy**

### **1. Objective**

- 1.1 To identify the minimum components of induction for all lecturers delivering academic programmes.

### **2. Scope**

- 2.1 This policy refers to the provision of induction for all new lecturers
- 2.2 Aspects of this policy have been highlighted as appropriate for the induction of existing lecturers new to an academic programme
- 2.3 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.

### **3. Responsibilities**

- 3.1 Teaching and Learning Faculty
- 3.2 Programme Directors
- 3.3 Quality Assurance and Enhancement Office

### **4. The Purpose of Induction**

Induction for an incoming lecturer is designed to:

- 4.1 Provide them with necessary information about the College (members, facilities, accommodation, regulations etc.)
- 4.2 Provide them with necessary information about the Faculty (members, facilities, accommodation, regulations etc.)
- 4.3 Provide them with an in depth understanding of the programme and related module learning outcomes, teaching methodology and assessment strategy
- 4.4 Provide them with an overview of and training in the teaching and learning facilities available to lecturers
- 4.5 Provide them with an overview of and training in the use of various presentation tools
- 4.6 Provide them with an understanding of the Faculty/College expectations of lecturers in respect of their role (behaviour, preparation, presentation etc.)
- 4.7 Facilitate their introduction to and interaction with other staff members.

## **5. Communication of Induction Arrangements**

- 5.1 The Academic Calendar, including the week scheduled for induction, shall be posted to the College website by the QAE Office by the end of June of each academic year
- 5.2 Lecturers shall normally be informed of specific induction arrangements at least three weeks prior to the induction date.

## **6. Presentation of Induction**

- 6.1 Lecturer induction activities normally take place prior to the commencement of a programme and are supported by ongoing training throughout the academic year. Induction sessions shall normally be 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. Some of the elements detailed in section 7 shall be communicated to the lecturer in one-to-one meetings as opposed to during the formal lecturer induction session.

## **7. Minimum Components of Induction**

- 7.1 In order to successfully achieve the purposes of induction, the following shall constitute the minimum content components of a lecturer's induction programme
- 7.2 The items identified with an asterisk constitute the minimum content components of an induction programme provided for an existing lecturer new to an academic programme:

### 7.2.1 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 computing services
- Academic support available to lecturers
- Overview of Lecturer Handbook/Quality Assurance and Enhancement Manual
- Health & Safety

### 7.2.2 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 recommending texts \*
- Faculty conventions for referencing and bibliographies/Plagiarism
- Guidelines on learning requirements of international learners
- Identification of key programme teaching and learning resources \*

### 7.2.3 Training

- Utilising presentation tools
- Utilising library databases and intranets
- Ongoing training provision

7.3 In order to successfully achieve the purposes of induction, lecturers shall 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 7.2.

## 8. Responsibilities

### 8.1 Programme Directors

- Delivers the academic components of induction, in conjunction with the Centre for Promoting Academic Excellence [7.2.2]

### 8.2 Quality Assurance and Enhancement Office

- Responsible for the provision/coordination of supporting information [7.3]

**Griffith College**  
**Quality Assurance and Enhancement Policies, Procedures,**  
**Practices and Guidelines**

<b>Title</b>	Learner Induction Policy
<b>Document No.</b>	QAE D2
<b>Initial Approval by APC</b>	August 2004
<b>Approval of current version by APC</b>	January 2019
<b>Responsibility for Implementation</b>	Academic and Professional Council Marketing Department Student Union Manager International Office
<b>Related Documents</b>	Lecturer Induction Policy (QAE D1)

## **QAE D2 Learner Induction Policy**

### **1. Objective**

- 1.1 To identify the minimum components of induction for all incoming learners attending academic programmes.

### **2. Scope**

- 2.1 This policy refers to the provision of induction for all incoming (i.e. new) learners to academic programmes.
- 2.2 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.

### **3. Responsibilities**

- 3.1 Marketing Department
- 3.2 International Office
- 3.3 Students' Union Manager
- 3.4 Programme Directors
- 3.5 Quality Assurance and Enhancement Office
- 3.6 Learner Induction Steering Committee

### **4. Learning Induction Steering Committee**

- 4.1 Overall responsibility for learner induction shall be vested in the Learner Induction Steering Committee, which shall report to the QAES Sub-committee of APC.
- 4.2 Those units of the College with responsibility for learner induction shall be represented on the committee, which shall meet as required in order to coordinate all aspects of learner induction.
- 4.3 The committee will nominate a chair and secretary on an annual basis

### **5. The Purpose of Induction**

Induction for an incoming learner is designed to:

- 5.1 Provide them with necessary information about the College, its facilities and regulations
- 5.2 Provide them with an introduction to all aspects of their programme of study thereby laying the foundation for the coming academic year

- 5.3 Facilitate their social interaction with other learners and staff teaching on their programme of study.

## **6. Communication of Induction Arrangements**

- 6.1 The Academic Calendar, including the week scheduled for induction, shall be posted to the college website by the end of June of each academic year
- 6.2 Learners shall be informed by the Marketing Department and International Department of specific induction arrangements at least three weeks prior to the induction date

## **7. Presentation of Induction**

- 7.1 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 shall normally be 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 shall be made available to learners online subsequent to induction.

## **8. Minimum Components of Induction**

- 8.1 In order to successfully achieve the purposes of induction, the following shall constitute the minimum content components of a full-time learner's induction programme
- 8.2 The sections identified with an asterisk constitute the minimum content components of a part-time learner's induction programme

### **8.2.1 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 computing services
- Social and academic support available to learners
- Overview of Learner Handbook/key college regulations
- Opportunities to provide feedback
- Registration arrangements
- Health & Safety

### **8.2.2 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
- Disciplinary procedures
- Identification of key programme resources

### 8.2.3 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

8.4 In order to successfully achieve the purposes of induction, learners shall 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 7.2.

## 9. Responsibilities

### 9.1 Marketing Department:

- Communicates induction arrangements to learners within three weeks of induction [5.2]

### 9.2 International Office

- Communicates induction arrangements to international learners within three weeks of induction [5.3]

### 9.3 Students' Union Manager

- Coordinates, in conjunction with the Students' Union, the delivery of all aspects of the social activities related to induction [7.2.3]

### 9.4 Programme Directors

- Coordinates the delivery of all aspects of the academic activities related to induction [7.2.2]

## **9.5 Learner Induction Steering Committee**

- Coordinates the delivery of all aspects of the learner's orientation to the College [7.2.1]
- Responsible for the overall coordination of all aspects of induction [section 7.2.1-7.2.3]
- Responsible for the provision/coordination of supporting information [7.3]

**Griffith College**  
**Quality Assurance and Enhancement Policies, Procedures,**  
**Practices and Guidelines**

<b>Title</b>	The Role of Programme Committees
<b>Document No.</b>	QAE D3
<b>Initial Approval by APC</b>	August 2004
<b>Approval of current version by APC</b>	January 2019
<b>Responsibility for Implementation</b>	Programme Director
<b>Related Documents</b>	Procedure for Extensions on Deadlines for the Submission of Assessed Work & Late Submission Penalties (QAE E7)
	Programme Modification Procedure (QAE D4)
	Assessment Submission, Approval & Correction Procedure (QAE E3)
	Guidelines on Roles & Responsibilities in the Supervision of Undergraduate Dissertations & Projects (QAE D6)
	Guidelines on Roles & Responsibilities in Managing and Participating in Work Placement (QAE D7)
	Assessment Submission, Approval & Correction Procedure (QAE E3)
	Second Reading Procedure (QAE E5)
	Internal Moderation Procedure (QAE E6)
	Procedure on Provision of Assessment Feedback to Learners (QAE E8)
	Role of Programme Committees Diagram (QAE DA3)





## **QAE D3 - The Role of Programme Committees**

### **1. Objective**

- 1.1 To outline the composition and role of Programme Committees in the context of programme management.

### **2. Scope**

- 2.1 This policy refers to Programme Committee activities, which take place for all undergraduate and postgraduate academic programmes
- 2.2 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.

### **3. Responsibilities**

- 3.1 Programme Director
- 3.2 Programme Committee

### **4. Composition & Frequency of Programme Committee Meetings**

- 4.1 Programme Committee meetings shall normally take place twice per semester (Appendix I includes a sample order of business). Meetings shall be timed to take advantage of the opportunity of informing members of new developments, evaluating available feedback and contributing to review processes.
- 4.2 Programme Committees shall be constituted by the Programme Director for each programme offered by the Faculty and shall normally include all lecturers and tutors teaching on the programme along with Programme Administrators and Learner Representatives for each class cohort
- 4.3 The Programme Director shall act as chair of the Programme Committee and has overall responsibility for the work of the Committee. They may further extend the participation at certain Programme Committee meetings to other College and external participants to support the fuller discussion of specific agenda items as they arise.
- 4.4 The Programme Director shall appoint a secretary to the Programme Committee, who shall be responsible for taking
- 4.5 Should the Programme Director be unable to attend the Programme Committee meeting they shall nominate a senior member of staff to act as Chair in their place.

- 4.6 The Programme Committee reserves the right to carry out reserved business in the absence of learner participation should the need arise.
- 4.7 The Chair shall ensure that minutes/action points are recorded for each Programme Committee meeting and made available centrally to all participants and interested parties (internal and external)
- 4.8 All faculty teaching staff are entitled and shall be encouraged to contribute to the Programme Committee's formal annual programme evaluation detailed in the Programme Report (see 5.5)

## **5. Role of Programme Committees**

The key role of the Programme Committee is:

- 5.1 To undertake, on behalf of the Academic and Professional Council, responsibility for programme management, development, delivery, monitoring and evaluation in accordance with any regulations agreed by the Academic and Professional Council and stipulated by the relevant validating body

It carries out this role by:

- 5.2 Managing the current programme structure, delivery and learning outcomes and the quality of the overall teaching and learning experience
- 5.3 Managing the effectiveness of teaching, learning and assessment methods and procedures
- 5.4 Managing the outcome of learner, industry and academic feedback referred to it periodically and proposing appropriate action in response to this feedback
- 5.5 Producing a Programme Report as part of the Programme Review process, normally on an annual basis and following up on any recommendations made as a result of the Programme Review Meeting
- 5.6 Seeking to ensure that all recommendations made by external authorities - validating bodies etc. - have been incorporated into the good practice of the Faculty
- 5.7 Considering any matters referred to it by the Academic and Professional Council or other authorities/individuals within the College.

## **6. Responsibilities**

### **6.1 Programme Director**

- Constitutes Programme Committee [4.2]
- Acts as Chair of Programme Committee and nominates deputy if not available [4.3 & footnote 1]
- Has overall responsibility for Programme Committee activities [4.3]
- Extends participation to meetings if necessary [4.3]
- Ensures minutes are kept and made available [4.4]

## **6.2 Programme Committee**

- As detailed in section 5.

**Griffith College**  
**Quality Assurance and Enhancement Policies, Procedures, Practices**  
**and Guidelines**

<b>Title</b>	Academic Learner Support Policy
<b>Document No.</b>	QAE D5
<b>Initial Approval by APC</b>	March 2004
<b>Approval of current version by APC</b>	January 2019
<b>Responsibility for Implementation</b>	Programme Directors Learner Support Officer
<b>Related Documents</b>	Programme Information Provision Policy (QAE C1)
	Learner Induction Policy (QAE D2)

## **QAE D5 Academic Learner Support Policy**

### **1. Objectives**

- 1.1 To outline the roles and responsibilities associated with the management of, and participation in, learning support for learners with disabilities.
- 1.2 To illustrate recommended procedures and practices for successful provision of learning support.

### **2. Scope**

This purpose of this policy document is to inform staff and learners of the procedures for learning support provision for learners with a disability.

### **3. Responsibilities**

- 3.1 Learning Support Coordinator
- 3.2 Learner
- 3.3 Admissions Manager
- 3.4 Marketing Officer
- 3.5 Examinations Officer

### **4. Learning Support Statement**

At all times, Griffith College promotes an inclusive learning environment where all learners are respected and valued for their contributions to the wider College community.

Griffith College is committed to maintaining a supportive environment whereby learners are encouraged and facilitated, enabling them to maximise their potential, both educationally and socially. While the College continues to extend its range of facilities for learners with particular needs, it recognises that there may be learners for whom its existing services will be insufficient.

For this reason, it is important that all learners who have particular requirements engage formally with the College in advance of commencing their programme. In this way, the College can consider its ability to meet their particular needs, and allow learners the opportunity to make fully informed decisions about the College's suitability for their needs.

This policy takes into consideration the legal requirement for Education providers to make reasonable adjustment for those with a disability. Griffith College will provide the resources and accommodations deemed reasonable in terms of costs and adaptations.

#### **Physical Access to Buildings**

Due to the historical nature of some of the College's buildings in Dublin, Cork and Limerick certain buildings or sections of buildings offer limited access to learners with physical disabilities. As significant access has been provided where permitted, and all new buildings are fully accessible, the College is able to meet the needs of some learners with physical disabilities.

The College would be delighted to meet any prospective learner in advance of programme commencement to arrange a detailed tour of the College to assist them in determining the College's suitability for their physical needs.

## **5. Inclusive practice during the admission process**

- 5.1 In order to assist learners who may have particular requirements, the College requests learners to formally disclose any disability or requirement they have to the College. In the case of new direct applicants this disclosure may be made directly to the relevant Marketing Officer, who will then liaise with the Learning Support Coordinator.
- 5.2 Applicants coming from the CAO are managed initially by the Admissions Manager and detailed by means of a separate attachment to the admissions form. Current Learners with particular disabilities or changes in their circumstances are asked to discuss their needs and requirements with the Learning Support Coordinator or with their Programme Director.
- 5.3 Once formally disclosed to the College, the learner's particular circumstances and requirements are considered in detail allowing the College to provide a range of additional supports where appropriate. Formal consideration by the College may also be guided by supporting documentation, and discussions with external professionals with more detailed knowledge of the learner's particular capabilities and requirements.
- 5.4 Learners will be registered with the Learning Support Office for the duration of their studies, or until such time that the learner no longer wishes to avail of learning support.

