Griffith College

Coláiste Uí Ghríofa

Quality Assurance Policies, Procedures, Practices & Guidelines

2016 / 2017
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PREFACE

Introduction

The first edition of the Griffith College Quality Assurance Manual was published in 2009. The Academic and Professional Council have decided that the manual should be republished for each academic year to ensure that the version being used is current for that academic year. Version 1.7 has all updates from the original and is the version that is current for the academic year 2013/2014 and beyond.

Since its establishment the College has been aware of the benefits of quality assurance. The importance and indeed effectiveness of, for example, gathering and responding to student feedback has long been appreciated. However, the College has welcomed the opportunity to fully evaluate and formalise its existing and required quality assurance policies, procedures, practices and guidelines. It is in the light of this ongoing development that the College feels it important to communicate its progress to date and to outline its current thinking on the most effective means of continuing the implementation of its agreed quality assurance processes.

Compilation of the College’s Quality Assurance Manual

The College’s Quality Assurance Manual has been produced and developed as a result of collaborative discussion and agreement, with an emphasis on detailed processes that accurately reflect and support the College’s existing systems.

The Academic & Professional Council (APC) – chaired by the College President and consisting of the Director of Academic Programmes, the Management Board, Heads of Faculty and Department Managers - has approved every policy, procedure, practice and guideline included in the Quality Assurance Manual. Templates, forms and reports have also been devised and included to support the operational implementation of these documents.

Stand Alone Documentation

Each document included in the Quality Assurance Manual is designed to be “stand alone” in terms of providing guidance and direction on a specific topic, as well as indicating where information regarding related issues can be located.

Each document included in the Quality Assurance Manual follows a uniform template, which includes the title and number of the document, the issue version and date, related documentation, who was circulated for comment, who is responsible for implementation, when it was modified and when it will be formally reviewed.

The use of this uniform sequence also provides clarity for those users accessing individual policies, procedures, practices or guidelines through the College’s web-site and intranet.

Quality Assurance Management Framework

In a parallel process to the compilation of its Quality Assurance Manual, the College has provided further definition to its reporting lines in terms of quality assurance responsibilities. As the College is seeking to embed its quality assurance procedures across the organisation it
The College has however also recognised that some central assistance will be required and for this purpose a support office will guide college staff in the management of quality procedures as well as fulfilling an internal monitoring function.

**Automation of Processes**

It is the College’s express wish to utilise available technology, as appropriate, to advance its quality assurance processes.

The College views the automation of processes as a key component in the ongoing maintenance and development of its quality assurance procedures. Particularly, the College is focusing on ensuring that its student administration system produces the range of detailed statistics necessary for meaningful programme, faculty and department evaluations.

In addition, the College is actively reviewing possibilities for interlinking the agendas and action points agreed at its management meetings - including Management Board meetings, Head of Faculty meetings, Course Director meetings, and Academic & Professional Council meetings etc. – to ensure a timely flow of communication as well as efficient follow-up and informed decision making.

**Implementation & Training**

The College is fully aware that in addition to clear management structures and increased automation, quality assurance processes must be supported by effective communication and training.

Ongoing training will be provided to College members by the Centre for Promoting Academic Excellence, the Human Resources Department, the Management Board and the Office of the Director of Academic Programmes as appropriate. Where beneficial, the College will also source external support to enhance this process.

Great care will also be taken to ensure that students are fully informed of all policies, procedure, practices and guidelines which may impact upon them. The College will make use of the Student Handbook, Student Intranet and student induction to communicate these processes. Year Heads, Course Committee Meetings and Class Representative Meetings will also contribute to ongoing communication throughout the academic year.

**Revising Quality Assurance Documentation**

Changes and developments in College requirements and organisational structures, as well as ongoing monitoring activities, will inevitably lead to the necessary updating of quality assurance documentation.

All documentation shall be reviewed formally on an annual basis and proposals for amendments invited. Apart from this annual process, proposed amendments to documentation included in this Quality Assurance Manual and approved by the Academic &
Professional Council can only be authorised by a sub-committee of the Academic & Professional Council which shall report to it and act on its behalf (as indicated in Section 12 of the Academic & Professional Council Terms of Reference QA A3).

The version number, issue date and table of contents will be correspondingly updated to reflect the latest available version of a given document.
1. **Objective**

1.1 To define the scope of applicability of the College’s Quality Assurance Policies, Procedures, Practices and Guidelines.

1.2 To outline the relationship between the College QA 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 College QA Policies, Procedures, Practices and Guidelines and the wider legislative environment within which the College operates.

2. **Introduction**

2.1 The College Quality Assurance Policies, Procedures, Practices and Guidelines apply to programmes delivered by Griffith College, where Griffith College is understood to incorporate Griffith College Dublin, Griffith College Cork and all partner institutions where Griffith College programmes are provided.

In particular the scope of the College’s QA 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 QA procedures do not apply to programmes provided by external bodies or organisations using the teaching facilities at one of our centres.

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 QA documents, 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 measures used to govern the programme include all those prescribed by the external agency in addition to those described in the College QA 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 QA manual.
3.4 In the event that the quality assurance requirements of a particular external agency differ in some respect from those outlined in the College QA 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 QA 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 QA documents, but rather continue to stand apart, with the external requirements understood as pre-eminent.
Title: Quality Assurance Policy

Document Number: QA A1

Issue Version: 3.0

Issue Date: 08.07.11

Related Documents:
- Academic & Professional Council Terms of Reference (QA A3)
- Academic & Professional Management Framework: Organs & Responsibilities (QA A2)

Circulated for Comment to: Academic & Professional Council

Effective From: 08.07.11

Responsible for Implementation: APC

Next Review: August 2015

Modified:

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

1. Objectives

1.4 To identify the principles upon which the College quality assurance policies, procedures, practices and guidelines are based and which aim to enhance and fulfil its mission as an education provider

1.5 To outline the College collegial approach to the agreement and ongoing monitoring and development of quality assurance processes

1.6 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

2.3 The College continues to develop its quality assurance 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

2.4 The quality assurance 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

2.5 It is intended that the College quality assurance policies, procedures, practices and guidelines will continue to evolve in the light of ongoing self-evaluation processes and external developments.

3. Quality Assurance Design Principles

3.1 As identified in section 3.2 below, the College has developed a number of principles which form the basis for the design, agreement and implementation of its quality assurance policies, procedures, practices and guidelines. These principles will develop over time as they are influenced by the benefit of experience and evolving best practice

1 Griffith College Mission Statement
3.2 Quality assurance 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 Processes

4.1 In keeping with the College quality assurance principle of collaborative agreement, all quality assurance proposals and supporting documentation are subject to the approval of the College Academic & Professional Council (APC), which meets monthly and has overall responsibility for safeguarding the quality assurance practices of the College

4.2 The membership of the APC includes representation from all Academic Faculties, Professional Schools, Central 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 policies, procedures, practices and guidelines adopted by the College.

4.4 The APC receives reports on an ongoing basis from its sub-committees – Programme Approval Committee, Admissions Committee, Assessment Committee, Course Review Committee, Faculty Review Committee and Department Review Committee – thus ensuring that it is kept abreast of operational quality assurance issues.

4.5 All changes to QA policies or procedures shall come through the Quality Assurance 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 Officer to update all sources of QA 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 QA manual for the following academic year will be included in the manual available on all media, on September 1st of the new academic year.

4.8 In exceptional cases, where APC decides a change must have immediate effect, the QA 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 1st in any year the QA Office shall ensure that the QA manual available has all QA updates approved by APC for that academic year.

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

5. Implementation of Quality Assurance Processes

5.1 In addition to the Academic & 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 processes.

5.2 Specific roles and responsibilities are associated with each of these management organs which are indicated individually within the College’s quality assurance documentation, and collectively in the document Academic & Professional Management Framework: Organs & Responsibilities (QA A2).

5.3 The roles and responsibilities of these forums are revised as appropriate and in accordance with quality assurance and organisational developments.
5.4 In keeping with the College quality assurance 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 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 focused on concrete examples of implementation with a view to pre-empting any difficulties which may arise.
Griffith College Dublin

Quality Assurance Policies, Procedures, Practices and Guidelines

QA A2 Academic & Professional Council

Title: Academic & Professional Management Framework: Organs & Responsibilities

Document No: QA A2

Issue Version: 2.0

Issue Date: 20.05.05

Related Documents: Quality Assurance Policy (QA A1)

Circulated for comment to: Academic & Professional Council

Responsible for Implementation: Academic & Professional Council

Next Review: August 2015

Modified:

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 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 & 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 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 & 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 & 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 & 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 & 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 & Professional Council

7.3 Assessment Sub-Committee

7.3.1 Responsibilities:

7.3.1.1 Approving External Examiners nominations
7.3.1.2 Adjudicating academic appeals
7.3.1.3 Reviewing External Examiners 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 & 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 & 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 & 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 & 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 Sub-Committee*

7.8.1  **Responsibilities:**

7.8.1.1 Reviews and manages changes to QA 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 & 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 & 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 & 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 & 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 & 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 & 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 & 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 & Professional Council

12.4 Responsibilities:

12.4.1 Managing, developing, delivering, monitoring and evaluating programmes in accordance with any regulations agreed by the Academic & 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 & 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 & Professional Council

14.4 Responsibilities:

14.4.1 Adjudicating academic misconduct appeals

14.4.2 Adjudicating learner disciplinary matters

15. **Department Committee**

15.1 Chaired by: Department Manager

15.2 Frequency of Meetings: Bi-Monthly

15.3 Reports to: Management Board, Academic & Professional Council

15.4 Responsibilities:

15.4.1 Ongoing planning and internal and external communication of operational issues and requirements

15.4.2 Determining and disseminating best practice in terms of department-wide programme and administrative management issues

15.4.3 Referring common requirements to the appropriate alternative committee or board (e.g. Management Board, Academic & Professional Council)

15.4.4 Reviewing learner feedback (formal and informal) and determining action required
15.4.5 Producing a Department Report as part of the Department Review process
15.4.6 Considering any matters referred to it by other authorities / individuals within
the College.

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 & 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.
Academic & Professional Management Framework: Organs & Responsibilities (A2)

- **Board of Directors**
- **Management Board**
- **Academic & Professional Council**
- **Faculty Management Organs**
  - Faculty Committee
  - Programme Committee
  - Programme Development Panel
  - Faculty Disciplinary Board
  - Lecturer Plenary Meeting
- **APC Sub-Committees**
  - Faculty Review Panel
  - Programme Review Panel
  - Programme Approval Committee
  - Complaints Hearing Panel
  - Assessment Committee
  - Admissions Committee
  - Department Review Panel
- **Academic Management Organs (Faculty-Wide)**
  - Head of Faculty Committee
  - Programme Director Committee

Informs =
Reports to =
Griffith College Dublin

Quality Assurance Policies, Policies, Procedures and Guidelines

QA A3   APC Terms of Reference

**Title:** Academic & Professional Council Terms of Reference

**Document No:** QA A3

**Issue Version:** 3.0

**Issue Date:** 19.12.03

**Circulated for comment to:** Academic and Professional Council

**Effective From:** January 2004

**Responsible for Implementation:** Academic & Professional Council

**Next Review:** August 2015

**Modified:**

1. **Objectives**

1.1 To set out the composition and responsibilities of the Academic & Professional Council

1.2 To set out the terms of reference for the College’s Academic & Professional Council.

2. **Scope**

2.1 These terms of reference apply to all activities of the College’s Academic & Professional Council.

3. **Composition of the Academic & Professional Council**

3.1 The Board of Directors determines the composition of the Academic & Professional Council

3.2 Each member of the Academic & 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 & 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 & Professional Council**

4.1 The responsibilities of the Academic & Professional Council, having due regard to the regulations of the Higher Education & Training Awards Council or those agreed with 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 appropriate, challenging and dynamic

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 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)

5. **Reporting Structure**

5.1 The Academic & 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 & 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 & Professional Council.

7. **Duties of the Officers of the Academic & Professional Council**

7.1 The duties of the Chair of the Academic & Professional Council are:
To establish the agenda of all meetings of Academic & Professional Council

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

To open each meeting

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

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

To enforce rules of order

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

The duties of the Deputy Chair of the Academic & Professional Council are:

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

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

The duties of the Secretary of the Academic & Professional Council are:

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

To organise and schedule Academic & Professional Council meetings

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

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 & Professional Council

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

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

To act as a resource to support committees in their efforts.
8. Academic & Professional Council Meeting Procedures

8.1 The Academic & Professional Council session extends from 01 January to 31 December of a given year

8.2 Meetings shall normally be held on a monthly basis, except the Chair determines that circumstances 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 & Professional Council

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 at least five days notice. A motion for a special meeting, duly seconded and carried, may be enacted at any meeting, regular or special, of Academic & Professional Council

8.8 Any issues not dealt with within the timeframe of the Academic & 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 & Professional Council, they must inform the Secretary of the Academic & Professional Council in advance. Absences and apologies shall be noted in the Academic & Professional Council minutes

8.10 A member of Academic & 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 & Professional Council shall provide a list of Academic & Professional Council members at the first meeting, and again whenever changes are made.

8.12 The attendance of a visitor at Academic & 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 & 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 Issues shall be decided by a majority show of hands unless the issue is regarding the following (a) a motion to revise or augment the agenda (b) a motion to amend Academic & Professional Council procedures. In the case of (a) and (b) a two-thirds majority of those present shall be required.

9.3 Any member present shall be entitled to be recorded as dissenting from any decision of the Academic & Professional Council.

10. Sub-Committees of Academic & Professional Council

10.1 The Academic & 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 Sub-Committee: Reviews QA policies and procedures as required

10.2 Where it is deemed appropriate and necessary, the Academic & Professional Council shall appoint ad hoc sub-committees in order to report and make recommendations to the Academic & 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 & Professional Council Terms of Reference

11.1 Any member of the Academic & 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 Dublin

Quality Assurance Policies, Procedures, Practices & Guidelines

QA A4  Quality Assurance in Other Centres

Title: Quality Assurance in Other Centres

Document Number: QA A4

Issue Version: 1.0

Issue Date: 20.10.05

Related Documents: All other sections of the QA Manual

Circulated for Comment to: Academic & Professional Council

Effective From: October 2005

Responsible for Implementation: APC

Next Review: August 2015

Modified:

1. **Introduction**

1.7 Griffith College comprises Griffith College Dublin, Griffith College Cork, and Griffith College Limerick.

1.8 Griffith College Dublin (GCD) is the central campus within Griffith College. GCD has overall management responsibility and control for the activities of all of its centres.

1.9 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.

1.10 Common assignments and examinations are set for completion by learners in all locations with overall responsibility for assessment being held by GCD.

1.11 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.

1.12 Overall responsibility for all academic staff appointments in all locations, both full-time and part-time is determined by GCD.

1.13 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 QA 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.

1.14 Each centre is managed by a Centre Manager. He/she has responsibility for the operational management of the centre and reports directly to the College management board.

1.15 Each centre appoints Local Programme Co-ordinators 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.

1.16 The QA Policies, Procedures, Practices & Guidelines outlined for Griffith College Dublin apply identically to all of Griffith College’s activities whether they take place in the GCD, in other locations in Ireland or overseas.

1.17 Where common programmes are delivered to more than one learner cohort, across one or more centres, additional QA procedures, policies, practices and guidelines are applied to coordinate the activities involved.
1.18 These coordinating QA procedures, policies, practices and guidelines are outlined in this document.

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

2.6 Lecturers are notified in advance of programme commencement that their programme is shared with other lecturers and other learner cohorts.

2.7 A module leader is identified from the lecturers involved. He/she acts as the lead co-ordinator on the subject.

2.8 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.

2.9 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.

2.10 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.

2.11 Responsibility for 2.1 to 2.5 above is shared between the Programme Director and his/her 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 in GCD, GCL and GCC, 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 Examinations Office in GCD.

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 undergoes a second reading / internal moderating process as outlined in section QA E6 of the College QA 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 only 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 GCD’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 in line with the College QA Policies, Procedures, Practices and Guidelines.

5.2 All programmes delivered at each centre are subject to the Programme Review and Faculty Review Procedures outlined in QA G1 and QA G2. All programmes are also subject to Programmatic Reviews as outlined in QA G4.

5.3 The centre’s performance is reviewed annually by means of a Departmental Review as outlined in QA G3.

5.4 Each centre is reviewed periodically as part of the Institutional Review Procedures outlined in QA G5, in the light of its role within Griffith College.
Griffith College Dublin

Quality Assurance Policies, Procedures, Practices and Guidelines

QA B1 Programme Proposal Procedure

Title: Programme Proposal Procedure

Document No: QA B1

Issue Version: 4.0

Issue Date: 10.12.04

Related Documents:
- Programme Proposal Form (QA BA1)
- Procedure for Preparation & Submission of Academic Programmes for HETAC Validation and for Exercising Devolved Responsibility
- Managing Elements of the Associated External Assessment Process (QA B2)

Circulated for comment to: Academic & Professional Council

Effective From: September 2005

Responsible for Implementation: Director of Academic Programmes

Next Review: August 2015

Modified:
1. **Objective**

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

2. **Scope**

2.1 This procedure applies to all new programme proposals, academic or professional, of any duration.

2.2 Programmes are defined as formally accredited programmes placed on the National Framework of Qualifications (NFQ), or non-accredited Short Courses not on the NFQ.

2.3 Non-accredited Short Courses can be:
   2.3.1 Courses where student effort is less than 5 ECTS credits
   2.3.2 Courses of less than a semester duration provided as taster courses with a view to formal accreditation at a later stage.
   2.3.3 Courses as defined in 2.3.2 must have a specified pathway to accreditation on the NFQ documented as part of the proposal
   2.3.3 Once off series of seminars, guest lectures, workshops run to address a specific perceived need.