## **6. Specific disabilities and additional needs**

A description of some specific disabilities and associated learning supports/reasonable accommodations is outlined below. This list is not exhaustive. For comprehensive information on the diversity of disabilities learners may present with, please visit the data presented by the Association of Higher Education Access and Disability (AHEAD) at [www.ahead.ie](http://www.ahead.ie).

Arrangements of support may differ from learner to learner and are agreed upon based on the specified recommendations of an appropriately qualified professional e.g. An Educational Psychologist, GP or other specialist consultant.

## **6.1 Specific Learning Difficulties (SpLD)**

6.1.1 A specific learning difficulty (SpLD) is any of a diverse group of conditions that cause significant difficulties in perceiving, processing and/or producing either auditory, visual and/or spatial information. An SpLD covers disorders that impair functions as reading (dyslexia), writing (dysgraphia) and mathematical calculation (dyscalculia).

## **6.2 Hearing Impaired, Deaf, hard of hearing**

6.2.1 The extent of the challenges faced by a learner with a hearing impairment will vary depending on the degree of deafness diagnosed. Learners are met with individually to discuss their needs and adaptations that might need to be carried in advance of programme commencement.

6.2.2 In the case where a learner who is deaf has the requirement of Irish Sign Language (ISL) interpreter, the cost of this will be borne by the learner.

## **6.3 Blind or Visually Impaired**

6.3.1 Arrangements for visually impaired learners will vary according to their level of vision. As the effect of a visual impairment varies widely, learners are met with individually, by the Learning support Coordinator to discuss their needs and any adaptations that might need to be carried out, for example advance copy of lecture material to allow time for them to be recorded, enlarged, scanned into the learner's computer or transcribed into braille. This and other accommodations can be agreed in advance of programme commencement.

## **6.4 Mental Health Illnesses**

6.4.1 Mental Health illness covers a range of different diagnosis including depression, Bi-Polar disorder, eating disorders, schizophrenia, and anxiety.

## **6.5 Significant On-going Illnesses**

6.5.1 Learners may join their programme with a significant illness or acquire an illness during the duration of their programme. Some illnesses are brain injury, speech & language difficulties, diabetes,

## **6.6 Physical or mobility disabilities**

6.6.1 Learners with physical or mobility disabilities may require supports related to the physical access to the learning environment.

## **7. Initiating a request for additional learning support**

The following steps constitute the process:

- Learner identifies themselves to Learning Support Coordinator or the Learner is contacted by the Learning Support Coordinator as a result of disclosure at the admissions stage.
- Upon providing medical documentation / psycho-educational report, verifying their disability, illness or learning difficulty, the learner is registered with Learning Support Office. The documentation submitted by the learner is stored in the Learning Support Office.
- The Learning Support Coordinator carries out a needs assessment with the Learner - a structured consultation to determine what supports the Learner needs to minimise the impact of their disability on their studies. The action plan resulting from this assessment is agreed upon by the Learning Support Coordinator and the Learner.
- The Learning Support Coordinator liaises with other departments to ensure the agreed supports are appropriately put in place. 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 they are required to facilitate for the learner.
- The Learning Support Coordinator and the learner keep in contact throughout their period of study to ensure levels of support are maintained.

## **8. Needs Assessment**

- 8.1 A needs assessment is the first initial contact with the Learning Support Coordinator in which the individual educational needs of the learner will be assessed through consultation with the Learner's documentation (Consultant's letter or Educational Psychologist's report).

## **9. Reasonable accommodations**

### **9.1 What are reasonable accommodations?**

A reasonable accommodation is a required facility outside the mainstream provision to allow the learner with a disability to participate fully, and without an educational disadvantage in comparison with his / her peers.

Reasonable accommodations aim to remove the impact of a disability so that learners can demonstrate their full level of academic potential, while not being given any advantage over other learners.

### **9.2 Applying for reasonable accommodations**

Learners will complete a reasonable accommodation request form and return this to the Learning Support Coordinator who will approve the request and in doing so, may request further documentation from the Learner. The Learning Support Coordinator



will coordinate with the relevant faculty and the examinations office to ensure the requested accommodations are instituted.

### **9.3 Reasonable accommodations/practical arrangements**

The following list is non-exhaustive; it outlines the most common reasonable accommodations provided by Griffith College.

#### **During the teaching semester**

##### **Learning Support**

Upon registering with the Learning Support Office, learners will have access to one to one meetings to assist with workload planning, transitioning to College and individual progress plans.

Learners can also avail of skills workshops that address specific topics e.g. self-management skills, study and exam skills, presentation and writing skills.

#### **During assessment**

##### **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. Learners who wish to avail of additional time will be accommodated in an alternative room. The details of the room location will be emailed to the learner by the examinations office, in advance of the examination.

##### **Additional time during an In-class examination**

The lecturer is notified by either the, the Learner or, in advance of the in-class examination (two weeks' notice must be given to allow for logistical planning). The Learning Support Coordinator communicates with relevant lecturers at the beginning of the semester to inform them of the individual supports agreed with learners. The learner in this case, is reminding the lecturer in advance of an in class examination.

##### **Low distraction venue**

A low distraction venue is provided to a Learner who finds it particularly difficult to work in a large examination hall. This is a venue with few learners. Venues are designed to be quiet and offer an environment of minimal disruption.

##### **Reader**

The provision of a reader assists learners who have difficulty accessing exam material due to a disability. Where learners are entitled to use a reader for examinations, this reader will be appointed by the examinations office. This examination will take place in an alternate venue.

##### **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. The scribe will be appointed by the Examinations Office.

### **Spelling and Grammar waiver**

Learners with significant learning difficulties (for example, dyslexia) may apply for a spelling or grammar waiver. In these cases, such learners receive a waiver sticker to add to the covers of their examination booklets. These stickers advise lecturers to mark for content rather than spelling or grammatical errors. Marks for spelling, grammar or punctuation should not be deducted from those Learners during exams or continuous assessment. Spelling and Grammar waivers will be provided where English language is not a core competency or learning outcome being assessed. The Learning Support Coordinator will liaise with the examinations office to ensure this process is carried out by the invigilator in the examination venue.

### **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.

## **10. Data Protection**

The College restricts the communication of knowledge relating to learners' disabilities to those directly involved with the learner – for example the lecturers, and programme team members involved in the learners' assessment processes.

Generally, information regarding the learner's disability will be divulged on a need-to-know basis, i.e. lecturers who will teach or staff who directly engage with the Learner.

Personal data that is acquired, used, saved and retained will be done so in accordance with the Data Protection Act, 2018.

## **11. Responsibilities**

### **11.1 Learning Support Coordinator**

- Meets with learner to carry out an assessment of need
- Identifies appropriate support measures for learners with learning disabilities
- Communicates reasonable accommodation requests to the examinations office
- Communicates reasonable accommodation requests to faculty staff

### **11.2 Learner**

- Informs College, on programme commencement, of nature of learning disability
- Provides Learning Support Coordinator with appropriate certification of learning disabilities

**11.3 Examinations Office**

- Manages the facilitation of reasonable accommodation requests during examinations

**11.4 Marketing Officer**

- Provide Learner information to Learning Support Coordinator in relation to applicants with disability

**11.5 Admissions Office**

- Provide Learner information to Learning Support Coordinator in relation to applicants with disability

**Griffith College**  
**Quality Assurance and Enhancement Policies, Procedures, Practices**  
**and Guidelines**

<b>Title</b>	Roles & Responsibilities in the Supervision of Undergraduate Dissertations & Projects
<b>Document No.</b>	QAE D6
<b>Initial Approval by APC</b>	April 2005
<b>Approval of current version by APC</b>	January 2019
<b>Responsibility for Implementation</b>	
<b>Related Documents</b>	The Role of Programme Committees (QAE D3)
	Programme Review Procedure (QAE G1)

## **QAE D6 Roles & Responsibilities in the Supervision of Undergraduate Dissertations & Projects**

### **1. Objective**

- 1.1 To provide guidelines on the roles and responsibilities of the parties involved in providing supervision for undergraduate learners undertaking dissertations or projects.

### **2. Scope**

- 2.1 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.

### **3. Responsibilities**

- 3.1 Programme Committee
- 3.2 Dissertation or Project Supervisor
- 3.3 Learner
- 3.4 Programme Director

### **4. Introduction: Key Elements of Successful Supervision Practices**

- 4.1 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:

- 4.1.1 Clarity of responsibilities
- 4.1.2 Consistency of supervision practices and procedures
- 4.1.3 Record keeping of all supervisory input/support by both faculty members and learners

- 4.2 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 (4.1.1) and to identify the key structures which support this provision (4.1.2 & 4.1.3).

### **5. The Programme Committee's Responsibilities**

- 5.1 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.
- 5.2 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 shall be 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

- 5.3 The Programme Committee shall 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.

## **6. The Supervisor's Responsibilities**

- 6.1 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

- 6.2 The supervisor will also provide:

6.2.1 assistance for the learner in clarifying the project or dissertation topic and its aims and objectives

6.2.2 assistance for the learner in the identification of and sourcing of appropriate information, literature and other relevant material/sources (primary and secondary)

6.2.3 advice on appropriate structures and approaches

6.2.4 advice on a suitable methodology

6.2.5 advice on acceptable referencing styles

6.2.6 assistance for the learner in managing the timetable for the project or dissertation

- 6.3 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

- 6.4 The supervisor should regularly monitor the learner's progress. In doing so they should:

6.4.1 assist the learner in identifying problems or difficulties with the project or dissertation

6.4.2 ensure the learner is made aware of inadequate progress

6.4.3 participate in assessment procedures and practices as specified by the Programme Committee

- 6.5 The supervisor will normally read and comment on drafts or sections of the project or dissertation and return such work within a reasonable timeframe

- 6.6 The above recommendations are not exhaustive. Supervisory responsibilities will inherently change in the light of the nature of the project or dissertation.

## **7. The Learner's Responsibilities**

- 7.1 The primary responsibility for the management of the dissertation or project lies with the learner
- 7.2 Amongst the responsibilities of the learner are to:
  - 7.2.1 Effectively manage the communication mechanism with their supervisor
  - 7.2.2 Agree a schedule of formal meetings with their supervisor and ensure that these are kept
  - 7.2.3 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.

## **8. Feedback & Monitoring of Dissertation/Project Supervision**

- 8.1 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
- 8.2 The outcome of monitoring and feedback processes along with any action taken should be included in the Programme Committee's Programme Review
- 8.3 When devising the appropriate means of monitoring, the Programme Director should consider the following:
  - 8.3.1 Actively encouraging supervisors and learners to provide feedback on progress and communicate any concerns in a timely way and
  - 8.3.2 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.

## **9. Responsibilities**

### **9.1 Programme Committee**

- Ensures associated procedures are defined, documented and circulated [5.1]
- Ensures a suitable supervisor is assigned and communication is managed [5.2, 5.3]

### **9.2 Supervisor**

- Provides guidance and support to learner in the key aspects of producing the dissertation/project [6.1, 6.2]

- Ensures ongoing communication with learner and documents outcome [6.3]
- Monitors learner progress [6.4]
- Reads and comments on drafts or sections as appropriate [6.5]

### **9.3 Learner**

- Overall responsibility for management of dissertation or project [7.1]
- Meets and keeps ongoing communication with supervisor [7.2.1, 7.2.2]
- Submits drafts or sections of dissertation or project to supervisor as appropriate [7.2.3]

### **9.4 Programme Director**

- Chairs Programme Committee and has overall responsibility for activities [footnote 1]
- Ensures dissertation/project supervision process is monitored, appropriate feedback mechanisms are in place and action is taken where necessary [8]



**Griffith College**  
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<b>Title</b>	Roles & Responsibilities in Managing and Participating in Work Placement
<b>Document No.</b>	QAE D7
<b>Initial Approval by APC</b>	April 2005
<b>Approval of current version by APC</b>	January 2019
<b>Responsibility for Implementation</b>	Programme Committee
<b>Related Documents</b>	

## **QAE D7 Roles & Responsibilities in Managing and Participating in Work Placement**

### **1. Objectives**

- 1.1 To outline the roles and responsibilities associated with the management of, and participation in, work placement associated with academic programmes
- 1.2 To illustrate recommended procedures and practices for successful work placement management.

### **2. Scope**

- 2.1 This document is intended to act as a guideline only as to how work placement taking place in an academic faculty may be managed and how related roles may be defined.

### **3. Responsibilities**

- 3.1 Programme Director
- 3.2 Learner
- 3.3 Work Placement Co-ordinator
- 3.4 Programme Committee
- 3.5 Employer

### **4. Introduction: Definition of Work Placement**

- 4.1 For the purpose of this policy, work placement or 'placement learning' is defined as a planned (and approved) period of learning, normally outside the College, where the learning outcomes are an intended part of a programme, and where the placement is arranged for that purpose
- 4.2 The learning outcomes assessed through the work placement element of a programme contribute to the overall assessment of the programme
- 4.3 A detailed outline of how work placement is intended to function within a programme should be included in the relevant programme document.

### **5. The Faculty's Responsibilities in Managing Work Placement**

- 5.1 Where work placement is an intended part of a programme the Faculty, and the College's Work Placement Co-ordinator, seeks to assist learners in securing appropriate work placement positions. The Programme Director retains responsibility for all academic elements of the work placement module

Should an appropriate position/s be unavailable, the Faculty may explore alternative means of achieving the work placement learning outcomes as indicated in the

programme document. In some programmes the work placement may be an optional component in which case learners may decide to progress to the next academic year.

- 5.2 Prior to the sourcing of work placement positions, the Programme Director, in conjunction with the Programme Committee shall ensure that the procedures associated with the programme for securing, approving and allocating placements, including information on the consequences for learners of a failure to complete a placement, are properly defined and documented
- 5.3 In order to best utilise the work placement element of the programme the Programme Director shall ensure that:
  - 5.3.1 the responsibilities for work placement are clearly defined
  - 5.3.2 the intended learning outcomes contribute to the overall aims of the programme
  - 5.3.3 any assessment of work placement is part of a coherent assessment strategy
- 5.4 When determining appropriate work placement positions the Programme Director should, in conjunction with the Work Placement Co-ordinator:
  - 5.4.1 define and document the procedures and criteria for the approval of individual placement providers
  - 5.4.2 consider the requirements of relevant statutory, regulatory, professional or funding bodies
- 5.5 The Programme Director shall ensure that learners are provided with appropriate guidance and support in preparation for, during and after their placements, including the following:
  - 5.5.1 Advising learners of their responsibilities (including the Learner Code of Conduct)
  - 5.5.2 Advising learners of the faculty's and employer's responsibilities
  - 5.5.3 Information regarding the means of recording the achievement of specific learning outcomes and progress
  - 5.5.4 Making available, where practicable, any additional language or skills preparation
  - 5.5.5 Providing cultural orientation and advice regarding work expectations and the work environment
  - 5.5.6 Providing information regarding the College's support services that will remain available to learners during placements
  - 5.5.7 Ensuring that a representative of the faculty meets with each learner and reviews the work placement, in situ, at least once during the work placement period.

## **6. The Learner's Responsibilities in Participating in Work Placement**

6.1 A learner participating in work placement should be made aware of their responsibilities. These include:

- 6.1.1 Completing all appropriate enrolment processes relevant to the placement period
- 6.1.2 Acting as ambassadors of the College
- 6.1.3 Acting responsibly and diligently and in the interests of the placement provider, its customers, clients and employees
- 6.1.4 Managing their interaction with other employees professionally
- 6.1.5 Recording and reflecting on their progress and achievements
- 6.1.6 Alerting the Work Placement Co-ordinator or the Programme Director to any problems with the placement that might prevent their progress or satisfactory completion of the placement
- 6.1.7 Providing and maintaining up-to-date contact details
- 6.1.8 Meeting with a faculty representative at least once during the work placement period.

## **7. The Employer's Responsibilities in Participating in Work Placement**

7.1 An employer participating in work placement should be made aware of their responsibilities. These include:

- Being aware of the aims of the work placement module within the programme as communicated to them by the Faculty
- Providing an appropriate introduction to the workplace for the learner (including information regarding relevant health and safety procedures etc.)
- Providing a suitable working environment for the learner
- Providing clear direction to the learner of expectations
- Providing feedback to the faculty during and at the end of the work placement period as required by the Programme Document.

## **8. Feedback & Monitoring of Work Placement**

8.1 It is important that the Programme Director, in association with the Programme Committee and the Work Placement Co-ordinator, monitors and seeks feedback regarding the work placement experience from all parties, and acts on any issues arising

8.2 The outcome of monitoring and feedback processes along with any action taken should be included in the Programme Committee's Programme Review

8.3 When devising the appropriate means of monitoring, the Programme Director should consider:

8.3.1 Actively encouraging the faculty supervisor, the employer and the learner to provide feedback as required by the Programme Document

8.3.2 Establishing procedures within which formal and informal feedback on the quality and standards of the placement can be received from all parties and appropriate action taken where necessary.

## **9. Responsibilities**

### **9.1 Programme Director**

- Approves appropriate work placement positions [5.1]
- Ensures, in conjunction with Programme Committee, that all procedures pertaining to work placement are defined and documented [5.2]
- Ensures learning outcomes and associated assessment strategy are appropriate [5.3]
- Ensures, in conjunction with Work Placement Co-ordinator, that all procedures pertaining to the approval of individual placement providers are defined and documented [5.4]
- Ensures that learners are provided with appropriate support before, during and after their work placement period [5.5]
- Monitors, seeks feedback, takes corrective action and records outcome, in conjunction with Programme Committee, in Programme Review [7]

### **9.2 Learner**

- Carries out academic and professional responsibilities to faculty, College and employer [6]

### **9.3 Work Placement Co-ordinator**

- Assists learners and the faculty in sourcing appropriate work placement positions [5.1]
- Ensures, in conjunction with Programme Director, that all procedures pertaining to the approval of individual placement providers are defined and documented [5.4]

### **9.4 Programme Committee**

- Ensures, in conjunction with Programme Director, that all procedures pertaining to work placement are defined and documented [5.2]
- Ensures outcome of monitoring and feedback measures is included in Programme Review [7.1-7.2]

#### **9.5 Employer**

- Fulfils obligations to learner and faculty [7.1]

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<b>Title</b>	Role & Responsibilities of External Examiners
<b>Document No.</b>	QAE E2
<b>Initial approval by APC</b>	June 2004
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<b>Responsibility for Implementation</b>	Senior Examinations Officer Examinations Office External Examiners
<b>Related Documents</b>	External Examiner Nomination Form <b>(QAE EA1)</b>
	Roles and Responsibilities of External Examiners <b>(QAE E2)</b>
	Review Board Procedure <b>(QAE E13)</b>
	Examination Board Procedure <b>(QAE E14)</b>
	External Examiner's Report <b>(QAE EA2)</b>
	External Examiner's Contact Sheet <b>(QAE EA18)</b>

## **QAE E2 Role & Responsibilities of External Examiners**

### **1. Objective**

- 1.1 To define the role and responsibilities of External Examiners in assuring the quality and standards of the College's academic programmes.

### **2. Scope**

- 2.1 This procedure relates to the role and responsibilities of External Examiners for all academic programmes delivered by the College
- 2.2 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. Responsibilities**

- 3.1 External Examiners
- 3.2 Programme External Examiner
- 3.3 Chair of Examination Board
- 3.4 Chair of Academic and Professional Council
- 3.5 Programme Director and Programme Administrator
- 3.6 Examinations Office
- 3.7 Assessment Sub-Committee
- 3.8 Academic and Professional Council

### **4. The Role & Responsibilities of External Examiners**

In overall terms the role and responsibilities of External Examiners are as follows:

- 4.1 To assist the College in ensuring that its programmes are comparable in standard with those awarded by other educational institutions
- 4.2 To verify, or otherwise, for individual programmes that the standards expected of successful candidates are appropriate for the level of the award
- 4.3 To seek to ensure that the assessment process is fair and is operated equitably through the marking, grading, feedback and classification of learner performance
- 4.4 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
- 4.5 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:**

- 4.6 Attending in person, where possible, a briefing on their task prior to undertaking substantial duties. Where it is not possible to attend a briefing in person, the External Examiner should satisfy themselves that the briefing material provided sufficiently prepares them for their responsibilities.
- 4.7 Reviewing and being fully aware of External Examiner guidelines, programme regulations and other information provided on commencement of and in the programme of their term
- 4.8 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
- 4.9 Assessing all examination question papers and commenting on marking schemes, assessment criteria and model answers
- 4.10 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
- 4.11 Reviewing sample scripts issued to them by the Faculty and forming a judgement of the appropriateness of the marking at all levels of classification including borderline cases.
- 4.12 Consulting with the internal examiners through the Examinations Office, in relation to the approval and moderation of examination scripts and other forms of assessment
- 4.13 Acting as an arbitrator where there is significant unresolved differences between the marks awarded by the first and second markers on any script or piece of work
- 4.14 Advising the Examinations Board on appropriate action where the marks for any option are significantly outside the normal pattern
- 4.15 Visiting the College at least once in each academic year to review assessment material and to:
  - 4.15.1 Review borderline cases and if necessary interview such candidates
  - 4.15.2 Participate in the determination of final marks and results of each candidate at the Examination Board Meeting
- 4.16 Confirming, by joint signature with the other members of the Examination Board, the pass and classified lists of candidates, including recommendations for awards

- 4.17 Making themselves available after the Examination Board in order to deal with any subsequent reviews of decisions
- 4.18 Submitting a full report on each programme with which they are involved not later than three weeks following the date of each Examination Board meeting.
- 4.19 Informing the College as soon as possible in relation to potential conflicts of interest in the performance of their role.
- 4.20 Seeking support when required from the nominated College contacts.

## **5. Programme and Module External Examiners**

- 5.1 Where there are two or more External Examiners appointed to a programme, one shall be identified as the Programme External Examiner.
- 5.2 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)
- 5.3 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)
- 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:
  - 5.4.1 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.
  - 5.4.2 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
  - 5.4.3 The decision of this Panel shall prevail.
- 5.5 An External Examiner/s may be appointed as a Module External Examiner across one or more modules in a programme. The Programme External Examiner shall liaise with the relevant Module External Examiners in the performance of his or her duties.

## **6. The Powers and Rights of External Examiners**

### **An External Examiner is invested with the following powers:**

- 6.1 Recommendation for the conferment of an award shall not be made without the written consent of the approved External Examiner
- 6.2 Where there is a disagreement amongst the Examination 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 5.4.

### **Rights**

#### **It is the right of External Examiners to:**

- 6.3 Attend Examination Board meetings for which they has acted as External Examiner
- 6.4 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
- 6.5 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.
- 6.6 Withhold consent from a recommendation on the conferment of an award
- 6.7 Have their Report made available to the appropriate staff and responded to in writing via the Examinations Office
- 6.8 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.
- 6.9 Conduct their work independently, without interference or conflict of interest, in the spirit of openness and transparency.
- 6.10 Have access to nominated support contacts in the event of queries, difficulties encountered, or other issues relating to the performance of their duties.
- 6.11 Be facilitated in visiting the College to meet with staff and learners.

## **7. External Examiner Reports**

- 7.1 Each External Examiner is expected to submit a Report to the College within three weeks of the date of each Examination Board. The External Examiner's Report is expected to express opinions on the following:
- 7.1.1 The structure, organisation and design of all assessments
  - 7.1.2 The approved criteria and the assessment process
  - 7.1.3 The appropriateness of assessment methods to programme/module learning outcomes and teaching strategy
  - 7.1.4 The overall performance of learners in relation to their peers on comparable programmes
  - 7.1.5 Learners' general strengths and weaknesses
  - 7.1.6 The quality of knowledge, skills and competencies demonstrated by learners
  - 7.1.7 Whether or not recommendations made in previous years have been acted upon
  - 7.1.8 Any other aspect of the assessment process which they feels worthy of recommendation or commendation
- 7.2 External Examiner Reports shall be submitted to the Senior Examinations Officer who a copy to the Programme Director and the Chair of the Assessment Sub-Committee. The Assessment Sub-Committee ensures that a formal response to the External Examiner's Report is produced by the relevant Programme Committee
- 7.3 A summary of External Examiner Reports and responses shall be subsequently made available to the Academic and Professional Council.
- 7.4 The External Examiner shall be notified as soon as possible of any actions taken as a result of a recommendation.

## **8. Responsibilities**

### **8.1 External Examiners**

- As outlined in Section 4 above [4]
- Familiarises themselves with his/ her powers and rights [6]
- Completes the requisite External Examiner's Report [7]

### **8.2 Programme External Examiner**

- As detailed in Section 5 above [5]

### **8.3 Chair of Examination Board**

- Refers matters of irreconcilable difference amongst the Examination Board to the Chair of the Academic and Professional Council [5.4]

### **8.4 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 [5.4.1-5.4.3]
- Receives direct representations from the External Examiner should they have a concern regarding any aspect of the assessment process [6.8]

#### **8.5 Programme Director/Programme Administrator**

- Issues sample scripts to External Examiners [4.10]

#### **8.6 Examinations Office**

- Decides, in conjunction with External Examiner, the most appropriate means of sampling scripts and/or continuous assessment work [4.9]
- Issues sample scripts to External Examiners [4.10]
- Acts as a liaison between External Examiners and Internal Examiners [4.11, 4.12, 4.13]
- Receives the External Examiner's Report [4.17]
- Relays a response to the External Examiner's Report [6.7]

#### **8.7 Assessment Sub-Committee**

- Receives External Examiners Report from the Examinations Office and ensures Programme Committee produces response [7.2]

#### **8.8 Programme Committee**

- Produces response to External Examiner reports [7.2]

#### **8.9 Academic and Professional Council**

- Receives a summary of the External Examiners' Reports and the responses from the Assessment Sub-Committee

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<b>Title</b>	Examination Regulations
<b>Document No.</b>	QAE E9
<b>Initial Approval by APC</b>	January 2005
<b>Approval of current version by APC</b>	January 2019
<b>Responsibility for Implementation</b>	Examination Office
<b>Related Documents</b>	Role & Responsibilities of Invigilators (QAE E10)
	Academic Misconduct Procedure (QAE J6)
	Appeals Procedure (QAE E15)

## **QAE E9 Examination Regulations**

### **1. Objectives**

- 1.1 To specify examination regulations which learners must be aware of prior to attending an examination
- 1.2 To identify the means by which the College shall endeavour to communicate these regulations to learners.

### **2. Scope**

- 2.1 These regulations apply to all learners attending the examinations of academic programmes.

### **3. Responsibilities**

- 3.1 Learner
- 3.2 Examinations Office
- 3.3 Programme Administrator
- 3.4 Programme Director/Year Head
- 3.5 Invigilator

### **4. Communication of Examination Regulations**

- 4.1 The College shall endeavour to communicate Examination Regulations to learners as follows:
  - 4.1.1 They shall be referred to in the College's Learner Handbook and posted to the Learner Intranet by the Examinations Office
  - 4.1.2 They shall be posted outside examination locations and on learner notice boards by the Examinations Office
  - 4.1.3 They shall be referred to by the Year Head or Programme Director.