2.4 Short course proposals must follow the procedures in section 5, with exception of section 5.4

3. **Responsibilities**

3.1 Programme Directors / Department Heads
3.2 Programme Approval Sub-Committee
3.3 Management Board
3.4 Academic & Professional Council (APC)
3.5 Director of Academic Programmes
3.6 Quality Assurance Office

4. **The Purpose of the Programme Proposal Process**

4.1 The purpose of the programme proposal process is to determine the viability, appropriateness and quality of proposed programmes within a reasonable timeframe. It does this by considering a number of issues, amongst which are:

   4.1.1 The strategic fit with the Faculty/ Department and the College’s direction
   4.1.2 The relative market demand for recruitment purposes
   4.1.3 The programme learning outcomes and expected learner profile
   4.1.4 The academic coherence of the programme as a whole
   4.1.5 The internal capability to fully develop the programme
   4.1.6 The resource (human and otherwise) implications of delivering the programme
   4.1.7 The appropriate mode(s) of delivery
   4.1.8 Compliance with external requirements for validation / accreditation
   4.1.9 The financial viability of the programme.
5. **The Programme Proposal Process**

5.1 The Programme Director / Department Head, in conjunction with faculty / department staff shall complete the Programme Proposal Form (QA BA1) and submit it to the Programme Approval Sub-Committee.

5.2 The Programme Director / Department Head who has submitted the Programme Proposal Form shall attend the sub-committee meeting to respond to / clarify any queries raised by sub-committee members.

5.3 The sub-committee is charged with evaluating the merit of all aspects of the programme proposal. The sub-committee’s evaluation shall lead to one of the following:

5.3.1 A recommendation for approval of the programme proposal
5.3.2 A request for further information on one or more points detailed in the programme proposal [in which case it is the relevant Programme Director / Department Head’s responsibility to provide this to the sub-committee within an agreed timeframe]
5.3.3 A recommendation not to approve the programme proposal
5.3.4 For a formally accredited programme the recommendation of the sub-committee shall be forwarded to the Management Board
5.3.5 For a short course as defined in section 2 above, the recommendation of the sub-committee shall be forwarded to the APC.

5.4 The Management Board is chaired by the College President and charged with evaluating the programme proposal in terms of resource implications, budgetary allocation and strategic fit with College Strategy. The Management Board’s evaluation shall lead to one of the following:

5.4.1 Accepting the recommendation for approval from the Programme Approval Sub-committee and confirming its commitment of specified resources
5.4.2 Accepting the recommendation for approval from the Programme Approval Sub-committee but delaying its commitment of specified resources
5.4.3 Referring the request back to the Programme Approval Sub-committee for further information on a specified point before making a final decision
5.4.4 Rejecting the recommendation for approval from the Programme Approval Sub-committee and specifying the reasons for this decision

5.5 The Management Board, or the Programme Approval Sub-Committee in the case of short courses, shall communicate its recommendation to the APC. The APC shall consider the academic merit of the programme and can make:

5.5.1 A recommendation for approval
5.5.2 A request for further information on one or more points detailed in the programme proposal.
5.5.3. A recommendation not to approve the programme proposal

5.6 The period of time from the submission of the Programme Proposal Form to the Programme Approval Sub-Committee to the recording of the outcome of the programme proposal at the APC shall normally take no longer than six weeks.

6 Validation Process

6.1 Any programme seeking HETAC validation shall follow the procedure outlined in QA B2 “Procedure for Preparation & Submission of Academic Programmes for HETAC Validation and for Exercising Devolved Responsibility Managing Elements of the Associated External Assessment Process”

6.2 Non-accredited Short Programmes do not require formal validation. It is the responsibility of the programme director to ensure they meet the standard set out in the programme proposal.

6.3 Programmes seeking accreditation from bodies other than HETAC shall follow the QA procedures as set out by the accreditation body. If such procedures are not set out, then they shall follow the procedures as set out in QA B2 as far as possible.

6.4 Until the validation process is complete, i.e. notification has been received from the accrediting body that the programme is validated, all programme documentation, and all media referring to the programme, shall prominently display the phrase “Subject to Validation by HETAC”.

6.5 Where a short course has run on two occasions, and is a course capable of being placed on the Framework, a formal review of the course will take place with a view to following the pathway specified in the course proposal form in order to place it on the Framework.

7 Records & Follow-Up

7.1 The Quality Assurance Office shall ensure that the recommendations of the Programme Approval sub-committee, the Management Board, and the APC are recorded.

7.2 A copy of all programme proposal forms shall be held centrally by the Quality Assurance Office.

8 Responsibilities

8.1 Programme Director / Department Head

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2 For other accrediting bodies replace HETAC with the name of that body
Completes Programme Proposal Form and submits to Programme Approval Sub-Committee [5.1]
Attends the Programme Approval Sub-Committee to inform / clarify [5.2]
Provides further information to the sub-committee if requested [5.3]

8.2 Faculty / Department Staff
- Contributes to Programme Proposal Form [5.1]

8.3 APC
- Considers proposal from an academic perspective. [5.5]

8.4 Programme Approval Sub-Committee
- Evaluates proposals from an academic view and records decision. [5.3]

8.5 Director of Academic Programmes
- Chairs the appointed sub-committee [5.1]

8.6 Management Board
- Evaluates programme proposals recommended to it by Programme Approval Sub-Committee in terms of resource implications, budgetary allocation and strategic fit with the College's direction [5.4]

8.7 Quality Assurance Office
- Maintains records [7]
Appendix 1

Guidelines for Development and Approval of Short Courses

Any course which is expected to rerun two times or more should have included in its original design a pathway towards recognition on the National Framework of Qualifications. Typically this would not include a course designed to meet a once off requirement such as for instance a course on NAMA.

If however it were desired that participants attending a series of separate courses were to accumulate credits in relation to these courses and obtain a qualification based upon these cumulative credits there would clearly have to be a plan to place these credits on the Framework from the outset. An example of such a course might be a postgraduate diploma reflecting the cumulative credits of a number of CPE modules.

Possible methods of securing recognition of courses on the Framework together with the relevant pathways are as follows -

<table>
<thead>
<tr>
<th>Method</th>
<th>Pathway</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) Special-Purpose Award</td>
<td>Separate HETAC validation</td>
</tr>
<tr>
<td>(2) Introduction of new modules into an existing program</td>
<td>Major Program Modification after validation (usually these will be elective modules) OR Programmatic Review</td>
</tr>
<tr>
<td>(3) Re-writing the new course curriculum to conform as closely as possible with an existing module of an existing validated course (not ideal as the new course should be written having regard to market needs rather than academic requirements)</td>
<td>Single module certification for ACCS students in respect of course already validated. No new validation required.</td>
</tr>
</tbody>
</table>

With regard to (2) above it may be desirable to split an existing module on an existing program into two different components for instance:

   (a) a skills component and
   (b) a knowledge component.

One component say for instance the skills component might reflect the content of the short-course. This would enable credits to be given equivalent to those attaching to the skills component of the existing module. It would also facilitate course participants by making them aware of the requirements of the knowledge component so that they could on further study obtain full credits for the module.

It is important at the time of course design to establish what additional elements (such as for instance assessment) are required in order to secure credits for the course. If the course is such that it will ultimately require recognition on the Framework these elements should be present from the outset.
If taster courses are being provided in order to introduce students to HETAC courses these courses as far as possible should be designed to give module exemption in respect of certain matters in the HETAC courses to which they relate. This may be done by splitting the HETAC module into two different components so that students who have undertaken a taster course can get credit for one component. There will also be a requirement for assessment from the outset.

**QA B2 Addendum January 2014**

1. As part of the Pre-validation check, the Head of Academic Programmes will seek confirmation of the Management Board approval to submit the programme for validation, in light of the updated business case arising from developing the documentation.
Griffith College Dublin

Quality Assurance Policies, Procedures and Guidelines

QA B3 Programme Validation Procedure

Title: Procedure for Preparation & Submission of Academic Programmes for HETAC Validation and for Exercising Devolved Responsibility Managing Elements of the Associated External Assessment Process

Document No: QA B2 - HETAC

Issue Version: 3.3

Issue Date: 15 September 2011

Related Documents: Course Proposal Procedure (QA B1)
Course Proposal Form (QA BA1)

Circulated for Comment to: Academic & Professional Council

Effective From: September 2011

Responsible for Implementation: Head of Academic Programmes

Next Review: 2015

Modified:

Any modifications to this document must be agreed with HETAC.
Addendum approved by APC 07/02/2014. Reviewed August 2014, no change.
1. **Objectives**

1.1 To outline the process involved in preparing a programme for submission for HETAC validation and for exercising devolved responsibility for managing elements of the associated external assessment process.

1.2 To outline the content requirements of programme documentation for submission to HETAC for validation.

2. **Scope**

2.1 This policy applies to taught programmes at levels 6-9 in the Irish National Framework of Qualifications for submission to HETAC for validation. The scope of devolved responsibility is limited to non-collaborative, taught programmes up to NFQ Level 9 excluding:

   a. Collaborative programmes;
   b. Transnational programmes;
   c. Programmes leading to joint awards;

   HETAC will manage all aspects of validation in these areas.

2.2 Any programme being prepared for external validation must be first approved by the College processes outlined in the Course Proposal Procedure (QA B1).

2.3 This policy outlines the process from Course Proposal approval up to the point of decision by HETAC.

3. **Responsibilities**

(See Section 8)

3.1 Head of Academic Programmes

3.2 Programme Director

3.3 Programme Board (the Programme development Team normally becomes the Programme Board if the programme is validated)

3.4 Academic and Professional Council

3.5 Quality Assurance Officer

3.6 Head of College Administration

4. **Introduction**

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

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

4.3 HETAC’s *Core Validation Policy and Criteria* 2010 prescribes the process and criteria to be used for validation as well as the documentation required when submitting an application for the validation of a new programme. The steps below are based on this policy.

*Interpretation Principle:* If any part of this procedure is found or interpreted to be inconsistent with HETAC’s *Core Validation Policy and Criteria* 2010 then HETAC policy should be followed instead.

5. **Process of Document Preparation**

5.1 Once approval for the preparation and submission of a programme has been given by the Academic and Professional Council and the Management Board, then the Head of Academic Programmes shall create, and for the duration of the process maintain, a Programme Validation Control Sheet QA BA3.

5.2 The relevant Programme Director shall create a Programme Development Team with responsibility for preparing the Proposed Programme Document. This should include an initial self-assessment against the validation criteria contained in HETAC’s *Core Validation Policy and Criteria* 2010 (by the Programme Development Team).

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

5.4 On receipt of the Proposed Programme Document, the Head of Academic Programmes shall ensure that the following Steps are followed.

5.5 **Step 0: Pre-validation Check**

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

5.5.1 The Head of Academic Programmes, or other person appointed by Academic and Professional Council, shall conduct a Pre-validation Check of the document to determine whether or not the programme addresses the validation criteria and programme description and accords with the guidelines in HETAC’s *General Programme Validation Manual*.

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3 Structure of document as set out in HETAC General Programme Validation Manual
5.5.2 Outcomes of the Pre-validation Check can include the following recommendations:

- The document is approved for submission to critical self-assessment.

- The document is returned to the Programme Development Team for reworking based on specific weaknesses outlined in the Pre-validation Check.

5.5.3 If passed at Pre-validation Check, then the Head of Academic Programmes shall arrange for the documentation to be critically reviewed by an Academic (internal or external) not involved in the Programme Development Team.

5.5.4 This review will produce a critical self-assessment against the validation criteria as outlined in section 3 of HETAC’s Core Validation Policy and Criteria.

5.5.5 Outcomes of the critical self-assessment will include either:

- A recommendation that the programme be submitted to HETAC for validation. Such a recommendation will only be made where all of the validation documentation required by HETAC’s Core Validation Policy and Criteria is fully complete and finalised including a Self-Assessment Report against the HETAC validation criteria.

- A recommendation that the programme not be submitted to HETAC for validation at this time. The documentation is returned to the programme board for reworking based on specific weaknesses outlined in the Self-assessment Report.

5.5.6 At the end of Step 0 the following four documents should be finalised:

1. A detailed description of the programme, its context, its educational objectives and its target learners and their characteristics. The General Programme Validation Template (Appendix 3) should be used for this purpose.

2. Proposed Programme Schedule (The General Programme Validation Template, Appendix 1).

3. The programme assessment strategy and module assessment strategies (see HETAC’s Assessment and Standards document).

4. A critical self-assessment of the proposed programme against the applicable validation criteria. The basic criteria for validation are set out in section 3 of HETAC’s Core Validation Policy and Criteria.
5.6 **Step 1: Acknowledgement and Desk Review**

One copy of the application for validation should be sent to HETAC along with the fee (the desk review may not be commenced until the fee has been received by HETAC). HETAC will acknowledge and carry out the desk review (in accordance with its Core Validation Policy and Criteria 2010) unless it has devolved responsibility for this step to the College.

5.7 **Step 2: Expert Panel Selection**

5.7.1 Once HETAC formally agrees (following a desk review) that a validation process instance may begin. The Head of Academic Programmes shall arrange for a panel of expert assessors in the relevant discipline to evaluate and make recommendations in relation to the proposed programme.

5.7.2 The expert panel is constituted on a case by case basis (as outlined below) in accordance with HETAC’s *Core Validation Policy and Criteria 2010* and *Participating in an evaluation panel as an expert assessor: Guidelines* and agreed with HETAC prior to appointment.

5.7.3 In forming the panel the Head of Academic Programmes shall ensure:

- The panel consists of at least four members who are independent of the College, suitably qualified and experienced.

- Each prospective panel member will be instructed about his or her responsibility to HETAC and required to declare any pertinent interests (these will be included in the panel report). No panel member should act when there is a conflict of interest (or where there is likely to be a perception that there is a conflict of interest). If an unforeseen conflicting interest emerges during the process then HETAC should be contacted for advice.

A copy of HETAC’s *Participating in an Evaluation Panel as an Expert Assessor: Guidelines* shall be sent to the panel members at this stage.

- The panel is competent to make national and international comparisons.

- The panel members have expertise in the programme’s discipline area and in generic areas including pedagogy, assessment, and quality assurance. The panel shall include at least one person who is very familiar with HETAC and NFQ standards, policy and criteria.
• The panel is gender balanced as far as possible.

• The panel includes an assessor with expertise in understanding and representing the interests of learners.\textsuperscript{4}

5.7.4 One panel member shall be appointed as chair of the panel.

5.7.5 A rapporteur shall be appointed to attend the panel. Where the rapporteur is a member of the College he/she shall not be a member of the expert panel, shall not contribute to presenting the College’s case or the discussions, shall absent himself/herself from private deliberative meetings of the panel and shall be from an independent College Faculty. The rapporteur is responsible for assisting the panel to prepare and agree the expert panel report. The expert panel is the author of the report.

5.7.6 Expert panel members must be included in the HETAC Register of Experts. The College may access the HETAC Register of Experts (where the relevant permissions allow). Where the College engages a person who is not already in the HETAC Register of Experts it shall complete a nomination form (available from HETAC) to include this person in the HETAC Register of Experts.

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

5.8 Step 3: External Assessment

5.8.1 The following documentation shall be forwarded to the panel members:

• The Proposed Programme Document. (A detailed description of the programme, its context, its educational objectives and its target learners and their characteristics.);

• Proposed Programme Schedule (The General Programme Validation Template, Appendix 1).

• The programme assessment strategy and module assessment strategies (see HETAC’s Assessment and Standards document) must also be provided.

• The Self-Assessment Report

• The Desk Check Review Report (from Step 1)

\textsuperscript{4} Normally this will be a learner. Where it is not feasible to include a learner then a recent graduate, or a student union officer, or another suitable person may represent the interests of learners.
• HETAC’s Core Validation Policy and Criteria; Assessment and Standards;

• The relevant HETAC Awards Standards (if not embedded in the self-assessment); NQAI’s Policies, actions and procedures for Access, Transfer and Progression for Learners

• A copy of HETAC’s Participating in an Evaluation Panel as an Expert Assessor: Guidelines (this should be sent earlier when prior to appointment when checking for conflicts of interests)

• A copy of the College QA policy document “B2” (this document)

• Terms of reference for the validation

5.8.2 The Head of Academic Programmes shall arrange a date with the Expert Panel, for the panel to make a site visit.

5.8.3 The site visit shall be held in accordance with the HETAC template for Assessor Site Visits.

5.8.4 HETAC shall be invited to join the site visit.

5.9 Step 4: Draft Expert Panel Report

5.9.1 Within two weeks of the site visit the expert panel will agree a Draft Expert Panel Report of its findings, conclusions, prerequisites for validation, conditions and recommendations.

5.9.2 The report must be explicit and unambiguous concerning:

• Whether or not the programme as described should be validated;

• Prerequisites for validation (i.e. conditions which must be met before the programme is validated and Order of Council issues);

• Special conditions for validation e.g. the requirement for practice placement specified in Awards Standards Social Care 2010.

5.9.3 The conclusions must be based on judgements made against the validation criteria. Its findings and recommendations should relate to the validation criteria.

5.9.4 Prospective readers of the report include:

• HETAC executive for compliance with the established validation process.
• The HETAC Academic Committee (for decision)

• The College Management Board (for quality assurance and enhancement)

• The College Academic and Professional Council (for quality assurance and enhancement)

• The College Programme Board (for quality assurance and enhancement)

• The public, including prospective learners (for quality assurance and information)

5.9.5 These stakeholders have different information needs and expertise. Accordingly, the expert panel report should be divided into two parts.

• The first part should include the report’s main findings, conclusions and recommendations. It should be drafted with the College Academic and Professional Council in mind giving sufficient detail to provide the information it needs and should understandable by the other stakeholders.

• More detailed quality enhancement recommendations and related findings and conclusions should be included in the second part addressed to the programme board.

5.9.6 The Chairperson of the expert panel shall invite the College to point out in writing within two weeks of receipt of the draft report, to the Chairperson of the panel, if there are any factual inaccuracies in the report.

5.9.7 If there are factual errors in the draft expert panel report these will be corrected and a revised report will be agreed by the panel and issued to the College. If the College is satisfied that the draft report is factually accurate, or where inaccuracies are uncovered and corrected, the Chairperson of the panel shall submit the final expert panel report to HETAC, with a copy to the College.