### **5. Examination Regulations**

- 5.1 Learners who are candidates for examinations are required to familiarise themselves with and will be assumed to be aware of the following examination regulations

#### **Prior to an Examination:**

- 5.1.1 It is the candidate's responsibility to ensure that they knows the correct date, time and location of all examination sessions at which they is required to attend as posted to the learner intranet and on to the Examinations notice board

- 5.1.2 A candidate who requires special arrangements for examinations due to specific learning needs, illness or physical disabilities must inform their Programme Administrator well in advance of the examination period. The Programme Administrator shall in turn inform the Examinations Office in order for appropriate arrangements to be made
- 5.1.3 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. If a candidate is not in possession of alternative photographic identification they must obtain a replacement learner card from the Registration Office prior to the examination
- 5.1.4 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
- 5.1.5 Candidates should be at the examination room twenty minutes prior to the examination

**Entering & Exiting an Examination:**

- 5.1.6 Candidates will not be allowed to enter the examination room without appropriate photographic learner identification (see 5.1.3)
- 5.1.7 Candidates will not be allowed to enter the examination room after the examination has been in progress for one hour
- 5.1.8 Candidates will not be allowed to leave the examination room during the first hour or during the final thirty minutes of an examination
- 5.1.9 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 shall be accompanied by an invigilator
- 5.1.10 Candidates who wish to permanently leave the examination room outside of the restrictions described in 5.1.7 and 5.1.8 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
- 5.1.11 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.



### **Permitted & Prohibited Items:**

5.1.11 Unless specific instructions to the contrary are given:

- 5.1.11.1 Candidates are only permitted to take to an examination desk: writing implements, rulers, drawing instruments, slide rules and, where allowed, non-programmable calculators
- 5.1.11.2 Books, electronic or magnetic information storage devices, mobile phones (or pagers), 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
- 5.1.11.3 Where permissible, dictionaries and other relevant documents (e.g. constitution) will be provided in the examination room
- 5.1.11.4 Bags, cases, outdoor clothing and other similar items must be placed in an area designated by the College before the examination begins
- 5.1.11.5 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
- 5.1.11.6 Food and drink (other than water) are prohibited at examinations.

### **During Examinations:**

- 5.1.12 It is the responsibility of the candidate to check that they has been given the correct question paper. If there is any doubt the candidate must attract the attention of an invigilator immediately
- 5.1.13 Candidates are required to act in accordance with any instructions issued by the invigilator(s)
- 5.1.14 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
- 5.1.15 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 under section 5.1.24 or (ii) a learner disciplinary matter, in which

case it will be dealt with under the Learner Disciplinary Procedure (QAE J5)

- 5.1.16 Candidates must cease work when instructed to do so by the invigilator
- 5.1.17 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

**Answer Books:**

- 5.1.18 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
- 5.1.19 All work must be written in the answer book(s) or on other examination stationery provided in the examination room
- 5.1.20 No part of an answer book should be torn out, detached or removed
- 5.1.21 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
- 5.1.22 No candidate may remove from an examination room answer books or any other item of examination stationery whether used or not.

**Academic Misconduct:**

- 5.1.23 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 (QAE J6)
- 5.1.24 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/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 shall be subject to the College's Academic Misconduct Procedure (QAE J6).

## **6. Responsibilities**

### **6.1 Learner**

- Must familiarise him /herself with the examination regulations detailed in this document prior to attending an examination [5]

### **6.2 Examinations Office**

- Refers to Examination Regulations in Learner Handbook, posts them to the learner intranet, outside examination venues and on learner notice boards [4.1.1, 4.1.2]

### **6.3 Programme Administrator**

- Refers any information provided by learners regarding special examination arrangements to the Examinations Office [5.1.2]

### **6.4 Programme Director/Year Head**

- Makes reference to examination regulations prior to first examination session [4.1.3]

### **6.5 Invigilator**

- Provides instructions at the outset of, during and at the end of an examination [5.1.13, 5.1.17]
- Responds to learner requests during an examination [5.1.9, 5.1.10, 5.1.12, 5.1.13, 5.1.14, 5.1.17]
- Receives examination scripts from learners [5.1.9, 5.1.10, 5.1.14, 5.1.17]
- Confiscates any items not permissible in the examination room [5.1.11.2]
- Acts on a suspicion of academic misconduct in accordance with the College's Academic Misconduct Procedure [5.1.24].

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<b>Title</b>	Role & Responsibilities of Invigilators
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<b>Initial Approval by APC</b>	January 2005
<b>Approval of current version by APC</b>	January 2019
<b>Responsibility for Implementation</b>	Examination Office
<b>Related Documents</b>	Invigilator Guidelines ( <i>issued by Examinations Office</i> )
	Examination Regulations (QAE E9)
	Academic Misconduct Procedure (QAE J6)
	Assessment Control Procedure (QAE E12)
	Senior Invigilator Report (QAE EA11)

## **QAE E10 Role & Responsibilities of Invigilators**

### **1. Objectives**

- 1.1 To describe the role, responsibilities and duties of Invigilators
- 1.2 To outline the duties of the Examinations Office with respect to Invigilators
- 1.3 To distinguish the role, responsibilities and duties of the Senior Invigilator.

### **2. Scope**

- 2.1 The role and responsibilities outlined in this policy apply to all Invigilators monitoring academic examinations taking place on or off campus.

### **3. Responsibilities**

- 3.1 Invigilators
- 3.2 Senior Invigilators
- 3.3 Examinations Office
- 3.4 Lecturer

### **4. Role & Responsibilities of Invigilators**

- 4.1 The role and responsibilities of the Invigilator centre on the following:
  - 4.1.1 Familiarising themselves with the rules and regulations for the conduct of examinations as described in these guidelines and in the related documents identified above
  - 4.1.2 Informing the College of any suspected irregularities in the examination process
  - 4.1.3 Ensuring that the appropriate control procedures are adhered to when assessment work is transferred from one party to another
  - 4.1.4 Seeking to ensure that the integrity of the examination process is upheld.

### **5. The Role of the Examinations Office**

- 5.1 Where possible, the Examinations Office shall 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 shall also provide invigilators with contact numbers and payment details and any up-to-date College regulations including *Invigilator Guidelines*

- 5.2 The role of the Examinations Office in terms of the Senior Invigilator is to reinforce the following:
  - 5.2.1 Their duties as described in section 6 below
  - 5.2.2 The duties of the Invigilator as described in section 7 below
  - 5.2.3 Related College policies which they should be familiar with, as identified above
  - 5.2.4 Procedures to be followed in the event of an emergency evacuation from the examination hall
  
- 5.3 In terms of each examination, the Examinations Office shall communicate the following to the Senior Invigilator:
  - 5.3.1 The examination session(s) for which they is required to act as a Senior Invigilator
  - 5.3.2 The Invigilator(s) who shall be working with them throughout the examination session
  - 5.3.3 The location of the examination
  - 5.3.4 The number of groups attending the examination
  - 5.3.5 Any specific requirements for the examination (e.g. dictionaries, log tables etc.)
  - 5.3.6 Any instances of learners who have been granted additional time to complete the examination
  - 5.3.7 Any other information pertaining to the examination or the candidates which is relevant to the Senior Invigilator's role
  
- 5.4 The Examinations Office shall also provide the Senior Invigilator with:
  - 5.4.1 The relevant examination paper(s)
  - 5.4.2 Adequate answer books and stationery
  - 5.4.3 A seating plan for the examination room
  - 5.4.4 An attendance sheet(s)
  - 5.4.5 The contact details for the lecturer who has set the examination paper (if the lecturer is not present)
  - 5.4.6 List of Invigilators
  - 5.4.7 Copies of announcements to be made
  - 5.4.8 Invigilator Reports
  - 5.4.9 Invigilator Record Sheet
  
- 5.5 The role of the Examinations Office in terms of the Invigilator is to reinforce the following:
  - 5.5.1 Their duties as described in section 7 below
  - 5.5.2 The duties of the Senior Invigilator as described in section 6 below
  - 5.5.3 Related College policies which they is to be aware of, as identified above
  - 5.5.4 Procedures to be followed in the event of an emergency evacuation from the examination hall

5.6 In terms of each examination, the Examinations Office shall communicate the following to the Invigilator:

5.6.1 The examination session(s) for which they is required to act as an Invigilator

5.6.2 The Senior Invigilator they is to report to

5.6.3 The location of the examination

5.6.4 The number of groups attending the examination

5.6.5 Any other information pertaining to the examination or the candidates which is relevant to the Invigilator's role.

## **6. The Duties of the Senior Invigilator**

6.1 The Senior Invigilator is responsible for the examination process taking place in the room to which they is appointed

6.2 Where possible the Senior Invigilator should be a full time member of staff with extensive experience in College examinations

6.3 Their specific duties are:

6.3.1 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 5.4 above and to inform the Examinations Office of any omissions from the examination materials received

6.3.2 To inform the Invigilators of any permissible items particular to an examination and in addition to the items included in the Examination Regulations (QAE E9)

6.3.3 To ensure that the examination hall is adequately prepared for learner admittance at least 30 minutes before the start of the examination

6.3.4 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

6.3.5 To ensure that candidates have followed the Examination Regulations (QAE E9) with regard to prohibited and permitted items and in accordance with the regulations pertaining to the specific examination

6.3.6 To ensure that candidates are seated according to the specified seating plan

6.3.7 To read out to candidates the specified examination announcements as per the most recent guidelines

- 6.3.8 To request the Invigilators distribute each examination paper (face down) according to the specified seating plan
- 6.3.9 To give the instruction to begin the examination at the appointed time and to announce the time at which the examination will end
- 6.3.10 To ensure the learner attendance is recorded
- 6.3.11 To ensure candidates' enquiries are dealt with in an appropriate manner
- 6.3.12 To ensure that the examination is conducted in accordance with the examination regulations and is properly invigilated
- 6.3.13 To carry out any health and safety duties as described in section 8 below
- 6.3.14 To complete the necessary report at the end of the examination. The Senior Invigilator's Report (QAE EA11) should contain any instances such as:
  - 6.3.14.1 A record of late arrivals and early departures
  - 6.3.14.2 A record of candidates who have left the examination hall for any reason and for any period of time
  - 6.3.14.3 A learner becoming unwell during an examination and the consequent result (e.g. prolonged absence from examination, decision not to continue with examination etc.)
  - 6.3.14.4 A suspected case of academic misconduct
  - 6.3.14.5 Any disciplinary issue, which may have arisen before, during or after the examination
- 6.3.15 To carry out the requisite checking process as described in the Assessment Control Procedure (QAE E12)
- 6.3.16 To return all examination scripts and documentation to the Examinations Office.

## **7. The Duties of Invigilators**

- 7.1 The Invigilator is responsible for carrying out a number of duties and for taking instruction from and reporting to the Senior Invigilator
- 7.2 Their specific duties are:



- 7.2.1 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 5.6 above
- 7.2.2 To establish from the Examinations Office who the Senior Invigilator for the examination is and the location of the examination
- 7.2.3 To prepare the examination hall for learner admittance at least 30 minutes before the start of the examination
- 7.2.4 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
- 7.2.5 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.
- 7.2.6 To ensure that candidates have followed the Examination Regulations (QAE E9) with regard to prohibited and permitted items and in accordance with the regulations pertaining to the specific examination as described by the Senior Invigilator
- 7.2.7 To seat candidates in accordance with the specified seating plan
- 7.2.8 To distribute each examination paper (face down) in accordance with the specified seating plan and the Senior Invigilator's instructions
- 7.2.9 To record attendance
- 7.2.10 To deal with learner queries where appropriate and to refer any difficulties to the Senior Invigilator
- 7.2.11 To remain in the examination room for the duration of the examination unless accompanying a learner out of the examination room
- 7.2.12 To inform the Senior Invigilator immediately of any suspicion of academic misconduct
- 7.2.13 To provide candidates with additional paper on request

- 7.2.14 To accompany learners who wish to temporarily leave the examination room (in accordance with the Examination Regulations QAE E9)
- 7.2.15 To assist the Senior Invigilator in carrying out the requisite checking process as described in the Assessment Control Procedure (QAE E12)
- 7.2.16 To accompany the Senior Invigilator to the Examination Office when they is returning all examination scripts and documentation.

## **8. Health & Safety**

- 8.1 Should a learner become unwell during the programme of an examination, the Invigilator should –
  - 8.1.1 Inform the Senior Invigilator of the situation, write the time on the learner's answer book and give it to the Senior Invigilator
  - 8.1.2 Accompany the learner out of the examination room and remain with the learner for the duration of their absence from the examination room
  - 8.1.3 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 shall record this instance in their report, including the time that the learner left and re-entered the examination room
  - 8.1.4 If the learner has decided not to continue with the examination, the Invigilator shall 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
- 8.2 Evacuation of an Examination Room: Should a situation arise which warrants the emergency evacuation of an examination room, the Senior Invigilator shall carry out the steps described in Appendix II with the assistance of the Invigilators.

## **9. Academic Misconduct**

- 9.1 As communicated formally to learners in both the College Examination Regulations (QAE E9) and the Academic Misconduct Procedure (QAE J6) 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

- 9.2 A suspicion of Academic Misconduct in terms of examinations will normally be based on a candidate:
- 9.2.1 Communicating (or trying to communicate) in any way with another candidate during an examination
  - 9.2.2 Being found with unauthorised material in the examination room
- 9.3 Should an Invigilator suspect a case of academic misconduct they should carry out the instructions described in section 9.3.1 and 9.3.2 of the Academic Misconduct Policy (QAE J6) as transcribed below:
- 9.3.1 *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/is occurring, or is reliably informed by any other person that academic misconduct is suspected, it is the responsibility of the complainant to:*
    - 9.3.1.1 *Immediately bring to the learner's attention the suspicion of academic misconduct*
    - 9.3.1.2 *Ensure that the learner is prevented from further committing the academic misconduct of which they is suspected and confiscate any relevant documentation (e.g. any unauthorised material)*
    - 9.3.1.3 *Permit the learner to complete the examination or assessment*
    - 9.3.1.4 *Record on the Invigilator's Report 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 - and refer this to the Senior Examinations Officer*
  - 9.3.2 *The Senior Examinations Officer shall 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.*
- 9.4 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.

## **10. Note on Lecturer Attendance at Examinations**

10.1 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

10.2 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 shall provide this contact information to the Senior Invigilator.