5.9.8 If the College is concerned about the validity of the report it may refer the matter in writing to HETAC along with an account of the process and the draft expert panel report. At this point the responsibility for managing the remainder of the validation process will revert to HETAC. HETAC may charge up to 50% of the full validation fee for this service depending on the complexity of the issues. HETAC will apply its standard processes (the following parts are indicative of these but the definitive specification of the standard process is described by the relevant HETAC policy documents).
HETAC may set aside a draft expert panel report if in its opinion:

- it does not address the validation criteria or
- it reflects a perversity of judgement or
- the credibility of the validation process is compromised in any way

5.9.9 Where a draft expert panel report is set aside a fresh external assessment process will be launched. In such cases, HETAC may choose to manage the whole process itself.

5.9.10 If the College is not satisfied that the validation process was conducted appropriately in accordance with HETAC policy and criteria it can refer the matter to HETAC for investigation and at this point the responsibility for managing the remainder of the validation process will revert to HETAC. HETAC will apply its standard processes (the following parts are indicative of these but the definitive specification of the standard process is described by the relevant HETAC policy documents). HETAC may charge up to 50% of the full validation fee for this service depending on the complexity of the issues.

This will be investigated by members of the HETAC executive who, if satisfied, that the process is reliable so report and forward the College’s comments to the Academic Committee for consideration along with the panel report and the other required information including the College’s formal response to the expert panel report (see 5.10). This does not impinge on the College’s right to complain or to appeal under Section 4.8 of HETAC’s Core Validation Policy and Criteria.

5.9.11 If the HETAC executive is not satisfied that the process is reliable but considers that it can be remedied, it will take the necessary actions. Otherwise, a fresh external assessment process will be launched.

5.10 Step 5: College Response

5.10.1 The Chairperson of the expert panel shall send the expert panel report to the College which shall be invited to respond in writing (within a specified time) on the expert panel report’s findings, conclusions, prerequisites for validation, conditions and recommendations.

On receipt of the final expert panel report the Head of Academic Programmes shall meet with the Programme Director to discuss any conditions or recommendations contained within the final expert panel report.
5.10.2 The programme board shall consider the final expert panel report and prepare a response. The response should:

- Demonstrate how the proposed programme has been modified to meet any prerequisites for validation.

- Explain how any special conditions have been met or will be met (in which case this should be addressed in the implementation plan referred to below)

- Provide an implementation plan to address the final expert panel report’s recommendations and conditions with specific objectives, actions, times and target/success metrics.

5.10.3 If the College does not respond to the final expert panel report within the specified time, then the validation request will be considered withdrawn.

5.10.4 Communication in respect of Step 5 occurs directly between the College and the Chairperson of the expert panel.

5.11 **Step 6: Final Expert Panel Assessment**

Following consideration of the College response, the expert panel shall agree a brief statement setting out its reaction and its final recommendations to HETAC regarding validation. This statement shall be included as an addendum to the expert panel report and included in the submission to Academic Committee. It shall also be copied to the College.

5.12 **Forwarding of Material to HETAC**

The following documents shall be forwarded to HETAC:

- Electronic copy of finalised programme documentation;
- Programme Schedule
- Expert Panel Report and statement (5.10.1)
- College Response to Expert Panel Report

5.13 **Withdrawal of Application**

The College can withdraw an application for validation at any point prior to the final HETAC decision as set out in section 4.2 of the Core Validation Policy and Criteria. It should be noted that fees will not be refunded in the case of a withdrawal.

6. **Procedure Following Submission to HETAC**
6.1 Once documentation has been submitted to HETAC, the Head of Academic Programmes shall ensure that all procedures laid down by HETAC are followed.

6.2 Such procedures may require further work to fulfil certain conditions / recommendations laid down by the validating body. The Head of Academic programmes shall ensure that any such work is carried out.

6.3 Once a final response is received from HETAC, the Head of Academic Programmes shall report the outcome to the Academic and Professional Council, which shall be recorded in the minutes of the Council.

6.4 Where a programme has been successfully validated, the Quality Assurance Officer shall ensure that all relevant departments are informed of any decisions. Such departments may include:

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

6.5 Once the programme has been successfully validated the Head of Academic Programmes shall formally write to and inform the Director of Marketing that the programme has been validated. At that point the “Subject to Validation by HETAC” phrase can be removed from documentation.

6.6 Regardless of the outcome of the validation process, the Head of Academic Programmes shall chair a post-validation internal meeting, coordinated by the Quality Assurance Officer, to review the validation event and to record any key points that may be relevant to future validation meetings. A record of this meeting shall be retained by the Quality Assurance Officer for reference.

7. **Record Maintenance**

7.1 All records relating to the process shall be maintained by the Quality Assurance Officer.

7.2 For each successful validation, once and Order of Council is issued this shall be maintained by the Head of College Administration.
8. Responsibilities

8.1 Head of Academic Programmes

- Create, and for the duration of the process maintain, a Programme Validation Control Sheet QA BA3 [5.1]
- Ensure that the validation Steps are followed [5.4]
- Conduct a Pre-validation Check of the document to determine whether or not the programme addresses the validation criteria and programme description and accords with the guidelines in HETAC’s *General Programme Validation Manual*. [5.5.1]
- Ensure that the initial Self-Assessment Report is prepared by programme development team and the critical self-assessment is prepared by an academic not involved in the programme development team.[5.5.3]
- Arrange for a panel of expert assessors in the relevant discipline to evaluate and make recommendations in relation to the proposed programme. [5.7.1]
- Ensure the make up of the expert panel meets the criteria set out in in this policy. [5.7.3]
- Forward the relevant documentation to the expert panel of assessors [5.8.1]
- Arrange a date with the Expert Panel, for the panel to make a site visit. [5.8.2]
- Invite HETAC to attend the site visit by the expert panel of assessors [5.8.4]
- Meet with the Programme Director to discuss any conditions or recommendations contained within the final expert panel report. [5.10.1]
- Ensure any conditions / recommendations laid down by the validating body are implemented.[6.2]
- Once a final response is received from HETAC shall report the outcome to the Academic and Professional Council [6.3]
- Once a programme has been validated by HETAC, formally write to the Director of Marketing informing him/her of that fact. [6.5]
- Chair a post-validation review internal meeting [6.6]

8.2 Programme Director

- Create a programme board with responsibility for preparing the Proposed Programme Document. [5.2]
- Meet with the Head of Academic Programmes to discuss any conditions or recommendations contained within the final expert panel report. [5.10.1]

8.3 Programme Board

- Responsible for preparing the Proposed Programme Document [5.2]
- Rework on document based on specific weaknesses outlined in the Desk Review Report, as required [5.5.2]
• Rework document based on specific weaknesses outlined in the critical self-assessment report. [5.5.5]
• Consider the final expert panel report and prepare a response. [5.10.2]
• Prepare the Self-Assessment Report [5.2]

8.4 Academic and Professional Council

• Approve or reject application to prepare and submit of an academic programme for validation by HETAC at levels 6 to 9 on the NFQ. [5.1]
• Appoint person other than Head of Academic Programmes, if they so wish, to conduct the internal College Desk Review [5.5.1]
• Record result of process in minute of council. [6.3]

8.5 Quality Assurance Officer

• Ensure that all relevant departments are informed of any decisions relating to a validation [6.4]
• Coordinate review meeting and record key points for future reference [6.6]
• Maintain all records relating to the process [7.1]

8.6 Head of College Administration

• Maintain Orders of Council for successful validations. [7.2]

QA B2 Addendum

2. As part of the Pre-validation check, the Head of Academic Programmes will seek confirmation of the Management Board approval to submit the programme for validation, in light of the updated business case arising from developing the documentation.
Programme Proposal Form

☐ 5 Programme Title :

☐ Faculty Proposing Programme :

☐ Contributing Faculties :

☐ Campus(es) at which Programme will be offered :

☐ Programme Duration :

☐ Mode of Delivery :

☐ Proposed Accreditation Body :

☐ Other Affiliated Bodies :

☐ Target Launch Date :

☐ Other Key Dates :

---

5 Before completing this form you may find it useful to refer to the attached guidelines.
Programme Overview

☐ Learner Profile: (on entry)

☐ Programme Structure:

☐ Programme Learning Outcomes:

☐ Teaching, Learning & Assessment Strategy:

☐ Graduate Profile:

☐ Contact Hours:

☐ Special Requirements:

☐ Proposed Programme Administrator:

☐ Proposed Programme Director:

☐ Proposed Programme Development Panel:

☐ For Short Courses: Pathway to Framework:
Market Rationale

- Evidence of Market:
- Competing Programmes (including variants):
- Stage of Maturity of Market:
- Anticipated Learner Numbers:
- Anticipated Life of Programme:
- Specific Marketing Requirements:
- Unique Selling Points of Programme:
- Potential to Protect Market:
- Potential Threats to Market:

Synergy with College Strategy

- Synergy with Existing Programmes:
- Image (PR) Benefits:
- Other Benefits:

---

6 This section is to be completed by the programme proposer and informed by the Marketing Department

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Financial Rationale

☐ Revenue

(a) Programme Fees:

<table>
<thead>
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<th>Stage 1</th>
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(b) Anticipated Number of Students:

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(c) Total Fee Income:

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(d) Set-up Costs [Stage 1]

(a) Special Requirements (e.g. equip):
(b) Validation / Approval:
(c) Staff Time/ Effort:
(d) Initial Marketing costs:
(e) Total:

---

7 This section is to be completed by the programme proposer and informed by the Accounts Department
## Operating Costs

(a) Marketing (on-going, promotional) costs:

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(b) Lecturing Costs:

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(c) Staffing Costs:

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(d) Material Costs:

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(e) Room Rental:

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(f) Registration Costs:

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(g) Misc. Costs:

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(h) Total Operational Costs:

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Financial Analysis

- **Expected Contribution**:

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- **Payback Costs**:

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- **Expected Operating Profit (%)**:

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</table>
**Recommendation / Outcome**

(a) Programme Approval Sub-Committee

Members of Programme Approval Sub-Committee:

__________________________________________

__________________________________________

Recommendation to approve Programme Proposal
Recommendation not to approve Programme Proposal

Further Details:

__________________________________________

__________________________________________

Completed by: ________________________ Date: ________________

(b) Management Board

Management Board members who reviewed Programme Approval Sub-Committee's recommendation:

__________________________________________

__________________________________________

Accept Recommendation
Reject Recommendation

Further Details:

__________________________________________

__________________________________________

Completed by: ________________________ Date: ________________

---

8 This section is to be completed by the Programme Approval Sub-Committee and then the Management Board
Guidelines for Completion of Programme Proposal Form

- Programme Title: e.g. BA (Hons) Media Studies

- Faculty Proposing Programme: e.g. Computing, Law etc.

- Contributing Faculties: i.e. any other faculty which will be contributing to the delivery or management of the programme

- Campus(es) at which Programme will be offered: e.g. Dublin, Karachi, etc.

- Duration: e.g. 3 years

- Mode: e.g. Part-time, block release, modular, semesterised

- Proposed Accreditation Body: e.g. ACCA, HETAC

- Other Affiliated Bodies: e.g. King's Inns

- Target Launch Dates: i.e. Date of First Intake (This must allow for the advertising cycle)

- Other Key Dates: i.e. any other dates which will affect the launch of the programme.
Programme Overview

- Student Profile: e.g. school leaver, pass leaving cert

- Programme Structure: e.g. 18 modules over 3 years, include main themes

- Programme Learning Outcomes: i.e. identify the proposed learning outcomes for the programme

- Teaching, Learning & Assessment Strategy: i.e. identify the proposed teaching, learning & assessment strategy for the programme

- Graduate Profile: i.e. knowledge, skills and competencies acquired, employment opportunities

- Contact Hours: e.g. 30 weeks / 2 nights per week 7.30pm to 10.00pm

- Special Requirements: e.g. Media laboratory, printing room, work placement, oscilloscope

- Programme Administrator: i.e. Person responsible for administrative management of programme

- Programme Director: i.e. Person responsible for academic management of programme

- Proposed Programme Development Panel: i.e. the panel which shall prepare the programme document for submission to the validating body

- For Short Courses: Pathway to Framework: See Appendix 1 of B1 Programme Proposal Procedure, which sets out Guidelines.
Market Rationale

- Evidence of Market: Market Research etc.

- Competing Programmes: e.g. Public and Private programmes. Include programme titles, duration, cost, demand, contact hours and life to date.

- Stage of Maturity of Market: Early, Growth, Maturity, Decline.

- Anticipated Student Numbers: e.g. 50 full time and 25 part-time in launch year with projected increase of x% in second and following years. Refer back to 'Evidence of Market' as necessary.

- Anticipated Life of Programme: e.g. At least 5 years.

- Specific Marketing Requirements: e.g. Trade magazine adverts, direct marketing.

- Unique Selling Points of Programme: e.g. 2 years, IDI membership.

- Potential to Protect Market:
  
  e.g. First in, not restricted on intake
  HETAC accreditation, link to degree.

- Potential Threats to Market:
  
  e.g. Institute of Technology Tallaght
  Dunlaoghaire Senior College - Cost
  Newry College of F.E. (own degree)
Synergy with College Strategy

- Synergy with Existing Programmes:
  - e.g. Extent of overlap with other programmes
  - Credibility of programme for GCD
  - Fits long-term plan

- Image Benefits:
  - e.g. Building legitimacy (masters, research)

- Other Benefits:
  - e.g. Contacts with new industry
  - Strategic alliances

Financial Rationale

- Revenue:
  - Programme Fees: i.e. full fee amount paid by student
  - Anticipated Number of Students: i.e. per year, per stage
  - Total Fee Income: e.g. total for all students, per year, per stage, etc.

- Set-up costs: Special Requirements (as indicated above)
  - Validation
  - Staff Time / Effort (assume salary)
  - Initial Marketing (Adverts, Radio, etc.)

- Operating Costs:
  - Lecturing Costs: Lecturing, Assignments,
  - Staffing Costs: Admin (e.g. 1/3 of XYZ)
  - Material Costs: Books, Notes, etc.
  - Room Rental: Heat, light / alternative use.
  - Registration Costs: If paid by College on students' behalf.
Financial Analysis

- Expected Contribution: Revenue - Operating Costs

- Payback Costs: Set-up Costs / Contribution

- Expected Operating Profit: (Contribution / Operating Costs) * 100%

- No. of Students for breakeven: Operating Costs / Programme Fees
<table>
<thead>
<tr>
<th><strong>New Programme Marketing Information</strong></th>
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<tr>
<td>Name of Awarding Body</td>
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<td>Status of Validation (Pending, Validated)</td>
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<td>Proposed Start Date</td>
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<td>Framework Level</td>
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<td>Programme Title</td>
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<td>Programme and stage credits</td>
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<td>Interim / Embedded / Exit Awards?</td>
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<td>Approved Fees / Prices</td>
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<td>Campuses offered</td>
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<td>Minimum number to run</td>
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<td>Association with / Recognition by a Professional or other body?</td>
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<td>Duration of programme and modes offered</td>
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<td>Entry requirements including portfolio, interview or other requirements</td>
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<td>English language requirement</td>
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<td>Possible Transfer and Progression Routes</td>
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Griffith College Dublin

Quality Assurance Policies, Procedures, Practices and Guidelines

QA C1  Programme Information Provision Policy

Title:  Programme Information Provision Policy

Document No:  QA C1

Issue Version:  2.0

Issue Date:  29.03.04

Related Documents:

Circulated for comment to:  Academic & Professional Council
Marketing Department
International Office

Effective From:  September 2005

Responsible for Implementation:  Marketing Department /
International Office

Next Review:  August 2015

Modified:

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 QA 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 and its 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 Details of any interim awards associated with the programme and the learner’s entitlements to same

4.1.6 Details of any association with/recognition by any professional /regulatory/ statutory body

4.1.7 The duration of the programme and the learning modes offered i.e. full-time / part-time / ACCS / distance etc.
4.1.8 Maximum / minimum time periods permitted for completion of the programme

4.1.9 Entry requirements and any assessment procedures required for entry

4.1.10 Transfer and progression routes into and from programmes and details of any regulations governing transfer and progression

4.1.11 The credit associated with the programme as a whole and each stage of the programme

4.1.12 The English language level required for entry to the programme

4.1.13 Documentation required from International learners applying from abroad or residing in Ireland

4.1.14 Bonding arrangements associated with the programme.

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]
Recognition of Prior Learning (RPL) Procedure

Title: Recognition of Prior Learning (RPL) Procedure

Document No: QA C3

Issue Version: 2.0

Issue Date: 19.09.09

Related Documents: Prior Experiential Learning (HETAC, 2001)
Griffith College RPL Handbook
Appeal Procedure (QAE15)

Circulated for comment to: Academic & Professional Council
Admissions & Communications Department
International Office

Effective From: September 2009

Responsible for Implementation: Admissions Officer / International Office Manager

Policy Review: August 2015

Modified:

September 2009, updated in line with HETAC RPL guidelines. Reviewed August 2011, replaced 'student' with 'learner', 'course' with 'programme'. Replaced Admissions & Communications Department with Marketing Department. Reviewed August 2012, Section 5.3 updated to clarify procedure for transfer of groups of learners. QA CA2 and QA CA3 added to manual. Passed at APC 07/09/12
Modified September 2012. Section 5.3 updated to include MOU. Passed at APC 06/09/13.

QA C2 combined with this in earlier version
1. **Objectives**

1.1 To indicate the information which should be made known to recognition of prior learning applicants prior to application

1.2 To set out the College’s recognition of prior learning procedure.

2. **Scope**

2.1 This procedure applies to the Recognition of Prior Learning at undergraduate and postgraduate level

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 or in accordance with a policy amendment on the part of a validating body.

3. **Responsibilities**

3.1 Admissions Officer / International Office Manager
3.2 Applicant
3.3 Programme Director
3.4 Director of Academic Programmes
3.5 Admissions Sub-Committee

4. **Provision of Information to RPL Applicants**

4.1 Applicants should be made aware (through the College website) of the College's RPL guidelines, specifically:

4.1.1 The need to apply for RPL at the time of application
4.1.2 Any fees applicable to RPL applications
4.1.3 How and when to make an RPL application - portfolio compilation / documentation required etc.
4.1.4 Any specific rules with reference to credit minimum / maximum thresholds, and extent to which the assessment criteria must be met for an exemption to be awarded etc.
4.1.5 Procedures governing appeals against RPL decisions
4.1.6 Any implications of entry with advanced standing for progression / transfer / interim awards / recognition of any professional, regulatory or statutory body associated with the programme
4.1.7 That exempted modules will not be calculated as part of their GPA or final award classification
4.1.8 How RPL will be represented on their official transcripts
4.1.9 Entitlements for the reuse of RPL against further awards
5. Procedures for the Recognition of Prior Learning

5.1 Recognition of Prior Accredited Learning

5.1.1 The Marketing Department / International Office will normally require an applicant who wishes to have his/her prior accredited learning considered for recognition, to indicate his/her intention to do so at the time of application on the requisite application form.

5.1.2 An applicant will be required to support his/her application with relevant documentation in the form of a portfolio of evidence\(^{10}\) within an agreed time limit.

5.1.3 In the majority of cases it is expected that the Marketing Department / International Office will submit the portfolio to the relevant Programme Director who will make a decision on the award of credit.

5.1.4 The Programme Director or a delegated Faculty member will complete the application for exemptions form and send it to the Admissions Officer / International Office Manager who will in turn inform the applicant.

5.1.5 In more complex cases the Programme Director may request that the Admissions Officer / International Office Manager refer the case to the Director of Academic Programmes and request that the Admissions Sub-Committee be convened. The Admissions Sub-Committee will be chaired by the Director of Academic Programmes and include at least two other senior academic staff members, one of whom will be the relevant Programme Director.

5.1.6 Having reviewed the case, the Director of Academic Programmes will inform the Admissions Officer / International Office Manager of the outcome of the Assessment Sub-Committee’s review. The Admissions Officer / International Office Manager will in turn inform the applicant.

5.1.7 An applicant wishing to appeal against the decision of the Admissions Sub-Committee may do so by invoking the College Appeal Procedure (QA E15).

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\(^{10}\) The portfolio of evidence will normally contain a transcript of the subjects studied, a description of the content of the programme of education undertaken and a certificate confirming the applicant’s successful completion of the programme. The purpose of the portfolio is to allow the learning which has taken place previously to be mapped against the learning outcomes of the unit / stage / programme for which an exemption is being sought. The responsibility for the compilation and submission of the portfolio rests with the applicant. The Marketing Department / International Office provide guidance to applicants on the appropriate documentation required.
5.2 Recognition of Prior Experiential Learning

5.2.1 The Marketing Department / International Office will normally require an applicant who wishes to have his / her prior experiential learning considered for recognition, to indicate his/her intention to do so at the time of application on the requisite application form.

5.2.2 Due to the difficult nature of compiling and assessing evidence of experiential learning it is important that the applicant first discuss his/her prior experiential learning with the Programme Director or delegated Faculty member at the time of application, to advise whether or not there are possible grounds for accreditation.

5.2.3 Where there are possible grounds for accreditation, the applicant will be required to provide evidence, of his/her prior experiential learning on which the claim for accreditation will be assessed. This would normally be in the form of a portfolio of evidence\textsuperscript{11}, and/or summative assessment and/or interview which demonstrates the successful achievement of learning outcomes relevant to the module(s) for which he/she is seeking exemption(s). In the case of summative assessment, the Examinations Office must be informed.

5.2.4 When the portfolio of evidence has been received the Admissions Officer / International Office Manager will refer the case to the Programme Director for assessment. The relevant module leader may also be referred to for evaluation of summative assessment. The programme Director will inform the Admissions Officer / International Office Manager of the outcome by completing the application for exemptions form. The Admissions Officer / International Office Manager will in turn inform the applicant.

5.2.5 In more complicated applications the Faculty will refer the case to the Director of Academic Programmes and request that the Admissions Sub-Committee be convened. The Admissions Sub-Committee will be chaired by the Director of Academic Programmes and include at least two other senior academic staff members, one of whom will be the relevant Programme Director.

5.2.6 The Director of Academic Programmes will inform the Admissions Officer / International Office Manager of the outcome of the Assessment Sub-Committee’s review. The Admissions Officer / International Office Manager will in turn inform the applicant.

\textsuperscript{11} The portfolio of evidence normally contains an account of the applicant's experience and a reflective analysis emphasising how this experience demonstrates successful achievement of the learning outcomes of the units for which exemption is sought. The purpose of the portfolio is to allow the learning, which has previously taken place to be mapped against the learning outcomes of the unit/stage/programme. The responsibility for the compilation and submission of the portfolio rests with the applicant. The Admissions & Communications Department / International Office provides guidance to applicants on the compilation of the portfolio.
5.2.7 An applicant wishing to appeal against the decision of the Admissions Sub-Committee may do so by invoking the College Appeal Procedure (QA E15)

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

5.3.1 Proposals for an Articulation Agreement encompassing the transfer of learners from a potential partner institution to a College programme must be endorsed by the College Management Board in consultation with the relevant faculty.

5.3.2 Agreements to engage in such partnerships 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 articulation agreements must be signed by the College President or a nominee of the President.

5.3.3 A master list of all articulation agreements existing, and in development, shall be maintained by the office of the Head of Academic Programmes.

5.3.4 Guidelines for developing Articulation Agreements are available in QA CA5.

5.3.5 Step 1: A Memorandum of Understanding (MOU) is the first stage in developing a formal contract. It commits the parties to work together to a common purpose. The MOU should be completed using the Memorandum of Understanding template QA CA4.

An MOU between GC and a potential partner institution can be initiated through the Marketing Department, International Department, or Faculty and must be signed by the College President, or a nominee of the President.

Where potential partners have their own MOU template which they are required to use, that can be used as long as it does not commit GC to some activity that cannot be delivered and does not contravene the QA procedures of GC.

The MOU shall be forwarded to the Head of Academic Programmes, and to the Heads of Faculty.

5.3.6 Step 2: The Faculty concerned will appoint an academic to engage in an academic analysis and mapping of learning to see if an articulation from the identified programme to the Griffith College programme is feasible.

5.3.7 Step 3: The Faculty, in consultation with the proposer, will examine the business case for the articulation agreement with a view to identifying any extra resource requirements or other overheads that the articulation agreement gives rise to. If the initial academic and business case analysis suggests that an articulation agreement is desirable, then a formal proposal to investigate further shall be submitted to the QA Office by the Faculty.
5.3.8 Step 4: On receipt of a proposal, the QA Office shall create, update and retain a copy of the Articulation Agreement Control Sheet.

5.3.9 Step 5: The QA Office working with a senior academic shall carry out a due diligence analysis of the proposed partner using the Due Diligence Report template QA CA2. Where an existing articulation agreement already exists with the partner college, the due diligence report will not be needed, but the academic analysis of the programme involved shall be carried out by the faculty and signed off by the Head of Faculty.

In the case of all potential partner institutions:

- The National Qualifications Framework and / or the National Recognition Information Centre for the United Kingdom (UK NARIC) should be consulted and /or the NQAI facility [www.qualificationsrecognition.ie](http://www.qualificationsrecognition.ie).

- Affiliation with national and international quality assurance bodies should, where possible, be identified and equivalencies of awards should be ascertained through these channels.

- A site visit should normally be conducted.

- This may include an assessment the facilities and campus, interviews with learners and meetings with academic staff.

5.3.10 Step 6: A copy of the initial proposal, the Due Diligence report, and the business case shall be submitted by the QA Office for Management Board for approval. Where approval is not granted that is noted by the QA Officer the Articulation Agreement Control Sheet and by the faculty and the partner institution shall be informed.

5.3.11 Step 7: Where the proposal is approved by the Management Board, 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 proposal shall be taken.

5.3.12 In all cases, whether the proposal has been approved or rejected, the files from proposal to completion are retained by the QA Office.

5.3.13 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 an Articulation Agreement (QA CA3).

5.3.14 The Articulation Agreement represents the formal legal agreement between the College and a partner institution and sets out the defined responsibilities for each party involved in respect of the articulation.

5.3.15 All such arrangements shall involve on-going monitoring and review as is the case with all College programmes. These arrangements shall be clearly
detailed in the Articulation Agreement and be informed by existing QA policies in both Griffith College and the Partner Institution. Such arrangements shall include at least the following:

i) A senior academic will be appointed in each partner to liaise in respect of the on-going delivery of the programmes
ii) Communication (at least annually) will be involved in advance of each cohort to ensure the alignment of programmes to meet agreed learning outcomes.
iii) Planned programmatic reviews / changes to syllabi / entry requirements will be notified immediately to the corresponding partner to facilitate continuing progression entitlements, ensuring that learners are not disadvantaged.
iv) The performance of (progressing) learners will be communicated to the partner institution (at a minimum) following each semester’s results.

5.3.16 Once the Articulation Agreement has been formally signed. The APC shall be formally notified of the agreed date of commencement of the programme of articulation.

6. Monitoring and Review

6.1 The accreditation process and associated RPL policies and procedures are subject to on-going monitoring and review through Programme Reviews (see Programme Review Procedure (QA G1), Programmatic Reviews (see Programmatic Review Procedure (QA G4) and scheduled QA manual policy reviews.

6.2 Any modifications made to a GC programme, that is part of an articulation agreement, must be notified to the partner involved in a prompt manner by the relevant programme director. The annual review of the agreement shall ensure that any modification to programmes at either partner institution are communicated to all involved.

7. Recording of RPL applications

7.1 All RPL applications and outcomes (Individual and group) are recorded centrally by the Admissions Office / International Office for ongoing reference purposes.

7.2 Copies of reports and agreements in respect of the transfer of groups of learners from potential partner institutions detailed above should be circulated to the APC/Management Board for approval

7.3 Admissions will receive all applications in respect of these agreements and will process applications on an individual basis taking into account both the requirements of the faculty and the requirements of Griffith College.

8. Responsibilities

8.1 Admissions Officer / International Office
- Ensures applicant is made aware of RPL guidelines, including need to apply for RPL at the time of application for the programme [5.1.1, 5.2.1]
- Refers applications for the recognition of prior accredited learning to the appropriate Programme Director [5.1.3]
- Refers applications for the recognition of prior experiential learning to the Director of Academic Programmes who convenes the Admissions Sub-Committee [5.2.4]
- Maintains a record of all RPL applications and outcomes [7.1]

8.2 Applicant

- Provides appropriate evidence to support RPL application [5.1.2, 5.2.3]
- May appeal a decision against his / her RPL application by invoking the College appeal procedure [5.1.6, 5.2.6]

8.3 Programme Director

- Makes decision on majority of applications for recognition of prior accredited learning [5.1.3]
- Advises applicant wishing to apply for RPL or delegates nominee to do so [5.2.2]
- Requests the Admissions Officer / International Office Manager refer an application to the Director of Academic Programmes who shall in turn convene the Admissions Sub-Committee [5.1.4]
- Acts as a member of the Admissions Sub-Committee [5.1.4, 5.2.4]
- Informs partner to any articulation agreement of any modifications to programmes in a prompt manner. [6.2]

8.4 Director of Academic Programmes

- Convenes and Chairs the Admissions Sub-Committee [5.1.4, 5.2.4]
- Informs Admissions Officer / International Office Manager of outcome of Admissions Sub-Committee’s consideration [5.1.5, 5.2.5]

8.5 Admissions Sub-Committee

- Reviews cases of recognition of prior accredited learning referred by the Programme Director [5.1.4]
- Reviews cases of recognition of prior experiential learning referred by the Programme Director [5.2.4]

8.6 Management Board

- Approve Articulation Agreements [5.3.2], [5.3.10]

8.7 Academic and Professional Council

- Approve Articulation Agreements [5.3.2], [5.3.11]
8.8 College President

- The College President, or his nominee, must sign all MOUs and Articulation Agreements. [5.3.5]

8.9 Head of Faculty

- Appoint an Academic to engage in academic analysis of programmes involved. [5.3.6]
- Work with proposer to examine the business case for an agreement. [5.3.7]
- Appoint academic to management committee for programme [5.3.15]
- Ensure all articulation agreements are reviewed annually as part of the annual programme review procedure. [6.1]

8.10 QA Office

- Maintain an Articulation Agreement Control Sheet. [5.3.8]
- Work with a senior academic to carry out a due diligence analysis of the proposed partner using the Due Diligence Report template QA CA2. [5.3.9]
- Submit due diligence and business case reports to Management Board for approval. [5.3.10]
- Maintain all files relating to a proposed articulation agreement. [5.3.12]
Griffith College Dublin

Quality Assurance Policies, Procedures, Practices and Guidelines

QA C4 Deferrals Procedure

Title: Deferrals Procedure

Document No: QA C4

Issue Version: 2.0

Issue Date: 8.04.05

Related Documents:
Programme Information Provision Policy (QA C1)
Student Record Amendment Form (SRAF) QA CA1
Appeal Procedure (QA E15)

Circulated for comment to:
Academic & Professional Council
Admissions & Communications Department
International Office
Registration Office

Effective From: September 2005

Responsible for Implementation: Admissions Officer / Registration Manager

Next Review: August 2015

Modified:
1. **Objectives**

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

2. **Scope**

2.1 This procedure refers to the application for and consideration of programme and module deferrals on academic undergraduate and postgraduate programmes

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 Admissions Officer
3.2 Programme Director
3.3 Applicant

4. **Types of Deferral**

A learner can apply for two types of deferral:

4.1 A *programme deferral* constitutes:

4.1.1 The postponement of a programme of study (prior to registration) until the next available commencement

4.1.2 The postponement of a stage of a programme (prior to or subsequent to registration) until the next available commencement

4.2 A *module deferral* constitutes:

4.2.1 The postponement of a module(s) (attendance and assessment) until the next available commencement\(^\text{12}\)

4.2.2 The postponement of a module(s) (assessment only) until the next available sitting.

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\(^{12}\) The option to defer a module (attendance and assessment) is not normally available to learners undertaking a full-time programme.
5. **Grounds for Deferral Applications**

5.1 The Admissions Officer uses his / her discretion in the granting of a deferral of a programme of study (prior to registration) until the next available commencement. The Admissions Officer shall ensure the individual is issued with a letter which states the following:

5.1.1 The deferral granted is for a maximum of one academic year

5.1.2 The College reserves the right to discontinue a programme without prior notice to an individual who has deferred from that programme

5.1.3 The College reserves the right to amend the entry criteria or conditions for a programme without prior notice to an individual who has deferred from that programme

5.1.4 The College reserves the right to amend the programme content without prior notice to an individual who has deferred from that programme

5.1.5 The individual shall be liable for the tuition fee applicable to the academic year that he/she joins the programme.

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

5.2.1 The deferral granted is for a maximum of one academic year

5.2.2 The College reserves the right to discontinue a programme without prior notice to an individual who has deferred from that programme

5.2.3 The College reserves the right to amend the programme content without prior notice to an individual who has deferred from that programme

5.2.4 The individual shall be liable for the programme tuition fee applicable to the academic year that he / she rejoins the programme.

5.3 The Programme Director uses his / her discretion in the granting of a deferral of a module(s) (attendance and assessment) of a programme (prior to or subsequent to registration) until the next available commencement. Deferral

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13 A change in entry criteria shall not normally affect a learner who has been granted a deferral from a programme
14 A case may exist where a learner who is applying for a stage deferral has been granted a special progression and is carrying a subject from the previous stage.
applications for this type of deferral must normally be made within two weeks of the beginning of the semester. The Programme Director shall ensure the individual is issued with a letter which states the following:

5.3.1 The deferral granted is for a maximum of one academic year

5.3.2 The College reserves the right to discontinue a module without prior notice to an individual who has deferred from that module

5.3.3 The College reserves the right to amend the module content without prior notice to an individual who has deferred from that module

5.3.4 The individual shall be liable for the module tuition fee applicable to the academic year that he / she joins the programme.

5.4 The Programme Director can grant a deferral of a module(s) (assessment only) of a programme (subsequent to registration) until the next available sitting on the grounds stated below (5.4.1 – 5.5):

5.4.1 Illness: Applications on grounds of illness must be supported by appropriate medical documentation covering the submission date / examination period for which the learner has applied for a deferral. Medical certificates for the period in question must be submitted to the Faculty within 5 working days of the initial illness. The time period may be extended only in exceptional circumstances where the provision of the note within 5 days is practically impossible.

5.4.2 Bereavement: Applications on the grounds of bereavement may be granted at the discretion of the Programme Director. In all cases the Programme Director has the right to ask for proof of bereavement.

5.4.3 Extenuating Circumstances: Applications on the grounds of extenuating circumstances include the following:

5.4.3.1 Where a learner’s ability to perform to his / her academic potential is, in the view of the Programme Director, severely diminished due to circumstances outside of his / her control - normally as evidenced by written support from the College Counsellor - he / she may be granted a deferral until the next sitting¹⁵

5.4.3.2 Where a learner’s ability to perform to his / her academic potential has been diminished due to jury duty, which constitutes absence from at least three weeks of the semester - normally as evidenced by written support from the court

¹⁵ The specific details of the learner’s reason for requesting the deferral shall be recorded confidentially by the Programme Director
5.5 The Programme Director may also grant a deferral where the learner’s ability to perform to his / her academic potential is, in the view of the Programme Director, severely diminished due to reasonable and documented extenuating circumstances.\footnote{The specific details of the learner’s reason for requesting the deferral shall be recorded confidentially by the Programme Director}

5.6 The Learner Director shall ensure the individual is issued with a letter which states the following:

5.6.1 The deferral granted is until the next available sitting

5.6.2 The College reserves the right to discontinue a module without prior notice to an individual who has deferred from that module

5.6.3 The College reserves the right to amend the module content without prior notice to an individual who has deferred from that module

5.6.4 The individual shall be liable for any module assessment fee applicable to the academic year that he / she rejoins the programme.