## **11. Responsibilities**

### **11.1 Invigilator/Senior Invigilator**

- Familiarises himself/ herself with his /her role, responsibilities and duties [4, 6, 7]
- Familiarises himself/herself with health and safety regulations [8]
- Familiarises himself/herself with their responsibilities under the Academic Misconduct Procedure [9]

### **11.2 Examinations Office**

- Provides notice to invigilators of timetable arrangements and relevant documentation etc. regarding their role [5.1]
- Provides specific information to Senior Invigilator and reinforces their role and responsibilities [5.2, 5.3, 5.4]
- Provides specific information to the Invigilator and reinforces their role and responsibilities [5.5, 5.6]

### **11.3 Lecturer**

- Attends first half hour of examination and remains contactable throughout [10.1]
- 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 [10.2]

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<b>Title</b>	Assessment Control Principles
<b>Document No.</b>	QAE E11
<b>Initial Approval by APC</b>	May 2004
<b>Approval of current version by APC</b>	January 2019
<b>Responsibility for Implementation</b>	Examination Office
<b>Related Documents</b>	Assessment Control Procedure (QAE E12)
	Assessment Control Procedure (QAE EA17)

## **QAE E11 Assessment Control Principles**

### **1. Objective**

- 1.1 The following principles have been formulated to underpin operational assessment control procedures in place to safeguard assessments from the time of submission until the conclusion of the appeals process.

### **2. Scope**

- 2.1 The following principles apply to assessment linked to academic programmes at both undergraduate and postgraduate level.

### **3. Principles of Assessment Control Procedures**

- 3.1 When devising operational procedures for the checking of assessment work, the following principles shall be upheld:
  - 3.1.1 When a piece of coursework or an examination script is submitted to the College there shall 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
  - 3.1.2 Every time a piece of coursework or an examination script changes possession there shall be a control in place, which identifies the number of coursework items or scripts. These details shall be confirmed with a signature from both parties
  - 3.1.3 A checking system shall be followed to ensure that the correct mark is recorded against the correct learner
  - 3.1.4 One system for assessment checking shall be in place across the College, with variations resulting from absolute need. Any proposed variations shall be cleared by the APC or the relevant sub-committee.

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<b>Title</b>	Learner Feedback Principles
<b>Document No.</b>	QAE F1
<b>Initial Approval by APC</b>	August 2004
<b>Approval of current version by APC</b>	November 2018
<b>Responsibility for Implementation</b>	Quality Assurance and Enhancement Office
<b>Related Documents</b>	Learner Feedback Procedure <b>(QAE F2)</b>

## **QAE F1 Learner Feedback Principles**

### **1. Objective**

- 1.1 To outline the principles on which the College learner feedback procedure shall be based.

### **2. Scope**

- 2.1 These principles refer to learner feedback gathered for all academic and, where appropriate, professional programmes
- 2.2 These principles 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. Principles of Learner Feedback**

- 3.1 When devising policies and procedures for designing, gathering, analysing, evaluating and acting upon learner feedback, the following principles shall be upheld:
  - 3.1.1 Learner feedback is an important part of the evaluation and enhancement of modules and programmes
  - 3.1.2 There shall be a positive climate across the college for feedback, encouraging active participation in and acceptance of feedback
  - 3.1.3 Lecturers shall be supported in their ability to give and receive feedback, to situate evaluation in the appropriate context, and to transform constructive feedback into meaningful, communicated actions of enhancement.
  - 3.1.4 Learners shall be supported in their ability to give and receive feedback, to situate their feedback within the context of the module and the programme, and to be constructive in their observations and recommendations.
  - 3.1.5 At the beginning of the academic year, learners shall be informed of the ongoing opportunities available to provide feedback
  - 3.1.6 Learners shall be canvassed regarding a variety of aspects of their experience. These can include overall programme structure, content, learning outcomes, delivery and assessment once per academic year
  - 3.1.7 Learners shall be canvassed regarding module delivery once per semester
  - 3.1.8 Learners shall be canvassed regarding their learning environment, including facilities, once per semester



- 3.1.9 Learners shall be provided with the opportunity to provide feedback anonymously
- 3.1.10 Learners shall be provided with the opportunity to provide feedback informally
- 3.1.11 The means of gathering learner feedback shall vary and feedback measures shall endeavour to be clear and relevant
- 3.1.12 All formal learner feedback shall be recorded
- 3.1.13 Learner feedback gathered through surveys shall be analysed independently and made available to Programme Directors and Department Managers as relevant within a timeframe which enables appropriate action to be taken
- 3.1.14 Learner feedback shall be communicated to concerned parties by Programme Directors and Department Managers as relevant within a timeframe which enables appropriate action to be taken as far as possible for the benefit of the current cohort
- 3.1.15 Learner feedback and any resultant action shall be incorporated into ongoing review processes and shall inform programme developments
- 3.1.16 Evidence of the actions taken on the basis of learner feedback should be made explicit to learners as soon as possible. In the case where learner feedback has not resulted in an action, this should also be made explicit as appropriate.
- 3.1.17 Programme Committees and other feedback forums may conduct reserved business in the absence of learner participation where necessary
- 3.1.18 Learner feedback shall be used to enhance the quality of the learner's learning experience and the standards achieved by learners.

**Griffith College**  
**Quality Assurance and Enhancement Policies, Procedures, Practices**  
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<b>Title</b>	Library Acquisitions Policy
<b>Document No.</b>	QAE H1
<b>Initial Approval by APC</b>	March 2005
<b>Approval of current version by APC</b>	January 2019
<b>Responsibility for Implementation</b>	Senior Librarian
<b>Related Documents</b>	Library Policies & Procedures Manual ( <i>issued by the Library annually</i> )
	Library User Policy (QAE H2)

## **QAE H1 Library Acquisitions Policy**

### **1. Objectives**

- 1.1 To outline the library's mission statement and the criteria and priorities which determine its choice of acquisitions
- 1.2 To indicate how requests for acquisitions can be made to the library
- 1.3 To describe how the library ensures its collection continues to meet user needs
- 1.4 To outline the library acquisition review processes
- 1.5 To reinforce the contents of the *Library Policies and Procedures Manual*.

### **2. Scope**

- 2.1 This policy is relevant to acquisitions made by the library for the benefit of any programme, academic or professional, delivered by the College.

### **3. Responsibilities**

- 3.1 Senior Librarian
- 3.2 Library Staff
- 3.3 Lecturers
- 3.4 Management Board
- 3.5 Library Services & ICT Committee

### **4. Introduction**

- 4.1 The mission of the College's library is:
  - 4.1.1 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
  - 4.1.2 to continually discover and anticipate its customers' needs and expectations and to develop new services that fully meet and exceed those needs and expectations
  - 4.1.3 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
- 4.2 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

- 4.3 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
- 4.4 The Senior Librarian is responsible for managing the budget allocation for the library on an annual basis
- 4.5 The final decision regarding library acquisitions rests with the Head Librarian.

## **5. Communicating Acquisition Requests to the Library**

- 5.1 All lecturers (new or returning) shall 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
- 5.2 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
- 5.3 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.

## **6. Acquiring Library Resources: Criteria & Priorities**

- 6.1 The library considers potential acquisitions in terms of the following criteria:
  - 6.1.1 Appropriateness to the library's mission and service role
  - 6.1.2 Relevance to user needs
  - 6.1.3 Academic quality of the material
  - 6.1.4 Cost in relation to expected use (in some cases expensive acquisitions are justifiable even though anticipated use may be relatively low)
  - 6.1.5 Strategic value
- 6.2 The library also make acquisitions on a prioritised basis, as follows:
  - 6.2.1 Firstly, provision for curriculum-related materials in general
  - 6.2.2 Secondly, provision of reference material and secondary sources and services
  - 6.2.3 Thirdly, provision of materials of broad academic or cultural interest.
- 6.3 Should the required acquisitions exceed the library's allocated budget for the academic year, the Senior Librarian shall obtain the financial approval of the Management Board.

## **7. Maintaining the Library Collection**

7.1 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:

- 7.1.1 Carrying out, reviewing and acting on (where appropriate) learner and staff feedback
- 7.1.2 Discussing feedback and key issues with the Library Services & ICT Committee on an ongoing basis
- 7.1.3 Presenting, in collaboration with the Library Services & ICT Committee, a Departmental Review to college management and invited college members, at least once every eighteen months
- 7.1.4 Providing a library resource consultation to faculties developing new programmes
- 7.1.5 Participating in Programme Reviews, Faculty Reviews and Programmatic Reviews.

## **8. Library Services & ICT Committee**

8.1 In addition to its ongoing operational responsibilities (indicated in 7.1.2 and 7.1.3) the Library Services & ICT Committee shall also make recommendations to the APC regarding updates, amendments or additions to this document on an annual basis.

## **9. Responsibilities**

### **9.1 Senior Librarian**

- Manages library's budget allocation [4.4]
- Makes the final decision regarding library acquisitions [4.5]
- Evaluates potential acquisitions in terms of criteria and priorities [6.1, 6.2, 7]
- Negotiates additional budget requirements with Management Board [6.3]
- Ensures library collection continues to meet user needs [8.1]
- Ensures ongoing evaluation of library acquisition practices take place [7.1.2]

### **9.2 Library Staff**

- Evaluates potential acquisitions in terms of criteria and priorities [6.1, 6.2, 7]

### **9.3 Lecturers**

- Inform the library of predictable resource requirements before the academic year commences, and unpredictable resource requirements during the academic year [5.1, 5.2]
- Inform themselves of the library collection in order to advise learners [5.3]

### **9.4 Management Board**

- Discusses additional budget requirements with Senior Librarian [6.3]

#### **9.5 Library Services & ICT Committee**

- Participating in evaluation processes [7.1.2-7.1.3]
- Advises the APC on policy changes [8.1]

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<b>Title</b>	Library User Policy
<b>Document No.</b>	QAE H2
<b>Initial Approval by APC</b>	March 2005
<b>Approval of current version by APC</b>	January 2019
<b>Responsibility for Implementation</b>	Senior Librarian
<b>Related Documents</b>	Library Acquisitions Policy (QAE H1)
	Library Policies and Procedures Manual ( <i>issued by the Library annually</i> )

## **QAE H2 Library User Policy**

### **1. Objectives**

- 1.1 To identify those authorised to make use of the library's facilities
- 1.2 To identify the user's privileges in terms of library materials
- 1.3 To identify the code of conduct by which library users are bound
- 1.4 To reinforce the contents of the Library Policies and Procedures Manual.

### **2. Scope**

- 2.1 This policy applies to all users of the College's library facilities and services.

### **3. Responsibilities**

- 3.1 Library Users
- 3.2 Senior Librarian
- 3.3 Management Board
- 3.4 Library Staff
- 3.5 Library Services & ICT Committee

### **4. Authorised Library Users**

- 4.1 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
- 4.2 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. Use of Library Materials/Borrowing Entitlements**

- 5.1 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
- 5.2 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.



## **6. Library User Code of Conduct**

- 6.1 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
- 6.2 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.

## **7. Breach of Library Regulations**

- 7.1 The College shall endeavour to take an educational approach to unintentional breaches of the library's code of conduct. Advice shall be given when beneficial and explanations of the seriousness/repercussions of inappropriate use of the library on staff and learners shall be provided where possible
- 7.2 However, learners, or staff, who show disregard for the College's interests by deliberately or repeatedly breaching the library's code of conduct shall be subject to the appropriate disciplinary procedure.

## **8. Library Services & ICT Committee**

- 8.1 The Library Services & ICT Committee shall review the operation of its usage policy and shall incorporate feedback into its Departmental Review
- 8.2 Further, it shall make recommendations to the APC regarding updates, amendments or additions on an annual basis.

## **9. Responsibilities**

### **9.1 Library Users**

- Abide by the library's regulations regarding use of materials/borrowing entitlements [5.1, 5.2]
- Abide by the library's user code of conduct [6]

### **9.2 Senior Librarian**

- Identifies authorised library users in conjunction with the Management Board [4.2]

### **9.3 Management Board**

- Only authorises additional library users in conjunction with the Senior Librarian [4.2]

#### **9.4 Library Staff**

- Implement the library's regulations regarding use of materials/borrowing entitlements [5.1, 5.2]
- Implement the library's user code of conduct and take appropriate action, if necessary, when these regulations are contravened [6, 7.1, 7.2]

#### **9.5 Library Services & ICT Committee**

- Reviews policy and incorporates feedback into Departmental Review [8.1]
- Advises the APC on policy changes [8.2]

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<b>Title</b>	Principles of Terms & Conditions of Use of the College Network
<b>Document No.</b>	QAE H3
<b>Initial Approval by APC</b>	March 2005
<b>Approval of current version by APC</b>	January 2019
<b>Responsibility for Implementation</b>	IT Services Manager
<b>Related Documents</b>	Terms & Conditions of Use of the College Network <i>(issued by the IT Services Department annually)</i>
	Learner Disciplinary Procedure (J5)

## **QAE H3 Principles of Terms & Conditions of Use of the College Network**

### **1. Objective**

- 1.1 To outline principles governing the *Terms & Conditions of Use of the College Network* document by which staff and learners are bound.

### **2. Scope**

- 2.1 The *Terms & Conditions of Use of the College Network* document and these governing principles are applicable to all staff and learners.