### 6. Applying for Deferrals

6.1 An applicant who wishes to apply for a deferral of a programme of study (prior to registration) should submit his / her application, normally in the form of a letter, to the Admissions Officer. The Admissions Officer shall issue the applicant with a letter stating whether or not the applicant has been granted the deferral and the associated conditions (see 5.1 above)

6.2 An applicant who wishes to apply for a deferral of a stage of a programme (prior to or subsequent to registration), a module(s) (attendance and assessment), or a module (assessment only) should submit his / her application, normally in the form of a Student Record Amendment Form (SRAF), along with any supporting documentation to the Programme Director. The Programme Director shall issue the applicant with a letter stating whether or not he / she has been granted a deferral, the associated conditions (see 5.2.1-5.2.4, 5.3.1-5.3.4, 5.6.1-5.6.4 above) and the applicant’s right of appeal, if applicable. The Programme Administrator shall then forward the signed SRAF to the Registration Officer - normally within 5 working days of receiving the deferral application - which in turn, if necessary, informs the Accounts Department and deregisters the learner on the student administration system. Should the application be unsuccessful, the Programme Director shall record
the basis of the rejection, normally on the SRAF, and forward it to the Registration Officer.

7.1 A learner or applicant wishing to appeal the outcome of a deferral application may do so by invoking the College Appeal Procedure (QA E15):

10. Responsibilities

10.1 Admissions Officer

- Receives applications and uses his / her discretion in granting a deferral of a programme of study prior to registration [5.1, 6.1]
- Ensures applicant is issued with a letter stating the conditions of the deferral [5.1]

10.2 Programme Director

- Receives applications and uses his / her discretion in granting a deferral of a stage of a programme (prior to or subsequent to registration) and ensures the applicant is issued with a letter stating the conditions of the deferral [5.2, 6.2]
- Receives applications and uses his / her discretion in granting a deferral of a module(s) (attendance and assessment) and ensures the applicant is issued with a letter stating the conditions of the deferral [5.3, 6.2]
- Receives applications and considers requests for a deferral of a module(s) (assessment only) of a programme (subsequent to registration) on specific and documented grounds and ensures the applicant is issued with a letter stating the conditions of the deferral [5.4, 6.2]

10.3 Applicant

- Follows the stated procedure for applying for a deferral [6]
- Familiarises him / herself with his / her right of appeal and the corresponding procedure [8, 9]
QA CA1 Student Record Amendment Form

This form should be completed by the learner and signed by the Programme Director. The completed form should be returned to the Registration Office.

LEARNER PERSONAL DETAILS
(This section must be completed in all cases)

Student Number: ____________ Study Mode: Full-time □ Part-time □

Surname: ___________________ Forenames: ___________________

Home Address: ____________________________________________

Faculty: ___________________ Programme Code: ______________

TYPE OF AMENDMENT
(To be completed by the Learner and the Academic Faculty irrespective of the request or the changes indicated)

A. Notification of Withdrawal □ B. Change of Programme □
C. Notification of Leave of Absence / Programme Deferral □ D. Subject Deferral □
E. Application for Exemption □ F. Change of Modules □
G. Change of Personal Details □ H. Other □

I certify that the information included on this form is accurate and complete to the best of my knowledge. I accept responsibility for payment of all fees in connection with changes made in this form.

Learner’s Signature: ___________________ Date: __________

I do / do not consent to the amendment requested/indicated by the student in this form.

Programme Director’s Signature: ______________ Date: __________
SECTION A: NOTIFICATION OF WITHDRAWAL FROM A PROGRAMME

Each learner should submit a formal letter of withdrawal to the Programme Director stating the last date of attendance. This letter will be retained by the Faculty Office and a copy attached to this form. The learner's ID card must be attached to the Student Record Amendment Form.

Last date of Attendance: _____   Verified by CA __________

Reason for Withdrawal (Please tick)

A - Transferred to another Institution  [ ]   B - Health Reasons  [ ]
C - Financial Reasons   [ ]   D - Personal Reasons   [ ]
E - Gone into Employment   [ ]   F - Programme Reasons   [ ]
G – Change of Address   [ ]   H – Other   [ ]

If other, please specify:
__________________________________________________________________________
__________________________________________________________________________

SECTION B: CHANGE OF PROGRAMME

(A change of programme should normally be made within two weeks of the start of the first academic year).

New Programme: ________________ Code: ________________

Year of Programme: _________ Date Programme Commenced: __________

I CONSENT TO THE CHANGE OF PROGRAMME

(To be completed by the Programme Director of the programme from which the learner is changing.)

Signed: __________________________ Date: ________________

I CONFIRM THAT THE LEARNER HAS BEEN ADMITTED TO THE PROGRAMME

(To be completed by the Programme Director of the programme to which the student is changing.)

Signed: __________________________ Date: ________________
SECTION C: NOTIFICATION OF LEAVE OF ABSENCE / PROGRAMME DEFERRAL

Each learner is required to submit a written application for leave of absence to the Programme Director. The application must include detailed reasons for the request and appropriate documentary evidence, e.g. medical certificate. The written application will be retained by the Faculty Office.

Reasons for Leave of Absence / Programme Deferral

___________________________________________________

___________________________________________________

Last date of attendance: _________ Verified by CA: _______________

Date when learner expects to resume the Programme _________________

SECTION D: SUBJECT DEFERRAL

Learners may defer a subject for specific reasons outlined in the College handbook on Policies and Procedures. Supporting documentation must be provided with the deferral application. Deferrals may be granted only until the next available sitting. Deferrals from subsequent sittings must be applied for separately.

Reason for Deferral:

___________________________________________________

___________________________________________________

Subjects Deferred:

___________________________________________________

___________________________________________________

Supporting Documentation Provided? Yes ☐ No ☐ Verification by CA: _______
### SECTION E: APPLICATION FOR EXEMPTION

<table>
<thead>
<tr>
<th>Subject(s) in which you are seeking an exemption</th>
<th>Exemption granted (Yes/No)? Programmes Director Approval</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
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<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
</tr>
</tbody>
</table>

Supporting Documentation Provided: Yes ☐ No ☐ CA Verification:________

### SECTION F: CHANGE OF MODULES

(Learners may not change more than once the modules for which they have been enrolled. Changes may only be made within one week of the start of the semester).

<table>
<thead>
<tr>
<th>Modules to be deleted</th>
<th>Modules to be added</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
</tr>
</tbody>
</table>

DECLARATION: The proposed amendments are in accordance with the programme requirements.

CA Verification: __________________________ Date: __________________________
SECTION G: CHANGE OF CONTACT / PERSONAL DETAILS:
A – Change of Address  ☐  B – Change in Employment Details  ☐
C – Change of Telephone Number  ☐  D – Change of E-mail address  ☐
E – Change of Name  ☐ *

New Details:
___________________________________________________
___________________________________________________

* Where a learner wishes to change his or her name, the LRAF must be presented with official documentation, for example a current valid passport or driver’s license, which will then be copied and returned to the learner.

SECTION H: OTHER

Please Specify:
___________________________________________________
___________________________________________________
___________________________________________________

FOR OFFICIAL USE ONLY

Registration Department
LRAF Serial Number:  ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ Date:______________
Computer Updated  ☐  Faculty Notified  ☐
Examinations Office Notified  ☐  Learner Informed of Outcome  ☐
Fees changed / Accounts notified  ☐
Registration Officer:  Signed: _______________ Date: ______________

Accounts Department
Financial screen on Prestige Amended  ☐  Financial screen hard-copy attached  ☐
Hard copy of credit note issued  ☐  Hard copy of Invoice issued  ☐
Cheque issued  ☐  Cheque Number ______________
Any other action (please specify):______________________________________________

Credit Controller Signature: __________________________________________
Date:____________
QA CA2 Due Diligence Template for Articulation

Articulation Agreement Due Diligence Template

This form is to be completed by a nominee or nominees of the College to allow the APC and Management Board to make a determination on whether to advance the proposal for the systematic transfer of groups of learners, under RPL, from a potential partner Institution. A due diligence report, once so approved, triggers the development of a cooperation agreement.

The nominee(s) should gather and analyse information under the following headings and subsets.

- **General**
  1. Brief history and development of the prospective partner
  2. The nature and extent of its portfolio of provision
     
     *(e.g. Undergraduate provision, postgraduate, professional)*
  3. The nature and extent of its International Strategy and how Griffith College fits with this.
     
     *(e.g. Experience of articulation agreements. Commitment to partnership with Griffith?)*

- **Academic**
  1. Level of award, relative to EQF or equivalent, that learners study before proposed transfer to Griffith College
     
     *(Is there a national Framework? Can it be mapped to EQF?)*
  2. Accредiting body for awards
     
     *(is there a national or regional accrediting body? Is it self-accrediting?)*
  3. Proposed stage of advanced entry to Griffith College programme.
     
     *(Faculty, programme, stage?)*

- **Quality assurance**
  1. The prospective partner's standing with national and other regulators
     
     *(Are they reviewed by an outside agency? Are they licenced by Government?)*
  2. Comparative analysis of the Quality Assurance environment in the country of the prospective partner with the Quality Assurance environment in Ireland with a view to identifying any potential difficulties.
     
     *(Is the country in the EHEA? Is there an equivalent regional agency? Are there quality standards that apply in the country?)*
iii. The prospective partner’s performance in external evaluations including relevant external evaluations conducted by transnational, national regional and professional and regulatory bodies

(Any recent review? Any quality marks etc?)

• Legal

i. The prospective partner’s standing, including whether it has been or is engaged in litigation or has been subject to legal actions (civil or criminal)

(Any litigation completed or pending? Licencing?)

ii. Overview of political and economic stability of the country in which the prospective partner is based, with a view to identifying potential problems.

(Are there any reasons why students would not be able/willing to travel to Ireland?)

• Financial

i. Information about potential partner’s financial performance generally

(Is there any reason to doubt the partners ability to meet financial commitments to the agreement?)

ii. Analysis of the local financial environment in the prospective partner’s country, particularly in relation to taxation, currency transfer and/or payment issues that might arise due to local regulations.

(Is it reasonable to expect students from that country to afford the expenses required to travel to GC to complete their studies?)
• **Recommendations and Conclusions**

Nominee / Nominees: ____________________________

Date Submitted to Management Board _______________

Decision: Approved / Rejected / Postponed

Date Submitted to APC _________________

Decision: Approved / Rejected / Postponed
ARTICULATION AGREEMENT BETWEEN

<PARTNER COLLEGE>

AND

GRIFFITH COLLEGE (GC)

IN RELATION TO ADVANCED ENTRY OF <PARTNER COLLEGE>

LEARNERS TO GRIFFITH COLLEGE <PROGRAMME NAME>

PROGRAMME

<Partner College Name>:

1.1 Overview

<Brief Overview of history and standing of potential partner College>

1.2 Accreditation

<Name and details of accrediting body. Also, details of qualification framework where applicable>

Griffith College

1.1 Overview

Griffith College is one of Ireland’s largest independent third level institution. Situated on a seven-acre campus within a mile of the city centre on Dublin’s South Circular Road, it enjoys a strong national and international reputation for learner success.

The College’s academic programmes are validated by Quality and Qualifications Ireland (QQI) which is the Irish government degree awarding body.


2.2 Accreditation

Quality and Qualifications Ireland (QQI) was established in Ireland on 6 November 2012 under the Qualifications and Quality Assurance (Education and Training) Act
2012. The Authority was created by an amalgamation of existing bodies including the Higher Education and Training Awards Council (HETAC). Awards continue to be made by QQI under the HETAC brand as this brand has an international recognition and reputation that is very high.

Summary of Proposal

This is a proposal to recognize the prior accredited learning of <Partner College Name> learners who have successfully completed <programme at partner college> at <partner college name>. Such learners will be eligible to apply for advanced entry to the GC <programme name> at level <level> on the Irish National Framework of Qualifications. Applicants will also have to meet the general admissions requirements of the GC <programme name>. Successful applicants may be admitted to stage <stage> of the GC programme with advanced standing. This is based on an analysis and comparison of the <partner college name> programme against the GC programme carried out by Griffith College faculty of <faculty> on <date>.

Qualifying <partner college name> learners will enter the <number> semester in Dublin. They will normally complete the <griffith programme name> at the end of the <number> semester. On successful completion, the learners will be awarded <number> ECTS credits and a <award title> degree. The Griffith College programme is validated on the following basis by QQI as a HETAC award.

<table>
<thead>
<tr>
<th>Institution</th>
<th>Course</th>
<th>Duration</th>
<th>Total number of ECTS credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Griffith College</td>
<td>&lt;programme title&gt;</td>
<td>&lt;number&gt; years</td>
<td>&lt;number&gt; ECTS Credits</td>
</tr>
</tbody>
</table>

Detail of Proposal

4.1 Introduction

<partner college name> provides a <number> year taught <programme name>. The outline structure and course module descriptors of the programme are set out below in Appendix 2.

4.2 Structure of the GC programme

The outline structure and course module descriptors of the programme are set out below in Appendix 3.

The GC <faculty name> Faculty are satisfied that the learning outcomes of the modules in years <years to be studied in partner collage> of the <Griffith College programme name> are attained by learners who have successfully completed the <number> years of the <partner college programme name> in <partner college name>. A detailed curriculum mapping exercise has been carried out by the Griffith College faculty of <faculty> on <date>, and this will be verified on an on-going year to year basis.
GC is therefore satisfied that learners who have successfully completed the \(<number>\) year \(<partner college name>\) programme, will be eligible to apply for advanced entry to the GC \(<Griffith programme name>\) programme, allowing successful \(<partner college name>\) learners to enter the GC programme at stage \(<stage>\), provided they have met the other admissions criteria.

4.3 Entry Requirements

Please see Appendix 1

4.4 Qualification

The learners who successfully complete stage \(<stage>\) in GC will receive the \(<award title>\). This is a HETAC award accredited by QQI.

4.5 Monitoring Committee

The operation of this articulation agreement will be managed by a joint Monitoring Committee that shall report to the appropriate bodies in each institution.

a) Membership

The Monitoring Committee will have \(<number>\) members, \(<number>\) from each institution. The initial membership shall be as follows:

- \(<partner college name>:\)
  - \(<member 1>\)
  - \(<member 2>\)
  .......

- GC:
  - \(<member 1>\)
  - \(<member 2>\)
  .......

b) On an on-going basis the Monitoring Committee will:

- verify, approve and keep up to date this formal agreement between \(<partner college name>\) and GC;

- monitor, review and take decisions as appropriate concerning the operational, academic and financial issues relating to this accredited prior learning agreement;

- send annual reports to \(<partner college name>\) and GC, and at such other times as dictated by the business of the monitoring committee.

- Ensure that any modification to a programme, at either College, which is a constituent part of this agreement is communicated to all involved in a prompt manner.
4.6 Fees and Services

GC will issue an invoice to each learner who is accepted onto the *Griffith programme name* programme. The learner will transfer the tuition fees to GC in accordance with GC’s International Learner Regulations and tuition fee policy and fee schedule for the time of admission to the programme.

OR <delete paragraph above or below as appropriate>

GC will issue an invoice to *partner college name* for the learners who are accepted onto the *Griffith programme name* programme. *Partner college name* will transfer the tuition fees to GC in accordance with GC’s International Learner Regulations and tuition fee policy and fee schedule for the time of admission to the programme.

For learners from *partner college name*, for the academic year 20xx/20xx, GC is prepared to accept learners at the following financial conditions for the full academic year to enter the *griffith programme name* programme:

€X,XXX per learner

Extra costs incurred by learners due to the need for repeat assessment, library fines or other penalties, will be the direct responsibility of the learner involved.

These conditions will automatically be reviewed every year. Any modifications of these conditions (tuition fees, admission requirements and programmes) shall be transmitted to the partner institution and confirmed by both parties with at least a 6 month prior notice.

4.7 Tuition

Learners will proceed with their studies in GC in the same way as other learners on the *griffith programme name* programme. They will not always be kept together in one group but will, where possible, share lectures and workshops with learners from other parts of the world. This will enable them to appreciate the world of cultural interaction and to share knowledge and ideas with learners from many countries.

4.8 Examination Boards

There are formal Examination Boards at the end of each semester and in September. These Boards are attended by External Examiners in accordance with GC QA regulations and they assure the quality of assessment. The importance of this process is that it provides GC and the learners with an assurance that the quality of the award meets international standards in that it also provides learners with the reassurance that the standards applied by GC staff have been rigorously checked and that they are up to the level expected internationally of such undergraduate programmes.

Following each Examination Board results are communicated to the learners within a few days. Examinations, including repeat examinations, will be held in GC.
4.9 Graduation

GC graduation ceremonies are held over three days normally during the second or third week of November. Each learner’s award is formally approved by the examination board with the participation of the External Examiners. These results are confirmed by the College’s Academic and Professional Committee (APC) which formally recommends them to QQI. QQI then approve the award of the degree for each learner.

General

This Agreement shall commence on the date of signature. Either institution may, by written notice of twelve (12) months, give notice to the other of its intention to terminate this agreement. Any revision or modification shall be in writing and by mutual agreement.

If this Agreement is terminated as set out above, it is agreed by the parties that any learner, who at the date of termination has been accepted into the programme and has commenced studies, may complete that course of study under the terms of this agreement.

Signed for and on behalf of

GRIFFITH COLLEGE

Signature: .................
President
Date:..............

<partner college name>

Signature: .................
<title>
Date:..............
APPENDIX 1

GC <programme name>

ADMISSIONS REQUIREMENTS

- Fill in online application form
- A copy of the learner’s transcripts
- A copy of the course listings schedule
- Proof of ID
- Proof of English proficiency

Learners must reach IELTS <level> or higher to be eligible for entry into stage <number> of the <Griffith programme name> or a letter on headed paper from the institution stating the following or similar:

To Whom it May Concern,

The purpose of this letter is to state the suitability of the learners listed below for the advanced entry into stage <level> of the <Griffith programme name> degree programme. They have successfully completed our in-house English examination and have achieved a score equivalent to <an equivalent level of a recognised English language grading framework>. On the basis of this test result, we are satisfied that the learners meet Griffith College entry requirements for stage <level> of the <Griffith programme name>.

Yours Sincerely

Name of person

Title
APPENDIX 2

<partner college name>

<Outline structure and course module descriptors of the partner college programme>
APPENDIX 3

GRIFFITH COLLEGE

<Outline structure and course module descriptors of advanced entry stage of Griffith College programme>
Appendix 4

Mapping of Modules

<Mapping of modules from partner college programme to Griffith College programme showing how advanced entry is decided upon>
Memorandum of Understanding (MOU)

Between

Griffith College

And

<Partner Name>

1 Purpose

The purpose of this MOU is to establish academic relations between Griffith College (GC) and <Partner Name> with a view to identifying areas of cooperation that may include any programme at either institution that could help foster and develop the relationship. The terms of cooperation for each activity under the Memorandum shall be mutually discussed and agreed upon and shall be subject to appropriate and separate Agreements.

2 Areas of Cooperation

The parties agree to cooperation through such activities as:

i. Advanced standing arrangements, subject to academic analysis of each other’s programmes, and approval and development of a formal Agreement between both parties.

ii. Exchange of faculty and/or staff, subject to financial approval or financing from an external granting agency;

iii. Joint research activities and publications, subject to financial approval or financing from an external granting agency;

iv. Participating in seminars and academic meetings, subject to financial approval or financing from an external granting agency;

v. Special short-term academic programmes, with prior approval from each institution’s respective authorities;

vi. Exchange of graduate and/or undergraduate students, under the umbrella of a Student Exchange Agreement, approved by the appropriate authorities;

vii. Exchange of academic and scientific materials and other information, under the umbrella of the appropriate Agreement, in conformity with the institutional policies in place;
viii. Exchange of graduate and/or undergraduate students in an Internship programme under an Internship Exchange Agreement, approved by the appropriate authorities.

3 Next Steps and Responsibilities

i. In developing areas of cooperation between GC and <Partner Name> all Quality Assurance procedures from both institutions will be followed. Adherence to the QA procedures in each institution is the responsibility of that institution.

ii. The Head of Faculty, or Faculties, concerned in GC will ensure that contact is made between the GC academics involved in this arrangement and academics from <Partner Name> for the purpose of identifying areas of academic cooperation.

iii. An academic Mapping will be completed to identify possible student pathways through programmes by the academic staff of GC and <Partner Name>. Once an agreement is signed, the mapping shall be reviewed on an annual basis to ensure any modifications to programmes are identified.

iv. Where such pathways are identified and agreed, a specific Agreement will be drawn up between GC and <Partner Name>. Such an Agreement will be processed through internal quality assurance procedures, and will then be forwarded to the leaders of both institutions for signing.

v. Such Agreements will outline all details relating to the responsibilities of students, staff at GC and staff at <Partner Name>, as well as management and financial arrangements for such academic arrangements as are agreed.

vi. The Heads of Faculty in both institutions will explore the possibility of student and faculty exchange arrangements, engagement in conferences, further agreements and the sharing of academic and scientific materials.

4 Duration of Memorandum of Understanding

This MOU will remain in force for 5 years are may be extended and reviewed by mutual consent. Only the President of GC (or nominee) shall have the power to amend or terminate this MOU on behalf of GC, and only the <Title> of <Partner Name> shall have the power to amend or terminate this MOU on behalf of <Partner Name>. Should such notice of termination be exercised, specific measures shall be agreed to ensure that student who have already embarked on programmes of study, or who have been accepted to do so, will not be disadvantaged.

Variations or modifications to this MOU may be proposed at any time by either party and will only be legally binding when agreed in writing by both parties.
5 Governing Laws

This Memorandum of Understanding is governed by and interpreted in accordance with the applicable laws of Ireland.

6 Non-Exclusivity

Participation in this MOU is not exclusive and shall not prevent GC or <Partner Name> from entering into similar understandings with other institutions.

7 Publicity

GC and <Partner Name> may make reference to this MOU as a general understanding between the institutions. Details of programme arrangements can only be publicised on completion of the specific Agreements referred to in section 3 iv above.

8 Contact

<table>
<thead>
<tr>
<th>Contact Person for GC Name</th>
<th>Contact Person for &lt;Partner Name&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;Contact Name&gt;</td>
<td>&lt;Contact Name&gt;</td>
</tr>
<tr>
<td>&lt;Contact Details&gt;</td>
<td>&lt;Contact Details&gt;</td>
</tr>
</tbody>
</table>

Signed on <date> by:

Griffith College <Partner Name>

Prof. Diarmuid Hegarty <Partner Leader>

President <Title>
Guidelines for Development of Articulation Agreements

For Advanced Entry to Accredited Programmes

Strategy

GC is committed to increasing and enhancing its involvement with international partners in order to increase the number of international learners on its programmes. Such partnerships can range from formal transnational collaboration to articulation agreements for learners seeking advanced entry to programmes based on Recognition of Prior Learning (APL) in their own countries.

The procedures for formal collaborations are agreed with QQI and detailed in QA L1 of the College Quality Assurance Policies, Procedure and Guidelines. Such agreements required formal QQI approval and are subject to the detailed approval process outlined in QAL1.

Articulation Agreements are governed by QA C3 Section 5.3 particularly. The approval processes in such cases are internal to GC.

In developing such agreements GC Quality Assurance procedure stipulates a number of stages in the process.

1. Initial contact and exploration of possible cooperation
2. Memorandum of Understanding (MOU) outlining the form of cooperation
3. Due Diligence examination of cooperating partner
4. Academic Mapping and Business Case
5. Design of Articulation Agreement
6. Formal agreement
7. Implementation
8. Monitoring and review

Initial Contact

Contact with possible partners can occur in many ways. Through the marketing team, through other partners, through personal contacts or through alumni. Once initial contacts are made and there is a desire to explore possible partnership, then a Memorandum of Understanding is required.

MOU

The MOU is the first stage in developing a formal contract. It commits the parties to work together to a common purpose. In some cases, possible partners may have MOU templates that they are required to work to, and as long as such MOU’s do not commit GC to some activity that it is not possible to deliver, then they can be used.

17 [www.gcd.ie/qualityassurance](http://www.gcd.ie/qualityassurance)
GC also has an MOU template which sets out the general outline and can be modified to suit the particular partner. Where possible we should use the GC template. The important features of the MOU are that it:

1. Commits the partners to cooperation
2. States clearly that this is dependent upon academic agreement between the faculties of both institutions
3. Sets out a timeline for the completion of the process.
4. Sets out any restrictions
5. Sets out the areas of cooperation
6. Sets out clearly the next steps

The person who makes the initial contact and arranges the signing of an MOU is the Proposer of the agreement.

**Responsibilities**

An MOU can be agreed and signed without formal approval of APC but must be signed by the President or his nominee. On signing it is forwarded by the Proposer to the office of the Head of Academic Programmes and to the Faculty, or Faculties, concerned. The QA Officer will maintain a control sheet record of the development process. APC should be informed of MOUs that have been signed.

The next step is for the Head of Faculty to appoint an academic to complete a mapping of the programmes involved to identify viable student pathways. Once this is completed and the Faculty are satisfied that an articulation agreement is possible, they will inform the QA Officer and the initial proposer of this articulation agreement.

The QA Officer, and a senior academic appointed by the Faculty, will then carry out a due diligence analysis of the partner, using QA CA4, in consultation with the Proposer. The completion of the due diligence report is the responsibility of the QA Officer.

The proposer and the Head of Faculty will look at the business case for the articulation agreement. Issues such as any extra resources, on-going visits, fee discounts, Erasmus elements, must be identified. In many cases this will be straightforward as the articulation agreement is for direct entry existing programmes not requiring extra resources, in others there may be extra overheads to be considered.

Once this is complete, the MOU, business case and due diligence report must be submitted to the Management Board and the APC for formal approval to proceed.

Once that approval is agreed a formal agreement drawn up and signed. The responsibility for the academic mapping lies with the Faculties; the responsibility for the Business Case lies with the proposer working with the Faculty; the responsibility for the Due Diligence analysis lies with the QA Office, and the responsibility for completing the formal Agreement lies with the President or his nominee.
The formal signing of that agreement must be duly noted at APC. The overview of this process from MOU to completed agreement is the responsibility of the Head of Academic Programmes.

September 2013
Flow Chart for Agreements with Partners

MOU

Sem Abroad

Yes

No

Due Diligence

Academic Mapping

Business Case

Formal Agreement

Implementation

Monitoring & Review
Griffith College Dublin

Quality Assurance Policies, Procedures, Practices and Guidelines

**QA D1 Lecturer Induction Policy**

<table>
<thead>
<tr>
<th>Title:</th>
<th>Lecturer Induction Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Document No:</td>
<td>QA D1</td>
</tr>
<tr>
<td>Issue Version:</td>
<td>2.0</td>
</tr>
<tr>
<td>Issue Date:</td>
<td>27.08.04</td>
</tr>
<tr>
<td>Related Documents:</td>
<td>Learner Induction Policy (QA D2)</td>
</tr>
<tr>
<td>Circulated for comment to:</td>
<td>Academic &amp; Professional Council Centre for Promoting Academic Excellence</td>
</tr>
<tr>
<td>Effective From:</td>
<td>September 2005</td>
</tr>
<tr>
<td>Responsible for Implementation:</td>
<td>Centre for Promoting Academic Excellence</td>
</tr>
<tr>
<td>Next Review:</td>
<td>August 2015</td>
</tr>
</tbody>
</table>

**Modified:**

1. **Objective**

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

2. **Scope**

2.3 This policy refers to the provision of induction for all new lecturers

2.4 Aspects of this policy have been highlighted as appropriate for the induction of existing lecturers new to an academic programme

2.5 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**

3.6 Centre for Promoting Academic Excellence

3.7 Programme Directors

3.8 Quality Assurance Office

4. **The Purpose of Induction**

Induction for an incoming lecturer is designed to:

4.1 Provide him/her with necessary information about the College (members, facilities, accommodation, regulations etc.)

4.2 Provide him/her with necessary information about the Faculty (members, facilities, accommodation, regulations etc.)

4.3 Provide him/her with an in depth understanding of the programme and related module learning outcomes, teaching methodology and assessment strategy

4.4 Provide him/her with an overview of and training in the teaching and learning facilities available to lecturers

4.5 Provide him/her with an overview of and training in the use of various presentation tools

4.6 Provide him/her with an understanding of the Faculty/College expectations of lecturers in respect of their role (behaviour, preparation, presentation etc.)

4.7 Facilitate his/her 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 College Administration by the end of June of each academic year.

5.2 Lecturers shall normally be informed by the Centre for Promoting Academic Excellence 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
- Health & Safety

7.2.2 Academic

- Academic Calendar / programme timetables *
- Faculty guidelines

---

18 Presentation materials shall be made available to lecturers online, subsequent to induction.
- 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 Centre for Promoting Academic Excellence

- Communicates arrangements to lecturers within three weeks of induction [5.2]
- Coordinates all aspects of the provision and delivery of lecturer induction [7.2]

8.2 Programme Directors

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

8.3 Quality Assurance Office

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

Quality Assurance Policies, Procedures, Practices and Guidelines

QA D2 Learner Induction Policy

Title: Learner Induction Policy

Document No: QA D2

Issue Version: 2.0

Issue Date: 27.08.04

Related Documents:

Lecturer Induction Policy (QA D1)

Circulated for comment to:

Academic & Professional Council
Marketing Department
Student Union Manager
International Office

Effective From: September 2005

Responsible for Implementation:

Admissions Sub-Committee of APC

Next Review: August 2015

Modified:

1. **Objective**

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

2. **Scope**

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

   2.7 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**

   3.9 Marketing Department
   3.10 International Office
   3.11 Admissions Sub-Committee of APC
   3.12 Students’ Union Manager
   3.13 Programme Directors
   3.14 Quality Assurance Office

4. **The Purpose of Induction**

   Induction for an incoming learner is designed to:

   4.8 Provide him/her with necessary information about the College, its facilities and regulations

   4.9 Provide him/her with an introduction to all aspects of his/her programme of study thereby laying the foundation for the coming academic year

   4.10 Facilitate his/her social interaction with other learners and staff teaching on his/her programme of study.

5. **Communication of Induction Arrangements**

   5.3 The Admissions Sub-Committee of APC shall meet regularly to plan and coordinate all learner induction activities.

   5.4 The Academic Calendar, including the week scheduled for induction, shall be posted to the college website by the Marketing Department by the end of June of each academic year
5.5 EU learners shall be informed by the Marketing Department of specific induction arrangements at least three weeks prior to the induction date.

5.6 International learners shall be informed by the International Office of specific induction arrangements at least three weeks prior to the induction date.

6. Presentation of Induction

6.1 Most induction activities normally take place prior to commencement or in the initial stages of a programme. 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.

7. Minimum Components of Induction

7.3 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.

7.4 The sections identified with an asterisk constitute the minimum content components of a part-time learner’s induction 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
- Social and academic support available to learners
- Overview of Learner Handbook / key college regulations
- Opportunities to provide feedback
- Registration arrangements
- 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 independent study
- Conventions for referencing and bibliographies / Plagiarism
- Disciplinary procedures

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19 Presentation materials shall be made available to learners online subsequent to induction.
7.2.3 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

7.4 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.

8. Responsibilities

8.4 Marketing Department:

- Posts the Academic Calendar to the College website when available [5.1]
- Communicates induction arrangements to EU learners within three weeks of induction [5.2]

8.5 International Office

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

8.6 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]

8.7 Admissions Sub-Committee of APC

- Plan and coordination all learner induction activities. [5.1]

8.8 Programme Directors

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20 International Office is responsible for coordinating the provision of any additional support – academic or social – considered of benefit to the induction of international learners.
- Coordinates the delivery of all aspects of the academic activities related to induction [7.2.2]

8.9 Quality Assurance Office

- 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]
The Role of Programme Committees

Title: The Role of Programme Committees

Document No: QA D3

Issue Version: 2.0

Issue Date: 27.08.04

Related Documents:
- Programme Review Procedure (QA G1)
- Programme Modification Procedure (QA D4)
- Guidelines on Roles & Responsibilities in the Supervision of Undergraduate Dissertations & Projects (QA D6)
- Guidelines on Roles & Responsibilities in Managing and Participating in Work Placement (QA D7)
- Assessment Submission, Approval & Correction Procedure (QA E3)
- Second Reading Procedure (QA E5)
- Internal Moderation Procedure (QA E6)
- Procedure for Extensions on Deadlines for the Submission of Assessed Work & Late Submission Penalties (QA E7)
- Procedure on Provision of Assessment Feedback to Learners (QA E8)
- Role of Programme Committees Diagram (QA DA3)

Circulated for comment to: Academic & Professional Council

Effective From: September 2005

Responsible for Implementation: Programme Director

Next Review: August 2015

Modified:

1. **Objective**

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

2. **Scope**

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

   2.9 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**

   3.15 Programme Director

   3.16 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. He/she 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 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).

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21 The Programme Committee reserves the right to carry out reserved business in the absence of learner participation should the need arise.

22 Should the Programme Director be unable to attend the Programme Committee meeting he/she shall nominate a senior member of staff to act as Chair in his/her place.
4.5 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 & Professional Council, responsibility for programme management, development, delivery, monitoring and evaluation in accordance with any regulations agreed by the Academic & 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 & 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.
Appendix I: The Role of Programme Committees (QA D3)

Sample Programme Committee Order of Business

Semester 1

Meeting 1: (Beginning of Semester)

- Reviews assessment results (summer and autumn) and External Examiners reports (E2, E14)
- Reviews effectiveness of current assessment procedures (e.g. E3, E5, E6, E7, E8) and makes recommendations where necessary
- Identifies Year Heads
- Defines late submission penalties for programme assessment and identifies any variations (E7)
- Agrees timeframe for lecturer submission of assessment tasks and examination papers (E3)
- Agrees timeframe for learner submission of completed assessment work (E3)
- Agrees second readers (E5)
- Agrees internal moderators (E6)
- Ensures supervision guidelines are comprehensive and that supervisors are allocated to projects / dissertations (D6)
- Ensures work placement regulations, where applicable, are comprehensive (D7)

Meeting 2: (End of Semester)

- Reviews assessment results (first semester) available and assessment feedback (E6, E8, E13)
- Reviews learner and other feedback gathered and acted upon during the semester (F2)
- Reviews any proposed programme modifications (D4)

Semester 2

Meeting 1: (Beginning of Semester)

- Reviews assessment results (post first semester Review Board) (E13)
- Defines late submission penalties for programme assessment and identifies any variations (E7)
- Agrees timeframe for lecturer submission of assessment tasks and examination papers (E3)
- Agrees timeframe for learner submission of completed assessment work (E3)
- Agrees second readers (E5)
- Agrees internal moderators (E6)
Meeting 2: (End of Semester)

- Reviews assessment results (pre Examination Board) and assessment feedback (E8, E13, E14)
- Reviews learner and other feedback gathered and acted upon during the semester (F2)
- Reviews continued relevance of programme and module learning outcomes
- Reviews any proposed programme modifications (D4)
- Incorporates all data and feedback into Programme Report (G1)
- Periodically contributes to Programmatic Review (G4)
Diagram: Role of Programme Committees

QA D3

Course Director
Faculty Staff
Current Learner(s)
Service Department Staff

Programme Management

Delivery

Course Committee Meetings

Ongoing monitoring

Evaluation

Programme Report

Programme Committee Minutes
Statistics
Feedback (learner/staff)
Evaluation
Results of previous action plan

Programme Review Meeting

Academic & Professional Council (APC)

Management Board (MB)

Minutes main recommendations resulting from
Programme Review Meeting

Refers to Management Board new/outstanding issues as identified by
Programme Committee Meeting

Minutes confirmation that identified issues have been referred to
MB

Academic & Professional Council

Discuss report
Propose programme modifications
Identify issues arising to be referred to the MB
Action plan

College/Faculty resource analysis
Financial planning
Related programme development etc.
Griffith College Dublin

Quality Assurance Policies, Procedures, Practices and Guidelines

<table>
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</tr>
<tr>
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**Modified:**

1. **Objective**

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

2. **Scope**

2.1 This document relates to the extensive, significant and minor modifications to programmes resulting from consultative processes. It describes process and provides procedure on the categorisation of changes as extensive, significant and minor. It describes process and procedure on the how significant and minor changes are made. Process and procedure on how to make extensive changes are dealt with in QA G4 programmatic review procedure.