### **3. Responsibilities**

- 3.1 Staff/Learners
- 3.2 Registration Department
- 3.3 HR Department
- 3.4 Student Development Officer
- 3.5 IT Services Department
- 3.6 Management Board
- 3.7 Library Services & ICT Committee

### **4. Principles re: Terms & Conditions of Use of the College Network**

- 4.1 The College fully acknowledges and encourages the use of computer facilities and the Internet to support teaching and learning
- 4.2 In order to advance the use of these services in a manner which is beneficial to all and which safeguards the security of the network, it is necessary for users to be aware of what is considered appropriate and inappropriate usage
- 4.3 On registration/appointment with the College, learners/staff shall be provided with the *Terms & Conditions of Use of the College Network* by the Registration Department/HR Department
- 4.4 It is the responsibility of staff and learners to ensure they read and understand the points included in the "Terms & Conditions of Use of the College Network" before signing it and being given access to the College network
- 4.5 The induction co-ordinator/HR Manager shall invite the IT Services department, as appropriate, to reinforce the information contained in the "Terms & Conditions of Use of the College Network" during any scheduled learner induction/staff induction sessions
- 4.6 The College shall take an educational approach to unintentional breaches of regulations in the use of the network - advice shall be given when beneficial and

explanations of the seriousness/repercussions of inappropriate use of the network shall be provided where possible

4.7 The College shall support the implementation of the “Terms & Conditions of Use of the College Network” by enforcing related learner and staff disciplinary procedures if required

4.8 The Library Services & ICT Committee shall report any amendments to the “Terms & Conditions of Use of the College Network” to the APC on an annual basis.

## **5. Responsibilities**

### **5.1 Staff/Learners**

- To read the “Terms & Conditions of Use of the College Network” and query any aspects of doubt prior to signing their agreement to the regulations and receiving access to the network [4.4]

### **5.2 Registration Department**

- Provides learners with “Terms & Conditions of Use of the College Network” at registration [4.3]

### **5.3 HR Department**

- Provides new staff with “Terms & Conditions of Use of the College Network” on appointment [4.3]
- Invites IT Services Department to any scheduled staff induction sessions [4.5]

### **5.4 Student Development Officer**

- Invites IT Services Department to any scheduled learner induction sessions [4.5]

### **5.5 IT Services Department**

- Endeavours to reinforce the content of the “Terms & Conditions of Use of the College Network” to new staff and learners at learner and staff induction sessions [4.4]
- Endeavours to inform staff and learners of any interim amendments to “Terms & Conditions of Use of the College Network” [4.8]

### **5.6 Management Board**

- Enforces the Learner Disciplinary Procedure or the Staff Disciplinary Procedure if necessary [4.7]

#### **5.7 Library Services & ICT Committee**

- Reports changes of terms and conditions to APC on an annual basis [4.9]

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<b>Title</b>	Performance Review & Staff Development Principles
<b>Document No.</b>	QAE 12
<b>Initial Approval by APC</b>	June 2005
<b>Approval of current version by APC</b>	January 2019
<b>Responsibility for Implementation</b>	Management Board
<b>Related Documents</b>	HR Policies (updated annually)

## **QAE I2 Performance Review & Staff Development Principles**

### **1. Objective**

- 1.1 To outline the principles upon which the College's Performance Review and Staff Development processes shall be based.

### **2. Scope**

- 2.1 These principles apply to the Performance Review and development of all College employees.

### **3. Principles of Performance Review & Staff Development**

- 3.1 When devising Performance Review and Staff Development processes the following principles shall apply:
  - 3.1.1 Performance Review processes shall be designed to achieve a positive, goal-oriented and productive outcome
  - 3.1.2 Performance Review processes shall encourage an exchange of views and ideas that result in constructive plans that support future performance
  - 3.1.3 A significant aim of Performance Review shall be the recognition of individual development opportunities
  - 3.1.14 The task of reviewing the performance of individuals shall normally be carried out by line managers focussing on the job itself and the performance of the individual
  - 3.1.5 Performance Review processes shall be applied consistently and equitably
  - 3.1.6 Performance Reviews shall take place with a level of frequency that is beneficial to the individual and the organisation
  - 3.1.7 Performance Review processes shall avoid cumbersome and administratively heavy structures
  - 3.1.8 Performance Review processes shall encourage the employee to undertake self-evaluation
  - 3.1.9 Both manager and employee shall undertake suitable preparation prior to a Performance Review meeting
  - 3.1.10 Performance Reviews shall take place in a suitable environment
  - 3.1.11 Performance Reviews shall normally be retrospective and prospective



- 3.1.12 Performance Reviews shall be supported by ongoing feedback throughout the year
- 3.1.13 Managers and employees shall endeavour to ensure that action agreed during a Performance Review is carried out
- 3.1.14 Suitable resources shall be made available to support Staff Development needs
- 3.1.15 The principal aims and objectives of Performance Review and Staff Development shall be clearly communicated to all employees in a timely manner.

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<b>Title</b>	Staff Development Practices
<b>Document No.</b>	QAE I3
<b>Initial Approval by APC</b>	September 2005
<b>Approval of current version by APC</b>	January 2019
<b>Responsibility for Implementation</b>	Management Board
<b>Related Documents</b>	Performance Review and Staff Development Principles (QAE I2)
	HR Policies (updated annually)

## **QAE I3 Staff Development Practices**

### **1. Objective**

1.1 To outline the College's staff development practices.

### **2. Scope**

2.1 These practices apply, as appropriate, to all College employees.

### **3. Introduction**

3.1 Having appointed staff - academic or otherwise - the College has a strong commitment to their development. The College is thus keen to support staff development initiatives as appropriate and beneficial to the individual and the College as a whole

3.2 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

3.3 The following sections set out some common College practices related to staff development. Staff development practices will be reviewed and developed in parallel with individual and College needs.

### **4. Staff Development Practices**

4.1 All lecturers, both full-time and part-time are provided with opportunities for increased involvement and advancement in the College (e.g. through participation in Programme Committees, lecturer training sessions, social events, etc.)

4.2 All new positions offered by the College are first circulated internally. In particular, when appointing new full-time members to the teaching panel, the College has a policy of canvassing applications from the part-time staff

4.3 Staff training is provided on an ongoing basis for all staff members in order to ensure their continued development, and in turn, that of the College. Staff training is organised by the Centre for Promoting Academic Excellence, in conjunction with the Programme Directors and Department Managers and is delivered by internal and/or external trainers as appropriate

4.4 All full time members of staff wishing to undertake academic or professional programmes offered by the College may do so at a discounted fee of 50% of the programme fee. In doing so, the College requires them however to maintain exemplary attendance and commitment levels throughout thus respecting the reputation of the award, and of the College itself

- 4.5 Lecturing staff members are actively encouraged to pursue advanced postgraduate and doctoral studies related to their field of interest. In the case of full-time College lecturers, the College shall assess each application for financial support on its merits, taking into account budgets and the needs of the College. The College will endeavour to support such applications up to a level of 50% of the fee involved. Staff members are also supported in terms of study leave.

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<b>Title</b>	Learner Charter
<b>Document No.</b>	QAE J1
<b>Initial Approval by APC</b>	June 2005
<b>Approval of current version by APC</b>	January 2019
<b>Responsibility for Implementation</b>	All staff
<b>Related Documents</b>	Fulfilling the Learner Charter: The Role & Responsibilities of Learners and the College (QAE J2)

## **QAE J1 Learner Charter**

### **1. Objective**

1.1 To set out the College's agreed Learner Charter.

### **2. Scope**

2.1 The Learner Charter applies to learners of all College campuses.

### **3. Learner Charter**

3.1 Griffith College is committed to:

3.1.1 Providing excellent teaching and educational resources to enable learners realise their chosen personal and career ambitions

3.1.2 Promoting an attainment culture whereby learners are encouraged to give of their best

3.1.3 Publicly recognising and celebrating the successes of our learners in national and international activities

3.1.4 Providing a welcoming and nurturing environment where all learners are treated with respect and dignity

3.1.5 Supporting and guiding learners in their academic and personal development towards their educational and personal goals

3.1.6 Embracing the diversity of our learners through full inclusion and through the provision of equal opportunities for advancement to all

3.1.7 Providing equality of educational opportunity regardless of personal characteristics and differences

3.1.8 Providing for continuous improvement through the active consideration of feedback from learners, staff, alumni, employers and other external stakeholders.

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<b>Title</b>	Fulfilling the Learner Charter: The Role & Obligations of Learners and the College <sup>1</sup>
<b>Document No.</b>	QAE J2
<b>Initial Approval by APC</b>	April 2005
<b>Approval of current version by APC</b>	January 2019
<b>Responsibility for Implementation</b>	All Staff & Learners
<b>Related Documents</b>	Learner Charter (QAE J1)
	Learner Code of Conduct (QAE J3)

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<sup>1</sup> This document reflects Nottingham Trent University's Student Charter.

## **QAE J2 Fulfilling the Learner Charter: The Role & Obligations of Learners and the College**

### **1. Objective**

- 1.1 To set out the rights and obligations of the College and those learners on its programmes, in line with the College Learner Charter (QAE J1).

### **2. Scope**

- 2.1 Learners of the College are located on a number of campuses. This document applies to all locations and all staff and learner members
- 2.2 The rights and obligations on the part of the College outlined in this document apply to learners observing the Learner Code of Conduct (QAE J3).

### **3. Responsibilities**

- 3.1 College Staff
- 3.2 College Learners

### **4. Introduction**

- 4.1 This document is not intended to replace or detract from the formal policies, procedures, practices and guidelines detailed in the Learner Handbook, the Lecturer Handbook and the Quality Assurance and Enhancement Manual. Rather, 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
- 4.2 This document shall be continually reviewed and updated – in line with the Learner Charter and other College publications - to ensure that it meets the emerging requirements of a successful educational partnership between the College and its learners.

### **5. Equality & Diversity**

- 5.1 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
- 5.2 We aim to provide learners with:
  - 5.2.1 A culture in which behaviour reflects a high level of awareness of equality and diversity issues
  - 5.2.2 Equality of opportunity regardless of personal characteristics and differences - this commitment applies to all individuals and all aspects of College life



5.2.3 The knowledge that any complaint of unfair discrimination or harassment will be treated seriously and dealt with fairly and efficiently.

5.3 We ask learners to:

5.3.1 Respect and treat with dignity all members of the College community.

## **6. Behaviour and Conduct**

6.1 All members of the College should behave in a manner which is respectful of the rights and views of others

6.2 We aim to provide learners with:

6.2.1 Clear guidelines outlining behavioural expectations including the Learner Code of Conduct (QAE J3)

6.2.2 Fair and consistent treatment in dealing with breaches of the Learner Code of Conduct

6.3 We ask that learners:

6.3.1 Be familiar with the Learner Code of Conduct and abide by it.

## **7. Joining the College**

7.1 We aim to provide learners with:

7.1.1 Where appropriate, an induction programme and published information which introduces them to College life – academic and otherwise (see Learner Induction Policy QAE D2)

7.1.2 Comprehensive information relating to their programme of study

7.1.3 A programme of social activities and events organised by the Students' Union

7.2 We ask learners to:

7.2.1 Complete all enrolment procedures

7.2.2 Learn as much as they can about the programme they are embarking on and the services and facilities available in the College

7.2.3 Familiarise themselves with the various policies and procedures which learners of the College are bound by

7.2.4 Talk to tutors, support service staff or the Learners' Union if any problems or concerns arise during these early days.

## **8. Learning and Teaching**

8.1 The College is committed to ensuring high standards in its teaching and in supporting learning

8.2 We aim to provide learners with:

8.2.1 A learning and teaching strategy that is well planned, which uses different methods, and is designed to help them think and work for themselves

8.2.2 Information about the arrangements and study requirements for their programme

8.2.3 Regular and constructive critical feedback on their work

8.3 We ask that learners:

8.3.1 Prepare for and participate in scheduled learning activities in ways which support the teaching and learning of others as well as themselves

8.3.2 Familiarise themselves with any cultural differences in terms of teaching and learning conventions

8.3.3 Make themselves familiar with the programme information provided and comply with the administrative arrangements of the programme

8.3.4 Give constructive critical feedback on their learning experience in the programme.

## **9. Attendance and Participation**

9.1 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

9.2 We aim to provide learners with:

9.2.1 Full information about the time and location of teaching and assessment arrangements

9.2.2 Information about each department/faculty's programme attendance requirements

9.3 We ask that learners:

9.3.1 Make sure they understand and fulfil the attendance requirements for their programme

9.3.2 Keep in contact with their Faculty regarding any attendance difficulties

9.3.3 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.

## **10. Assessment**

10.1 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

10.2 We aim to provide learners with:

10.2.1 Clarity in the purposes and methods of assessment

10.2.2 Assessment strategies which employ a range of types of assessment where appropriate and assessment criteria which are open, transparent and free from bias

10.2.3 Timely feedback of assessments to aid development (see Procedure on Provision of Assessment Feedback to Learners QAE E8)

10.2.4 Information on College assessment regulations and the regulations of the relevant validating body.

10.3 We ask that learners:

10.3.1 Complete all assessment activities and adhere to the assessment timetable

10.3.2 Notify a member of the Faculty or College if they are having difficulties which are affecting their performance

10.3.3 Never engage in cheating, plagiarism or other types of academic misconduct (see the College's Academic Misconduct Procedure (QAE J6) for further guidance).

## **11. Learner Feedback about Programmes**

11.1 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 Learner Feedback Procedure QAE F2)

11.2 We aim to provide learners with:

11.2.1 Specific opportunities to provide feedback during the programme, without fear or retribution

11.2.2 The opportunity to be represented on programme committees

11.3 We ask that learners:

11.3.1 Provide the College with feedback as requested

11.3.2 Elect a learner representative to appropriate committees and other groups working for the management and quality of their programme.

## **12. Placements**

- 12.1 Some programmes of study contain substantial work experience in the form of work placement (see Guidelines on Roles & Responsibilities in Managing and Participating in Work Placement QAE D7):
- 12.2 We aim to provide learners with:
  - 12.2.1 A clear statement of the intended outcomes and appropriate assessment of the placement
  - 12.2.2 Information about the level of support available to learners in the process of seeking suitable placements and during the period of work placement
- 12.3 We ask that learners:
  - 12.3.1 Conduct themselves in a responsible and professional manner as indicated by the Learner Code of Conduct (QAE J3)
  - 12.3.2 Comply with all work placement requirements indicated by the Faculty and the employer.

### **13. Central Learning Resources**

- 13.1 The College believes that, learners of the College should be part of a learning environment where open, shared access is provided to a wide range of learning resources. The regulations applicable to the use of learning resources are designed to help learners make the most of the resources available
- 13.2 Library Facilities
  - 13.2.1 We aim to provide learners with:
    - 13.2.1.1 A range of learning resources
    - 13.2.1.2 Published information on Library access and opening times
    - 13.2.1.3 Help and advice in making best use of the resources available
  - 13.2.2 We ask that learners:
    - 13.2.2.1 Comply with the published regulations for learner users of learning resources and facilities.
- 13.3 Computing Facilities
  - 13.3.1 We aim to provide learners with:
    - 13.3.1.1 Published information on opening times and help services
    - 13.3.2.2 Access to IT resources according to the published timetable
  - 13.3.2 We ask that learners:

13.3.2.1 Comply with the guidelines for use of computers by learners and the relevant regulations for use of the computers and the network.

#### **14. Disability Support**

14.1 The College is entirely committed to fulfilling its obligations under equality and disability legislation to learners with disabilities

14.2 We aim to provide learners with:

14.2.1 The opportunity to discuss specific requirements including appropriate presentation of programme material, modes of examination and programme assessment

14.3 We ask that learners:

14.3.1 Inform the College of any specific support requirements arising from a disability prior to or subsequent to admission so that proper consideration may be given.

#### **15. Counselling Support**

15.1 The College provides an off-campus confidential counselling service free of charge to all its learners

15.2 We aim to provide learners with:

15.2.1 A confidential appointment for individual counselling within the shortest timeframe possible

15.3 We ask that learners

15.3.1 Keep any appointments offered by the service and provide as much notice as possible if they have to cancel an appointment

15.3.2 Accept responsibility for their part in the counselling process

15.3.3 Respect the confidentiality of the counselling arrangements for other learners.

#### **16. International Learners**

16.1 We aim to provide learners with:

16.1.1 Suitable induction activities and an ongoing advice and information service throughout the year

16.1.2 Support classes for learners with English as a second language who may have language difficulties

16.2 We ask that learners:

16.2.1 Ensure that they have made all the necessary preparations prior to enrolling on the programme

16.2.2 Make appropriate use of specialist support provided.

## **17. The Students' Union**

17.1 The Students' Union provides services for the use of members and non-members where appropriate

17.2 We aim to provide learners with:

17.2.1 Information, advice, guidance and representation on a range of topics

17.2.2 The opportunity to participate in ongoing social and sporting activities.

17.3 We ask that learners:

17.3.1 Make responsible use of the facilities available

17.3.2 Ask for help when required

17.3.3 Respect the integrity of the Students' Union and its Officers.

## **18. Class Representation System**

18.1 The class representation system supported by the Students' Union and the College ensures direct learner representation at programme level and feedback into the system

18.2 We aim to offer learners

18.2.1 Representation at programme level through a Class Representative

18.3 We ask that learners:

18.3.1 Liaise with their Class Representative on issues of feedback and general College and Union concerns.

## **19. Security**

19.1 The College endeavours to provide a safe and secure environment for learners, staff, visitors and property

19.2 We aim to provide learners with:

19.2.1 A suitable response to security problems within the shortest timeframe possible

19.3 We ask that learners:

- 19.3.1 Carry suitable identification when on College premises
- 19.3.2 Share responsibility for making the College a safe place
- 19.3.3 Report anything suspicious or potentially dangerous.

## **20. Teaching Accommodation & Facilities**

20.1 The College is committed to the provision of teaching and learning accommodation that provides a safe, supportive environment that is appropriate for its purpose

20.2 We aim to provide learners with:

- 20.2.1 Appropriate facilities and equipment

20.3 We ask that learners:

- 20.3.1 Comply with College regulations and act in a responsible manner
- 20.3.2 Respect College property and the rights of others

## **21. Health & Safety**

21.1 The College is working to create and maintain a safe environment.

21.2 We aim to provide learners with:

- 21.2.1 Health and safety information as appropriate

21.3 We ask that learners:

- 21.3.1 Familiarise themselves with health and safety information
- 21.3.2 Help maintain standards of health and safety in the interests of all learners, staff and visitors to the College.

**Griffith College**  
**Quality Assurance and Enhancement Policies, Procedures, Practices**  
**and Guidelines**

<b>Title</b>	Learner Code of Conduct
<b>Document No.</b>	QAE J3
<b>Initial Approval by APC</b>	April 2005
<b>Approval of current version by APC</b>	January 2019
<b>Responsibility for Implementation</b>	All learners
<b>Related Documents</b>	Learner Disciplinary Procedure (QAE J5)
	Complaints Procedure for Learners (QAE J4)
	Academic Misconduct Procedure (QAE J6)
	Appeals Procedure (QAE E15)



## **QAE J3 Learner Code of Conduct**

### **1. Objectives**

- 1.1 To set down the code of conduct expected of the College's learners
- 1.2 To highlight what is considered misconduct under this code.

### **2. Scope**

- 2.1 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
- 2.2 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.

### **3. Introduction**

- 3.1 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 (as defined in 2.1 and 2.2)
- 3.2 The Learner Code of Conduct shall be included in the Learner Handbook and on the Learner Intranet
- 3.3 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
- 3.4 The College is entitled to alter this Learner Code of Conduct from time to time through the Academic and Professional Council.

### **4. Learner Code of Conduct**

- 4.1 All learners are expected to be considerate to the needs of fellow learners, staff and any authorised visitors to the College
- 4.2 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
- 4.3 All learners shall take responsibility, including within learner accommodation, for the actions of their invited guests

4.4 All learners are expected to respect the property of the College and not to use it for unapproved purposes

4.5 All learners are expected to attend their scheduled classes and commit to the learning process.

## **5. Learner Misconduct**

5.1 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

5.2 The following shall constitute examples of misconduct. This list is not intended to be exhaustive:

5.2.1 Disruption of, or improper interference with, the academic, administrative, sporting, social or other activities of the College, whether on College premises or elsewhere

5.2.2 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

5.2.3 Violent, indecent, disorderly, threatening or offensive behaviour or language whilst on College premises or engaged in any College activity

5.2.4 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

5.2.5 Action likely to cause injury or impair safety on College premises

5.2.6 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

5.2.7 Examination offences which do not constitute academic irregularities

5.2.8 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

5.2.9 Misuse or unauthorised use of College premises or items of property, including computer/network misuse

5.2.10 Conduct which constitutes a criminal offence where that conduct:

- 5.2.10.1 takes place on College premises, or
- 5.2.10.2 affects or concerns other members of the College community,  
or
- 5.2.10.3 damages the good name of the College, or
- 5.2.10.4 itself constitutes misconduct within the terms of this code, or
- 5.2.10.5 is an offence of dishonesty, where the learner holds an office  
of responsibility in the College

5.2.11 Breaches of the subsidiary codes (eg. Library regulations) where the behaviour complained of cannot be dealt with satisfactorily under those codes

5.2.12 Behaviour which brings the College into disrepute

5.2.13 Failure to comply with proper directions given by an officer or employee of the College

5.2.14 Failure to comply with a previously imposed penalty under this Learner Code of Conduct.

## **6. Breaches of the Learner Code of Conduct**

6.1 A learner who is suspected of breaching the Learner Code of Conduct shall be subject to the College's Learner Disciplinary Procedure (QAE J5).

**Griffith College**  
**Quality Assurance and Enhancement Policies, Procedures, Practices**  
**and Guidelines**

<b>Title</b>	Collaborative Programmes, Transnational Programmes and Joint Awards
<b>Document No.</b>	QAE L1
<b>Initial Approval by APC</b>	September 2011
<b>Approval of current version by APC</b>	January 2019
<b>Responsibility for Implementation</b>	Management Board/Academic and Professional Council
<b>Related Documents</b>	<i>QQI's Policy for Collaborative Programmes, Transnational Programmes and Joint Awards (2012)</i>
	<i>Guidelines for the Approval, Monitoring and Review of Collaborative and Transnational Provision (Irish Higher Education Quality Network, 2013)</i>
	<i>QQI's Policy on Quality Assurance Guidelines (2016)</i>
	<i>Standards and Guidelines for Quality Assurance in the European Higher Education Area (2015)</i>

## **QAE L1: Collaborative Programmes, Transnational Programmes and Joint Awards**

### **1. Objectives**

- 1.1. To set out the principles, policies, procedures, practices and guidelines by which the College identifies, secures, manages and monitors collaborative provision, transnational provision and joint awards.
- 1.2. To implement policy as set out in QQI's *Policy for Collaborative Programmes, Transnational Programmes and Joint Awards*. The implementation of this policy should also demonstrate due regard to *Guidelines for the Approval, Monitoring and Review of Collaborative and Transnational Provision* (Irish Higher Education Quality Network, 2013).
- 1.3. *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 should be followed instead.
- 1.4. This policy replaces all previous College policies in relation to Collaborative Programmes, Transnational Programmes and Joint Awards.

### **2. Scope**

- 2.1. 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*.
- 2.2. The requirements of this policy apply to all programmes involving collaborative provision, transnational provision, or joint award agreements entered into by the College and supplement existing policy applicable to all College programmes.

### **3. Definition and Requirements of Collaborative Programmes, Transnational Programmes and Joint Awards**

- 3.1. 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*.
- 3.2. For the purpose of this policy 'Programme' is as defined in QQI's *Assessment and Standards*, 2009, section 5, page 54.

- 3.3. For the purpose of this policy ‘programme agreement’ is defined as that part of the Consortium Agreement dealing specifically with arrangements in respect of each of the programmes covered by the agreement. See QAE LA3 for the consortium agreement template and Section 7 below for guidelines on writing programme agreements.
- 3.4. Collaborative, transnational or Joint Award programmes will each require the partners to consider the specific arrangements necessary to ensure quality programme provision. In order to do this the partners will need to address at least the following.
- 3.4.1 Any arrangement for collaborative provision between GC and collaborating partners will require:
- A Consortium Agreement
  - Validation by the relevant awarding body or bodies
- 3.4.2 Any arrangement for transnational provision of a GC programme will require:
- Validation by the relevant awarding body or bodies
- 3.4.3 Any agreement on providing a Joint Award with a partner institution will require:
- A Joint Award Agreement
  - Validation by the relevant accrediting body or bodies
- 3.5. General Requirements for Collaborative Provision

Whereas this document has been drafted with reference to QQI’s Policy for Collaborative Programmes, Transnational Programmes and Joint Awards, 2008, other documents are relevant and helpful when considering any such programme provision. These include:

- *Standards and Guidelines for Quality Assurance and Enhancement in the European Higher Education Area*
- *Policies, Actions and Procedures for Access, Transfer and Progression for Learners*
- *Provision of Education to International Students*
- *Code of Practice for the Assurance of Academic Quality and Standards in Higher Education*

- 3.6. Additional Considerations for Transnational Provision

Where there is a transnational element to programme provision the following documents are to be considered:

- *UNESCO Code of Good Practice in the Provision of Transnational Education.*
- *Guidelines for Quality Provision in Cross-Border Education*
- UNESCO APQN Toolkit: Regulating the Quality of Cross-Border Education

### 3.7. Additional Considerations for Joint Awards

Where the provision is in relation to a joint award the following are to be considered:

- Convention on the Recognition of Qualifications concerning Higher Education in the European Union
- Recommendation on the Recognition of Joint Degrees

## 4. College Strategy Guiding Principles

- 4.1. Over many years the College has established and developed strong links with overseas institutions, facilitating the access of their learners to College programmes, and where appropriate their admission onto College programmes with advanced standing. Such admissions are managed under the College policy on Recognition of Prior Learning (QAE C3).
- 4.2. The College has also established a number of collaborative, transnational partnerships leading to the delivery of QQI-approved programmes.
- 4.3. Central to the College 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.
- 4.3. Each proposed collaborative programme, transnational programme or joint award shall be undertaken only where it is congruent with the College mission, ethos, and compatible with its capacity and strengths and to the benefit of learners, the College and its partners.
- 4.4. Quality Assurance and Enhancement criteria for collaborative programmes, transnational programmes or joint awards shall be consistent with and directly informed by related QQI policies, procedures, and guidelines on collaborative national and transnational provision.

- 4.5. The College shall continue to be informed in relation to best practice in the provision of collaborative programmes, transnational programmes or joint awards and shall revise and advance its activities in line with developments nationally and internationally. It shall be 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 should be disseminated to other staff as necessary.
- 4.6. 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 will be guided and informed by prior due diligence and associated risk assessment analysis
- 4.7. The College shall only consider 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 will provide the information necessary to making these decisions.
- 4.8. 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 shall require its partner institutions to share a similar supportive ethos and to provide appropriate learner supports in respect of international learners.
- 4.9. 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 will expect all partner institutions to have policies relating to enhancing the educational experience for students with disabilities.

## **5. General Requirements for Collaborative, Transnational or Joint Award Programmes**

- 5.1. Proposals to proceed with investigation into a potential collaborative programme, transnational programme or joint award arrangement must be endorsed by the College Management Board in consultation with the relevant faculty.
- 5.2. Agreements to engage in collaborative programmes, transnational programmes or joint awards can only be entered into with the approval of both the College



Management Board and the separate approval of the College Academic and Professional Council (APC). All such agreements must be signed by the College President or a nominee of the President.

## **6. Requirements for Collaborative Programme Management**

6.1. 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:

- Quality Assurance and Enhancement of programme development
- Validation by QQI
- Management of Programme Provision including monitoring
- Revalidation and Programmatic Review

### **6.2 Quality Assurance and Enhancement of Programme Development**

6.2.1. 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 QAELA1: 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.

6.2.2. Proposals for Collaborative, Transnational or Joint Award Programmes shall be submitted to the Director of Academic Programmes, who shall create, update and retain a copy of the Collaborative Provision Development Control Sheet (see appendix 4 QAE LA 4).