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**

3.7 Programme Directors
3.8 Programme Committee
3.9 Quality Assurance Sub-Committee of APC
3.10 Director of Academic Programmes
3.11 Quality Assurance Office
3.12 Academic & Professional Council
3.13 Validating Body

4. **Principles of Programme Modification**

4.1 Modifications to a College programme shall be subject to approval prior to implementation. The purpose of approval is to ensure that changes shall maintain, and where possible improve, the standard of the programme and that the definitive record of each programme is kept up to date.

4.2 Modifications to programmes shall not be applied retrospectively and shall normally be implemented at the beginning of the semester / academic session following their approval.

4.3 Modifications shall not conflict with any recommendation or comments made by a panel at the validation of the programme, nor with the College’s policies or regulations.

4.4 Where a programme is jointly taught with another programme or in some way contributes to another programme, the implications for that other programme shall be taken into consideration.

4.5 Where a modification is proposed to arrangements for the progression or assessment of learners who are currently enrolled on the programme, there shall be consultation with those learners who will be directly affected by the
proposed change. As part of the programme modification approval process a decision shall be made as to the level of consultation appropriate

4.6 The Programme Director shall ensure that all approved modifications to programmes are communicated to all concerned parties within their Faculty.

4.7 The Quality Assurance Sub-committee shall ensure that all approved modifications are communicated to the relevant College department external to the Proposer’s faculty, as appropriate.

5. Categorisation of Modifications to Programmes

5.1. Modifications to programmes are categorised as extensive, significant or minor and shall be subject to the corresponding approval process.

5.2. The following proposed changes constitute an **extensive** programme modification

An extensive change is dealt with at programmatic review but is described here for the purposes of completeness. What constitutes an extensive change is a matter for expert judgement, but the following examples may guide users of the document to ascertain whether their proposed change(s) require(s) programmatic review. Further Guidance is available in Appendix 1.

5.2.1. Undermining anything which was essential to support the original validation decision would be judged to be an ‘extensive change’

5.2.2. Elimination of any core intended programme learning outcomes

5.2.3. A change in the pre-requisite learning requirements for a given programme may require an extensive change to the programme

5.2.4. Examples of extensive changes may include:

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

5.3. The following proposed changes constitute a **significant** programme modification:

5.3.1. Changes to the approved programme schedule including:

- Addition or deletion of elective modules
- Changes to assessment strategies / weightings
• Changes to module title
• Changes to transient modules learning outcomes

5.4. Any modification, not defined above, normally constitutes a minor modification including:
  • Booklist updates
  • Indicative module content updates
  • Changes in teaching strategies

5.5. For further guidance on extensive, significant and minor changes please see appendix 1

6. The Approval Process

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

6.2 Any programme modification proposal must present a rationale supported by evidence derived from these sources.

6.3 The nature and extent of a change, defined as minor, significant or extensive shall be determined by the expert opinion of the Quality Assurance Sub-committee with cognisance to the categorisations set out above and the guidance provided in Appendix 1.

6.4 The Sub-Committee shall also evaluate the proposal on its merits

6.5 The Quality Assurance Sub-committee comprises the Director of Academic Programmes, the Head of College Administration, the Quality Assurance Officer, the Head of the Centre for Promoting Academic Excellence and a Head of Faculty nominated by the Head of Faculties. Others may be invited to attend where expertise not represented at the Sub-committee is required

6.7 The Sub-committee will inform the proposer of the modification on the nature of the change and the merits of the proposal, and make a recommendation to APC for approval where appropriate

7. The Approval Procedure

7.1 The proposer of the modification (normally the Programme Director) submits the completed QA DA1 Significant Modification Pro Forma to the Secretary of the Quality Assurance Sub-Committee (normally the Quality Assurance Officer)

7.2 The Quality Assurance Officer circulates the modification proposal to the Sub-committee members within 5 working days of its receipt
7.3 The Quality Assurance Sub-committee convenes within 10 working days of receipt of QA DA1 Significant Modification Pro Forma.

7.4 The Quality Assurance Sub-committee evaluates the modification proposal on whether it is sound in respect of its rationale, evidence presented and completeness of documentation, and also on whether the modification proposal constitutes a minor, significant or extensive change.

7.5 In cases where the Quality Assurance Sub-committee is not satisfied with the quality of the proposal the programme director will be asked to resubmit or withdraw their proposal.

7.6 In cases where the Quality Assurance Sub-committee is satisfied with the quality of the proposal, a recommendation on the categorisation as minor, significant or extensive is given.

7.7 In cases where the proposal is evaluated as a minor change, a recommendation for approval will be made to APC and the documentation, including QA DA2 Minor Modification Pro Forma, will be signed by the Chair of the Sub-committee (normally the Director of Academic Programmes). Proposers of modifications are reminded that all minor changes must be reflected in the Annual Programme Report.

7.8 In cases where the proposal is evaluated as a significant change the same process as described for a minor change will apply. In addition to this a letter will be sent to the accreditation body (normally HETAC) informing them of the change.

The letter will include:

The Programme Title
The Current Approved Programme Schedules
The Proposed Approved Programme Schedules
Any other relevant documentation

7.9 The letter will be sent by the Quality Assurance Sub-committee within 5 working days of formal APC approval of the programme modification.

7.10 Once confirmation on the adoption of modifications is received from the accreditation body, the modifications can be formally adopted, normally in advance of the upcoming academic year.

7.11 In cases where the proposal is evaluated as an extensive change the programme director will be advised to consult QA G4 Programmatic Review Procedure.

7.12 In cases of both minor and significant changes, the Programme Director is responsible for ensuring that all programme documentation (including the definitive programme document) reflects any agreed modifications.
7.13 The Programme Director is responsible for ensuring that a copy of all modified programme documents is made available (as relevant) to: Learners and Faculty staff. The Quality Assurance Sub-Committee will inform all College Departments such as: Admissions, Marketing, Registration, Examinations, where appropriate.

8. **Timings in relation to Programme Modification**

8.1 Submission of programme modification proposals are to be made no later than the 3rd week of June to be included in the next Academic year.

8.2 The Quality Assurance Sub-committee shall convene within 10 working days of receipt of the modification proposal.

8.3 Notification of the Sub-committee recommendation to the Programme Director shall be made no more than 2 working days after the Sub-committee meeting.

8.4 Where the Sub-committee deems the modification to be extensive the change is carried forward to the next programmatic review.

8.5 The Sub-committee shall make its recommendation for approval at the subsequent APC meeting normally held on the first Friday of every month.

8.6 The accreditation body (normally HETAC) will be informed of the modification within 5 working days of APC approval.

8.7 Modifications to the relevant documentation are to be implemented on receipt of confirmation they have been accepted by the accrediting body, (normally HETAC) in advance of the next academic year.

8.8 Communications to relevant parties to take place in advance of the next academic year.

9. **Responsibilities**

9.1. **Programme Director**
- Familiarises him/herself with the relevant QA documentation.
- Submits the completed QA DA1 Pro Forma to the Quality Assurance Sub-Committee [7.1].
- Ensures all approved significant and minor changes are reflected in the programme documentation and circulated to all concerned parties within the faculty [4.6, 7.13, 8.8].

9.2. **Director of Academic Programmes**
- Chairs the Quality Assurance Sub-Committee[7.7]
- Approves Minor and Significant Changes to Programmes [7.7]
- Makes recommendations to APC of decisions to approve minor and significant changes [7.7]
9.3. **Quality Assurance Officer**  
- Acts as Secretary to the Quality Assurance Sub-Committee [7.1]  
- Receives Modification Proforma Documentation from the Programme Director [7.1]  
- Sits on the Quality Assurance Sub-Committee [6.5]

9.4. **Head of Central Administration**  
- Sits on the Quality Assurance Sub-Committee [6.5]

9.5. **Head of Lecture Support and Development**  
- Sits on the Quality Assurance Sub-Committee [6.5]

9.6. **Quality Assurance Sub-Committee**  
- Identifies the nature of the change as Extensive, Significant or Minor [6.3]  
- Evaluates Programme Modification Proposals on their Merits [6.4]  
- Informs the Programme Director of the Decision of the Sub-Committee [6.7]  
- Makes recommendations for approval of Programme Modifications to APC[7.7, 7.8, 8.5]  
- Communicates changes to the relevant College Departments external to the Proposers Faculty, as appropriate [4.7, 7.13, 8.8]  
- Communicates the relevant details of significant changes to the accrediting body [7.9, 8.6]

9.7. **Academic & Professional Council**  
- Approves Programme Modifications [7.9, 8.5, 8.6]

9.8 **Validating Body**  
- Issues Confirmation of the receipt and acceptance of changes [8.7]
Appendix 1: Guidance on Extensive, Significant and Minor Modifications

Extensive Changes

Whether a proposed modification to a programme is considered an extensive change is a matter for expert judgement, normally this will be an evaluation made by the Quality Assurance Sub-committee however it may also be useful for programme directors to use this guidance in informing their original proposals so as to more accurately interpret the nature of change being proposed.

What constitutes an extensive change?

Example 1:

Has anything which was essential to support the original validation been undermined by the proposed change?

It may be useful to refer back to the external validation panel report and College response to same to identify any recommendations or conditions that needed to be addressed prior to the issuing of the order of council. If it is the case that a proposed change is to a panel recommendation that underpinned the validation decision it may be interpreted as an extensive change.

Examples of recommendations or conditions may include:
- the inclusion of an additional core module on a specific subject,
- the altering of assessment weightings,
- changing entry requirements,
- Redistributing / increasing / decreasing contact time on any/some or all of the modules.

Example 2:

Have any of the core intended programme learning outcomes been eliminated / replaced?

- Programme Learning Outcomes are hugely important in that they are mapped to the National Framework of Qualifications and are therefore essential to the validation of the programme at the level it is proposed. In this sense an elimination or replacement of a programme learning outcome undermines the original validation and therefore must be considered an extensive change. On another level such a change would also have a domino effect on the rest of the programme as module learning outcomes / and perhaps whole modules would have to be altered or replaced to be aligned with the PLO change. Therefore it would constitute many significant changes throughout the document, and in this sense it would be an extensive change warranting a programmatic review.

3. A change in the pre-requisite learning requirements for a given programme may require an extensive change to the programme.
Examples of Extensive Changes

The following proposed changes constitute an extensive programme modification:

- **Changes to the programme title:**

  A change to the programme title implies a change in the award type or at least a significant shift in what the programme is teaching, and may involve fundamental changes to the Programme learning outcomes.

- **Changes to the programme that fundamentally change the nature of the award:**

  If changes are being made that move the award in a new direction (e.g., from an interior architecture to focus more on industrial design, or from computer science more towards digital media applications) then this would constitute an extensive change. Adding an elective in a new area might not be so deemed.

- **New entry requirements:**

  Entry requirements, and identifying the learners the programme is aimed at, are usually essential elements of any programme validation. A change to entry requirements would signify a change in the learner being targeted and so would be an extensive change to the programme.

- **The addition of removal of embedded awards:**

  Any new award must be validated. A programmatic review is a revalidation of the programme. It is unusual to remove an embedded award, but the addition of an award requires a validation and therefore must either be a completely new validation, or an extensive change dealt with at programmatic review.

- **Fundamental changes to programme learning outcomes – this could be affected by changes to profound module learning outcomes**

  Changes to programme learning outcomes change the nature of the graduate. This will mean a change to the assessment strategies and other module learning outcomes. Such changes are usually considered extensive, requiring programmatic review.

- **Addition or deletion of mandatory modules**

  Mandatory modules have been defined as core to the learning outcomes of the learners. Adding or deleting such modules would have to affect the programme learning outcomes and so be deemed as changing the fundamental nature of the award.
- Changes to module credit weightings

Changing the allocation of credits to modules from, for example, 7.5 and 15 credit modules to 5 and 10 credit modules. Depending on how extensive the requested change is deemed to be, this could be extensive or significant.

**Guidance on Significant Changes**

The following proposed changes constitute a significant programme modification:

Changes to the approved programme schedule including;

- Addition or deletion of elective modules

  Elective modules are by definition not deemed to be essential for graduates of the programme. In that sense they are not fundamental. Elective choices can change due to the changing nature of the discipline, to changing technologies or other changes. They often represent transient outcomes and as such can often be expected to change. As a change to the Approved Programme Schedule a change in elective modules represents a significant change, not requiring a revalidation, but requiring the agreement of the accrediting body.

- Changes to assessment strategies / weightings

  Assessment strategies are designed to ensure that the proposed learning outcomes are assessed for the learner. However, changes can occur to bring in best practice, or new pedagogical approaches. As long as they continue to measure the learner attainment of the learning outcomes they would not be deemed extensive, but could be deemed significant. Small changes could be deemed minor.

  Changing assessment weightings likewise could be deemed extensive, significant or minor depending on the change proposed. For example, moving a module to 100% assessed may be extensive in that it is a fundamental change to the learning of the learner or significant in that it continues to assess the attainment of the proposed learning outcomes, but does it in a different way. Changing weighting will always require a change to the Approved Programme Schedule and so is never minor.

- Changes to module title

  A change to a module title could be viewed as a minor change. However, it does require a change to the Approved Programme Schedule and so is a significant change.

- Changes to transient modules learning outcomes

  Changes to transient learning outcomes are required and essential to maintaining the relevancy of the programme. However, changing a learning outcome is never minor and should be considered carefully. Transient learning should never be fundamental to a programme and so should not require an extensive change.
Guidance on Minor Changes

Minor changes are required to maintain the standard and relevancy of the programme but do not require a change to the Approved Programme Schedule. They should always, where relevant, be reflected in the definitive programme document. Minor changes include:

- Adding extra learner supports such as tutorials and online supports.
- Updating reading lists to reflect new thinking in the subject area
- New administrative arrangements to improve programme information and delivery
- Use of new technologies to assist learner learning
- Modifying assessment strategies while still assessing the same learning outcomes
- Addition of new case studies, examples, teaching styles
Any change to the ‘Macro Structure’ of the Programme may be considered an extensive change at the very least because the consequences of such a change would necessitate many other significant changes throughout the programme.

Level 1: Extensive Change
The Macro Structure

- A change to the Programme Award Level
- Addition / Removal or Replacement of Programme Learning Outcomes
- Addition / Removal or Replacement of Changes to ECTS Module Credit Weightings

Level 2: Significant Change
The Micro Structure

- A Change to a Module Title
- Changes to Module Learning
- Addition or Removal of Non Essential Modules
- Assessment Weightings

Any change to the ‘Micro Structure’ of the programme that does not impinge on its alignment with the Macro structure but requires changes to the Approved Programme Schedule, is considered a significant change.

Level 3: Minor Change
Non Structural

- Changes to Book lists
- Indicative Content update
- Changes to Teaching Strategies

Any change that neither impinges on the programme alignment with the Macro Structure nor require changes to the Approved Programme Schedule are considered non structural.
**Appendix 2: Guidance on Transient and Profound Learning Outcomes**

<table>
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<th>Transient</th>
<th>Profound</th>
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<tr>
<td><strong>Definition</strong></td>
<td>‘Transient learning outcomes are those which are relatively easily acquired and date more quickly’. (HETAC, Core Validation and Criteria Policy, 2010, p.7)</td>
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<tr>
<td><strong>Explained</strong></td>
<td>Transient intended learning outcomes relate to acquiring skills that are useful in the here and now. These types of outcomes do not engage learners in deep analysis or critical thinking. Transient outcomes usually have a limited life span.</td>
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<tr>
<td><strong>Examples</strong></td>
<td>Upon completion of this module learners will be able to: Prepare and deliver an effective PowerPoint presentation for delivery in a business environment. Effectively use Sage Accountancy Software to aid the production of accounting documents. Discuss teams and Belbin’s model. Effectively use SPSS to analyse, interpret and present quantitative data in a management context.</td>
</tr>
</tbody>
</table>
Appendix 3: Programme Modification Change Evaluation Check list

The Quality Assurance Sub-committees should use this checklist to support the process of evaluating the nature of Programme modifications. This Checklist should be used in conjunction with the guidance on extensive, significant and minor changes. In their preliminary work programme directors should also use the checklist to support their original proposals.