6.2.3. The Director of Academic Programmes shall submit the proposal to the Management Board who shall provide the budgetary and administrative support to enable further investigation. This further investigation will involve due diligence on the proposed partner institution and due diligence on the proposal.

6.2.3.1 The Management Board shall appoint a College nominee to carry out a due diligence analysis of the proposed collaborating partner

- 6.2.3.2 The Management shall appoint a College nominee to complete a process of due diligence on the proposal financials
- 6.2.4. In order to facilitate due diligence in a timely manner the College will enter into a legally binding non-disclosure agreement with its proposed partners, covering all information exchanged and acquired through the due diligence process.
- 6.2.5. The College nominee is required to complete the College due diligence template QAELA2 (see appendix 2), 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.
- 6.2.6. As part of the due diligence of the proposal, the Programme Approval Sub-Committee of APC shall review 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 APC. The recommendation of this committee shall be based on an evaluation of the information from the Provision Proposal Form (QAE LA1) and the Due Diligence Report (QAE LA2) against the College strategy for expanding transnational provision as described in section 4 above.
- 6.2.7. As part of the due diligence process, the Programme Approval Sub-committee shall consult 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 should accordingly take account of QQI's *Policy for Collaborative Programmes, Transnational Programmes and Joint Awards* at the earliest phase.
- 6.2.8. The completed due diligence report shall be submitted along with the proposal for consideration by the College APC and a decision to either approve or reject the collaborative proposal shall be taken. The decision of the APC shall be 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.

- 6.2.9. Proposals approved by the APC shall be 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 6.2.3.1 and 6.2.3.2 above.
- 6.2.10. Upon consideration of the business case, financial viability and reputational opportunity involved in the proposed agreement and the related due diligence reports on the proposal and the proposed partner(s), the College Management Board will either approve or reject the proposal.
- 6.2.11. 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.
- 6.2.12. Following approval by the Management Board and the College APC, the President or nominee of the President, jointly with the partner institution(s) and the proposer, shall prepare 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*. (QAE LA3).
- 6.2.13. The Consortium Agreement shall include a Programme Agreement as defined in section 3.3. of this document. Guidelines as to the Programme Agreement content are included in section 7 below.
- 6.2.14. 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.

### 6.3. Validation by QQI

- 6.3.1. An initial draft of the consortium agreement (including programme agreement) shall be submitted to the College APC or its nominated subcommittee and, subject to its approval, be sent to QQI (and/or other relevant agency, professional body or authority) for notification and consideration at the earliest possible stage.
- 6.3.2. A final draft of the consortium agreement agreed by the partner institution(s) is submitted to the College APC or its nominated subcommittee and subject to its approval, and the approval of the College Management Board is

submitted to QQI (and/or other relevant agency, professional body or authority) for approval. Submission is normally made with a cover letter from the College President, or his nominee confirming that it has approval from APC and the College Management Board and stating, when necessary, any timeframe by when the approval needs to be secured.

6.3.3. Following approval by QQI (and/or other relevant external agency, professional body or authority), the President of the College or his nominee shall sign the approved agreement along with other consortium members. This establishes that it has come into effect and is binding on the College and its partners.

6.3.4. Once the consortium agreement is approved and signed, notification of the agreement will be publicised on the College website.

#### 6.4. Management of Programme Provision

6.4.1. Following consideration, approval and validation by QQI, and any other relevant agency, professional body or authority, the Consortium may then proceed to provide the programme subject to any conditions and incorporating any recommendations that may have arisen as a result of the validation process.

6.4.2. All such programmes shall involve on-going monitoring and review as is the case with all College programmes. These arrangements shall be clearly detailed in the Consortium Agreement and be informed by existing QAE policies in both Griffith College and the Collaborating Partner.

6.4.3. 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, shall consider all collaborative programmes, transnational programmes or joint awards as part of their remit.

6.4.4. All review reports relating to reviews mentioned in this section shall be published on the College Website and other public media, subject to validation being in place.

#### 6.5. Revalidation and Programmatic Review

6.5.1. All QQI programmes require periodic revalidation following programmatic review. This process shall be specifically addressed by the Consortium to

ensure that it is in line with the Quality Assurance and Enhancement arrangements of all participants in the Consortium.

- 6.5.2. Programmatic reviews of collaborative programmes or transnational programmes should be carried out at the same time as the programmatic review of the related College programme(s) so that differences that arise or are planned are properly considered.
- 6.5.3. Programmatic review of joint award programmes should be carried out at the same time as the programmes of the relevant faculty to facilitate efficient management of the review process.
- 6.5.4. The terms of reference of such reviews, which shall be agreed with QQI, shall set out how the review proposes to address the special nature of these programmes. This special nature shall require consideration of at least the following:
  - 6.5.4.1 Expert Panel configuration, which should 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 should also include experts with a particular knowledge of the Quality Assurance and Enhancement environment in each location.
  - 6.5.4.2 Where the review should take place. Whether it will require panel site visits to each location or institution.
  - 6.5.4.3 Whether all teaching staff will be brought together for overall input, or whether the teaching staff in each location should be involved in reviewing provision in their own location only.
  - 6.5.4.4 Specific consideration of learning and assessment in the different locations and how the learning outcomes are being achieved by learners and assessed.
  - 6.5.4.5 The nature of any differences that have arisen, should arise, or are proposed by the providers.
- 6.5.5. All documentation relating to the programmes shall be made available to the review panel and site visits will be facilitated as required.

## **7. Guidelines in Relation to the Programme Agreement**

7.1. 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.

7.2. The Programme Agreement shall consist 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

7.3. In determining other issues for inclusion in the programme agreement the College shall comply with the guidelines in QQI's Policy for Collaborative Programmes, Transnational Programmes and Joint Awards 2008, Assessment and Standards 2009, General Programme Validation Manual 2010, and Core Validation Policy and Criteria 2010.

## **8. Responsibilities**

### **8.1. The Proposer**

- Develops the initial outline proposal for collaborative national and transnational provision (6.2.1.)
- Submits proposal to Director of Academic Programmes (6.2.2)
- Supports the process of Consortium agreement development (6.2.12.)

### **8.2. Director of Academic Programmes**

- Creates, maintains and updates a Collaboration Development Control Sheet ( QAE LA4) (6.2.2)
- Ensures the College internal procedures are observed (QAE LA 1, 2, 3 and 4)
- Provides guidance on procedural matters such as the completion of templates (QAE LA 1, 2, 3 and 4)

### **8.3. 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 (6.2.6, 6.2.8)
- Approves or rejects the proposal on academic grounds as regards (1) the proposal partner and (2) the proposal itself (6.2.8, 6.2.9)
- Approves consortium agreements prior to submission to QQI (and/or other external agencies or professional bodies) (6.3.1., 6.3.2.)

### **8.4. Management Board**

- Approves proposals to proceed with investigation into a potential collaborative programme, transnational programme or joint award arrangement (6.2.3)
- Appoint external professional services to undertake some or all of the due diligence process as required. (6.2.5)
- Approves the budgetary and administrative support required for the process of due diligence(6.2.3)
- Assesses the proposal and approves or rejects it from a commercial standpoint (6.2.10)
- Enters into a non-disclosure agreement with the proposed partner institution(s) (6.2.4)
- Nominates person to carry out Due Diligence of proposed partner institution (6.2.3.1)
- Nominates person to carry out financial due diligence of proposal (6.2.3.2)

### **8.5. College President or Nominee of the President**

- Jointly with the partner institution(s) and the proposer, prepares a Consortium Agreement (6.2.12)

- Provide QQI (and/or other external agencies or professional bodies), with an early draft of the consortium agreement (6.3.1)
- Drafts letter to QQI (and/or other external agencies or professional bodies), confirming approval at APC and Management Board (6.3.2)
- Signs final draft of consortium agreement to be approved by QQI (and/or other external agencies or professional bodies) (6.3.2)
- Signs QQI (and/or other external agencies or professional bodies), approved consortium agreement (6.3.3)
- Retains all files pertaining to proposed and approved collaborative national and transnational provision (6.2.11)

#### **8.6. College (proposed) Partner Institution(s)**

- Jointly with the College President or nominee of the President and the proposer, prepares a Consortium Agreement (6.2.12)
- Enter into a non-disclosure agreement to facilitate the process of due diligence (6.2.4)
- Agree the terms of the consortium, programme and/or service agreements (6.2.10)
- 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) (6.3.2)
- Signs QQI (and/or other external agencies or professional bodies), approved consortium agreement (6.3.3)



**Griffith College**  
**Quality Assurance and Enhancement Policies, Procedures, Practices**  
**and Guidelines**

<b>Title</b>	Principles of QA for Distance Learning
<b>Document No.</b>	QAE L2
<b>Initial Approval by APC</b>	April 2005
<b>Approval of current version by APC</b>	December 2018
<b>Responsibility for Implementation</b>	Director of Academic Programmes/Director of Professional Programmes
<b>Related Documents</b>	QAEA Guidelines on the Quality Assurance and Enhancement of Distance Learning

## **1. Objectives**

- 1.1 To set out a definition of distance learning to which these principles apply
- 1.2 To outline the principles associated with assuring the quality of distance learning provision.

## **2. Scope**

- 2.1 These principles apply to the provision of any distance learning programme, as outlined below.

## **3. Introduction**

- 3.1 The definitions and principles below are based on those provided by the Quality Assurance and Enhancement Agency for Higher Education, following the output of a working group of experienced educationalists and distance learning practitioners, formed to identify issues associated with distance provision and Quality Assurance and Enhancement
- 3.2 The principles derived from this study focus on what are considered key issues regarding how an institution providing a distance programme manages the associated processes and safeguards the standard of the award. They are:
  - 3.2.1 System design - the development of an integrated approach
  - 3.2.2 The establishment of academic standards and quality in programme design, approval and review procedures
  - 3.2.3 The assurance of quality and standards in the management of programme delivery
  - 3.2.4 Learner development and support
  - 3.2.5 Learner communication and representation
- 3.3 Fundamentally the assertion is that distance learning must be supported by a sound and effective logistical and administrative infrastructure to ensure that all participants' activities are co-ordinated and engage with the programme as designed by the provider.

## **4. Definition of Distance Learning**

- 4.1 For the purpose of the application of these principles 'distance learning' has been defined as a way of providing higher education that involves the transfer to the Learner's location of the materials that form the main basis of study, rather than the Learner moving to the location of the resource provider
- 4.2 Distance learning programmes have some basic features in common which broadly distinguish them from institution-centred learning: physical proximity is not a

requirement of study and programmes made available through distance learning all involve some degree of physical separation of the Learner from the institution responsible for providing the teaching.

## **5. Principles of Quality Assurance and Enhancement for Distance Learning**

### **System Design**

- 5.1 Higher education by distance learning should be underpinned by principles relevant generally to higher education. An institution intending to offer distance learning programmes of study should design and manage its operations in a way that applies those principles and, at the same time, takes full account of considerations specific to teaching its Learners at a distance
- 5.2 The provision of programmes of study by distance learning should form part of an explicit strategy for achieving the institution's stated aims, and the distance learning system or systems should be designed and developed in ways that will give effect to this strategy
- 5.3 Prior to offering programmes of study by distance learning, an institution should explicitly design and test its system for administering and teaching Learners at a distance and plan for contingencies in order to meet its stated aims in terms of academic quality and standards
- 5.4 An institution should safeguard its position in respect of the law in any country in which it is proposed that programmes of study should be made available by distance learning.

### **Programme Design & Delivery**

- 5.5 The College is responsible for ensuring that programmes to be offered at a distance are designed so that the academic standards of the awards will be demonstrably comparable with those of awards delivered by the institution in other ways
- 5.6 In designing distance learning programmes of study, and any component modules, a providing institution should ensure explicit and reasoned coherence between, on the one hand, the aims and intended learning outcomes, and, on the other, the strategies for teaching at a distance, the scope of the learning materials and the modes and criteria of assessment
- 5.7 The form of assessment chosen as an appropriate part of the teaching, learning and assessment strategy, must be as rigorous a process as that utilised in a campus learning context
- 5.8 The College is responsible for ensuring that the design of distance learning programmes of study provides a learning opportunity which gives to Learners a fair

and reasonable chance of achieving the academic standards required for successful completion

- 5.9 The College should have processes for approving distance learning programmes of study which, while underpinned by principles relevant to all educational programmes, take specific account of the requirements of the system of distance learning adopted and of the opportunities provided for scrutiny
- 5.10 A providing institution's processes for the approval of programmes of study, and any component modules, should include an element of scrutiny external to the institution
- 5.11 An institution should ensure that programmes of study and component modules once designed and in use, are monitored and reviewed regularly. In particular an institution should ensure that the content of all learning materials remains current and relevant and that learning materials, teaching strategies and forms of assessment are enhanced in the light of findings from feedback

### **Quality & Standards**

- 5.12 The providing institution is responsible for managing the delivery of each distance learning programme of study in a manner that safeguards the academic standards of the award
- 5.13 The providing institution is responsible for ensuring that each distance learning programme of study is delivered in a manner that provides, in practice, a learning opportunity which gives Learners a fair and reasonable chance of achieving the academic standards required for successful completion.

### **Learner Development and Support**

- 5.14 In respect of Learners taught at a distance, a providing institution should give explicit attention to its responsibility for supporting and promoting autonomous learning and enabling learners to take personal control of their own development

### **Learner Communication and Representation**

- 5.15 A providing institution should meet the needs of its Learners who are studying at a distance for information that is particularly full and clear about the nature and expectations of their programme of study; the relationship between achievement and assessment, academic progress and accumulation of credit; the characteristics of the distance learning system and how Learners interact with it. The information provided should be conveyed in a way that enables them to make informed decisions about their own education, and to monitor their progress against clear expectations of achievement

- 5.16 A providing institution should monitor the effectiveness of information provided to Learners and, in the light of its findings, take steps to enhance its provision
- 5.17 An institution should determine what means of Learner representation are appropriate and realistic for Learners on distance learning programmes of study and should provide these Learners with information about them.