Programme Name: ____________________________

Programme Director: ____________________________

Sub Committee Members: ____________________________

Date: ____________________________

<table>
<thead>
<tr>
<th>Extensive Change</th>
<th>Yes</th>
<th>No</th>
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<tbody>
<tr>
<td>Do the changes undermine anything which was essential to support the original validation decision?</td>
<td></td>
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<tr>
<td>Have any of the core intended programme learning outcomes been altered or eliminated?</td>
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<tr>
<td>Have the pre-requisite learning requirements for the programme been altered?</td>
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<tr>
<td>Does the proposed change include a change to the programme title?</td>
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<tr>
<td>Do the changes fundamentally change the nature of the award?</td>
<td></td>
<td></td>
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<tr>
<td>Does the proposed change include new entry requirements?</td>
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<tr>
<td>Does the proposed change involve the addition of removal of embedded awards?</td>
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<tr>
<td>Are any mandatory modules being added or deleted?</td>
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<tr>
<td>Are the module credit weightings being altered?</td>
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<tr>
<td>Changes to the programme that fundamentally changes the nature of the award?</td>
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<tr>
<th>Significant Change</th>
<th>Yes</th>
<th>No</th>
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<tbody>
<tr>
<td>Are elective modules being added or deleted?</td>
<td></td>
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<tr>
<td>Are Changes being made to assessment strategies / weightings?</td>
<td></td>
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<tr>
<td>Are Changes being made to Module Titles?</td>
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<tr>
<td>Are there changes to the admissions requirements for the programme?</td>
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<tr>
<td>Are there significant changes to the module aims and learning outcomes of the programme?</td>
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<tr>
<th>Minor Change</th>
<th>Yes</th>
<th>No</th>
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<tr>
<td>Does the change not include any of the above?</td>
<td></td>
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<tr>
<td>Does the change only constitute an update of booklists?</td>
<td></td>
<td></td>
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<tr>
<td>Does the change only constitute an update of syllabus content?</td>
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</table>
Appendix 4 Making Changes to Programmes flow chart

<table>
<thead>
<tr>
<th>Pre Approval Process</th>
<th>Approval Process</th>
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<tr>
<td></td>
<td>Nature of Change</td>
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<tr>
<td></td>
<td>Minor Change</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Change Identified through feedback (minutes of programme committees, external examiner reports, learner feedback, module Feedback documented in Annual Programme Reviews</td>
<td>Change Identified through feedback (minutes of programme committees, external examiner reports, learner feedback, module Feedback documented in Annual Programme Reviews</td>
</tr>
<tr>
<td>Programme Director completes and submits modification form to QA, Quality Assurance Sub Committee convenes to evaluate the nature of the Sub-Committee makes a recommendation to the Programme Director on the Sub-Committee makes a recommendation to the Programme Director on the</td>
<td>Where the subcommittee recommend a minor change the Programme Director is informed and asked to Programme Director is asked to make all necessary</td>
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<tr>
<td>In all cases, where documentation has not been satisfactorily provided to the sub-committee the proposed change will be rejected the Programme Director will be required to resubmit their proposal within 10</td>
<td>In all cases, where documentation has not been satisfactorily provided to the sub-committee the proposed change will be rejected the Programme Director will be required to resubmit their proposal within 10</td>
</tr>
</tbody>
</table>
Griffith College Dublin

Quality Assurance Policies, Procedures, Practices and Guidelines

QA D5 Academic Learner Support Policy

Title: Academic Learner Support Policy

Document No: QA D5

Issue Version: 3.0

Issue Date: 29.03.04

Related Documents:
- Programme Information Provision Policy (QA C1)
- Learner Induction Policy (QA D2)

Circulated for comment to:
- Academic & Professional Council
- Admissions Office
- International Office

Effective from: September 2005

Responsible for Implementation:
- Programme Directors/ EAP Department / Examinations Office

Next Review: August 2015

Modified:

1. **Objective**

1.1 To provide an overview of the College provision of academic support for various learner groups.

2. **Scope**

2.1 This policy outlines mechanisms in place for learners with academic support requirements, specifically learners (i) with learning disabilities (ii) with English as a second language (iii) who have transferred from another programme in the College or from another institution.

3. **Responsibilities**

3.1 Programme Directors / Year Heads
3.2 Learner
3.3 Examinations Office
3.4 EAP Department

4. **Support for Learners with Learning Disabilities**

4.1 The difficulties experienced by learners with learning disabilities vary significantly. The College therefore aims to provide a learning environment, which is appropriate to the needs of individual learners.

4.2 Learners are encouraged to inform their Programme Director, on programme commencement, of the nature of their learning disability and are requested to submit supporting certification.

4.3 The following support measures may be initiated by Programme Directors and Year Heads as appropriate:

4.3.1 Providing learners with a detailed syllabus prior to programme commencement and discussing the syllabus individually with the learner.

4.3.2 Meeting with the learner to discuss how he/she feels his/her disability impacts on his/her ability to learn and how the Faculty can appropriately format programme material.

4.3.3 Devising a strategy, on the basis of this information, as to how best the learner can be supported during his/her programme of study.

4.3.4 Recording details of the support structures identified for the learner on the centralised learner database and on the learner's file.

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23 Learners applying through the CAO may have indicated their disability on their CAO application form. In this case the Admissions Office provides learner information to Faculties on behalf of the learner prior to programme commencement.

24 Certification provided by learners must have been obtained within the two previous years.
4.3.5 Allowing the use of laptops and dictaphones where appropriate and possible

4.3.6 Clarifying any assessment work issued to avoid possible misinterpretation

4.4 The needs of learners with regard to assessment will depend on the nature and extent of their difficulty and should be discussed in detail with the learner and the Examinations Office. Amongst the examination support structures available for learners are:

4.4.1 Provision of an invigilator or other suitable person appointed by the Examinations Office to read the examination paper to the learner

4.4.2 Extra time to allow for different reading and writing speeds and to allow time for editing

4.4.3 Allowances for spelling and punctuation and / or handwriting

4.4.4 Use of a dictionary or other spelling aid

4.4.5 Use of a word-processor / typewriter

4.4.6 Transcription of examination script by someone appointed by the Examinations Office

4.4.7 Dictation services

4.4.8 Use of a tape recorder / dictation machine.

5. Support for Learners with English as a Second Language

5.1 The College provides a number of support mechanisms for learners without English as a first language through the English for Academic Purposes Department (EAP)

5.2 Pre-sessional programmes are provided by the EAP Department prior to the commencement of the semester. These programmes are publicised by the International Office on programme application and through the College website

5.3 Learners' English language levels are tested upon arrival and the level of individual support required throughout the academic year is thus identified. Learners whose language does not meet College requirements are provided with intensive English classes before being admitted

5.4 The EAP Department documents individual learner language levels and liaises with the appropriate Programme Director / Year Head to maximise the benefit of this information
5.5 The EAP Department aims to provide support to learners through the following means:

5.5.1 Support classes in both general and academic English
5.5.2 Instruction on academic conventions
5.5.3 Guidance on oral presentations
5.5.4 Advice on structure of assignments, projects and examination answers
5.5.5 Proofreading of learners' work.

5.6 The EAP Department correspondingly provides support for Programme Directors / Year Heads and lecturers through the following means:

5.6.1 Advice to Programme Directors with regard to learners with weak English
5.6.2 Providing progress reports on learners attending EAP classes
5.6.3 Basing EAP classes on, and developing language skills through programme materials
5.6.4 Liaising with lecturers in preparing learners for programme assignments.

6. **Support for learners who have transferred from another programme within the College / from another Institution**

6.1 Each year, a number of learners transfer from programmes either within the College or from programmes outside the College. The College is aware of the varying levels of support required for learners to make this a successful transition.

6.2 All programme transfers are administered through the College Admissions Office in order to ensure learners meet the appropriate entry requirements and are provided with appropriate programme information prior to joining. Transfer learners are identified by the Admissions Office for the appropriate Programme Director / Year Head.

6.3 The following support measures may be initiated by Programme Directors and Year Heads as appropriate:

6.3.1 Providing learners with a detailed syllabus prior to programme commencement and identifying any concerns individual transfer learners may have regarding specific aspects of the syllabus diverging from their previous studies.
6.3.2 Providing learners with an overview of the subjects to be covered over the programme of the semester

6.3.3 At the beginning of each class identifying the material to be covered, signposting new ideas and underling linkages in programme content

6.3.4 Clarifying all assessment work associated with the programme at the start of the semester in order to allow learners to plan their academic progress.

7. Responsibilities

7.1 Programme Directors / Year Heads

- Identifies appropriate support measures for learners with learning disabilities [4]
- Identifies appropriate support measures for learners transferring from another programme [6]

7.2 Learner

- Informs faculty, on programme commencement, of nature of learning disability [4.2]
- Provides faculty with appropriate certification of learning disabilities [4.2]

7.3 Examinations Office

- Identifies, in conjunction with the Programme Director or Year Head appropriate assessment support measures [4.4]

7.4 EAP Department

- Provides support for learners with English as a second language [5]

7.5 Admissions Office

- Administers transfer applications from other providers. [6.2]
- Provide Learner information to Faculties in relation to applicants with disability [4.2]

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Title: Guidelines on Roles & Responsibilities in the Supervision of Undergraduate Dissertations & Projects

Document No: QA D6

Issue Version: 2.0

Issue Date: 8.04.05

Related Documents: The Role of Programme Committees (QA D3)
Programme Review Procedure (QA G1)

Circulated for comment to: Academic & Professional Council

Effective From: September 2005

Responsible for Implementation: Programme Committee

Next Review: August 2015

Modified:

1. **Objective**

1.2 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 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.

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25 See The Role of Programme Committees (QA D3)
26 The Programme Director has overall responsibility for the activities of the Programme Committee.
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 his / her 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 him/herself, the learner and the faculty. He /she 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 he / she 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 his/her supervisor.

7.2.2 Agree a schedule of formal meetings with his/her supervisor and ensure that these are kept.

7.2.3 Submit drafts or sections of the project or dissertation to his/her 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]
Guidelines on Roles & Responsibilities in Managing and Participating in Work Placement

QA D7 Guidelines on Managing Work Placement

Title: Guidelines on Roles & Responsibilities in Managing and Participating in Work Placement

Document No: QA D7

Issue Version: 4.0

Issue Date: 8.04.05

Circulated for comment to: APC

Effective From: September 2005

Responsible for Policy Implementation: Programme Committee

Next Review: August 2015

Modified:


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27 This policy utilises elements from Managing Work Placement, The Nottingham Trent University, http://www.ntu.ac.uk/casq/docs.cfm
1. **Objectives**

1.3 To outline the roles and responsibilities associated with the management of, and participation in, work placement associated with academic programmes.

1.4 To illustrate recommended procedures and practices for successful work placement management.

2. **Scope**

2.2 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\(^{28}\), seeks to assist learners in securing appropriate work placement positions. The Programme Director retains responsibility for all academic elements of the work placement module.

\(^{28}\) 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 his / her 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 his / her 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 his / her responsibilities. These include:

7.1.1 being aware of the aims of the work placement module within the programme as communicated to him / her by the Faculty
7.1.2 providing an appropriate introduction to the workplace for the learner (including information regarding relevant health and safety procedures etc.)
7.1.3 providing a suitable working environment for the learner
7.1.4 providing clear direction to the learner of expectations
7.1.5 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 the following:
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]
Faculty:

Programme Title:

Stage (if applicable):

Module Title (if applicable):

Other programme(s) affected (if any) by proposed modification(s):

Proposed modification to take effect from: *(please indicate whether current learners will be affected and which cohorts)*
Nature of Modification:
Please provide details of the nature and extent of the proposed modification

Rationale for proposed modification:
Please provide a rationale for the proposed modification. Attach written supporting evidence from Programme Review minutes, programme action plans, external examiners, learner consultation etc. as appropriate.

Programme Learning Outcomes:
Please state the programme learning outcome(s) to which the proposed modification relates.
Teaching Methods
Please indicate if the proposed modification shall lead to related changes in teaching methods.

Assessment Methods
Please indicate if the proposed modification shall lead to related changes in assessment methods.
Internal Authorisation

Signature of Programme Director

____________________________

Date ______________

Signature of Director of Academic Programmes

____________________________

Date ______________

Academic & Professional Council Approval

Date ______________

TO BE COMPLETED BY THE QA OFFICE:

Sent to Validating Body for Approval

Date ______________

Approval Agreed by Validating Body

Date ______________

Approval Denied by Validating Body

Date ______________

Approval Circulated to Concerned Parties

Date ______________

Updated Prog Document Received by QA Office

Date ______________

Updated Prog Document Received by DAP Office

Date ______________

Modifications to Programme Minuted at APC

Date ______________
QA DA2  Minor Programme Modification Form

Date:

Faculty:

Programme Title:

Stage:

Module Title:

Other programme(s) affected (if any) by proposed modification(s):

Proposed modification to take effect from: (please indicate whether current students will be affected and identify cohorts)
Nature of Modification:

*Please give details of the nature and extent of the proposed modification*

Rationale for proposed modification:

*Please provide a rationale for the proposed modification.*
Internal Authorisation

Please confirm that the following has taken place:  Yes  No

Course Document Updated

Updated Course Document Received by DAP Office

Modifications to Programme Minuted at APC

Course Director Signature / Date:

_________________________________________  ____________________________
Signature                        Date
1. **Aim**

1.6 To provide definitions of terminology used in the context of assessment related policies.

2. **Terminology**

2.1 Learner **Appeals** are made to the Academic & Professional Council of the College, which may delegate to others the authority to act on its behalf in such matters. Learners can only make an appeal on certain grounds. The college's appeals procedures allow for three stages of appeal.

2.2 The **Assessment Sub-Committee** acts on behalf of the Academic & Professional Council. It consists of a team of senior academic staff and is chaired by the Director of Academic Programmes. The Assessment Sub-Committee is responsible for providing at least three members (including the Chair) to investigate any special circumstances (including appeals) related to assessment procedures, which are referred to it by the Senior Examinations Officer or the Chair of the Academic & Professional Council.
2.3 The **Programme Document** is the document, which was submitted for validation and describes the programme as it is taught and administered, including the admission procedures, syllabus, learning outcomes, teaching and assessment methods and regulations of the programme. Programme documents are updated on an ongoing basis subject to approval by the Academic & Professional Council.

2.4 **Coursework** is a form of assessment, not arising from a formal examination, the results of which contribute to a candidate's assessment for progression or for an award.

2.5 A **Deferral** is where a candidate has been granted permission by the Programme Director not to take one or more assessment elements on the date scheduled for assessment due to documented circumstances. Such permission usually indicates the alternative assessment arrangement(s).

2.6 An **Examination** is a form of assessment normally carried out under timed restrictions, the results of which contribute to a candidate's formal assessment for progression or for an award.

2.7 An **Examination Board** comprises college academic staff and External Examiners and has the function of determining what shall be the result recorded in respect of each candidate for a stage / year of a programme or in the case of final year learners, their award classification. Examination Boards normally take place twice per year. The Examination Board shall be supported by administrative staff who shall be in attendance.

2.8 **Mitigating Circumstances** may be defined as any circumstances which were not within the control of the learner and which are believed to have adversely affected the academic performance of a learner. Details of mitigating circumstances must be formally recorded and made available at the Review Board and Examination Board as appropriate.

2.9 **Provisional Examination Results**: Results approved by the Review Board are provisional until subsequently approved by an Examination Board.

2.10 **Reassessment** refers to the re-submission of coursework or re-taking of examinations as permitted by the Review Board or Examination Board. Conditions of reassessment will differ in accordance with whether or not mitigating circumstances were presented and accepted by the Review Board or Examination Board.
2.11 **Review Board:** The Review Board is a formal internal meeting comprising college academic staff which has the function of discussing and approving provisional examination results. Review Boards normally take place once per year. The Review Board shall be supported by administrative staff who shall be in attendance.
1. Objectives

1.1 To outline the criteria for the nomination of External Examiners

1.2 To define the procedure for the appointment of External Examiners.
2. **Scope**

2.1 This procedure relates to the nomination and appointment of External Examiners to academic programmes

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**

3.14 Senior Examinations Officer
3.15 Course Directors
3.16 Assessment Sub-Committee
3.17 Academic & Professional Council
3.18 External Examiners

4. **Criteria for the Nomination of External Examiners**

4.1 External Examiners shall have sufficient qualifications, knowledge, seniority and experience in the discipline to verify the academic standard of students' work and the management of the programme

4.2 External Examiners shall normally have prior experience of external examining

4.3 External Examiners drawn from the academic world shall normally hold an academic qualification in the appropriate discipline, of a level higher than that of the course(s) to which he/she has been nominated

4.4 External Examiners should normally be drawn from a number of different institutions to ensure a balance of views and expertise

4.5 Other than in exceptional circumstances, an External Examiner shall not be nominated from:

4.5.1 A Faculty within another college or university where a member of the College is serving as an External Examiner for that Faculty and vice versa
4.5.2 Former members of College staff, before a lapse of at least five years
4.5.3 Former External Examiner with the college before a lapse of at least five years

4.6 External Examiners shall not normally hold more than the equivalent of two substantial undergraduate appointments at the same time

4.7 Individuals outside the higher education sector - for example business, industry or professional practice - can be nominated as an External Examiner. However, the relevance of their experience shall be a key criterion for selection
4.8 External Examiners shall normally form part of a panel of Examiners, with collective responsibility for ensuring the standard of a qualification. Any nomination shall therefore be made in the context of the whole panel of External Examiners for that award and the following factors shall be considered:

4.8.1 There should be an appropriate balance between academic and professional practitioners

4.8.2 The range of academic perspectives necessary should be represented in the external examining team

4.8.3 If the programme is associated with or may lead to a professional award, at least one practitioner with appropriate experience should be on the team

4.9 Nominations for External Examiners shall be submitted to the Examinations Office on the External Examiner Nomination Form normally at least six months before the date of the first assessments with which the proposed Examiner is to be associated

4.10 It is the responsibility of the nominator to seek to ensure that any individual recommended as an External Examiner has an appropriate level of expertise and experience and that he / she has no existing, or prior connection with the College that would call into question their ability to exercise objective, impartial and independent judgements.

4.11 The Examinations Office shall ensure that a nominated External Examiner fulfils any criteria set down by the appropriate validating or professional body

4.12 Nominations for External Examiners who are expected to commence office at the beginning of the new academic session shall be submitted to the Examinations Office by the Course Director, for selection by the Assessment Sub-Committee and approval by the Academic & Professional Council.

5. Appointment of External Examiners

5.1 At least one External Examiner shall be appointed for each programme of study

5.2 Following Academic & Professional Council approval, the Chair of the Assessment sub-committee shall request the Examinations Office to issue letters of appointment

5.3 Where possible a new External Examiner shall take up his/her appointment on or before the retirement of his/her predecessor

5.4 The Examinations Office shall establish and maintain a schedule of the College's External Examiners.
6. **Appointment of Programme External Examiners**

6.1 A nominated External Examiner shall be identified as carrying out the role and responsibilities of the Programme External Examiner

6.2 This appointment shall be clearly identified by the Examinations Office in the Programme External Examiner's contract and made known to all External Examiners serving on the same panel

7. **Period of Appointment**

7.1 External Examiners are normally appointed for 2 years, with the option of extending the appointment for a further 2 years.\(^{29}\) Appointments cannot be extended beyond 4 academic years

7.2 The College reviews the performance of External Examiners on a yearly basis and reserves the right to withdraw the External Examiners contract prior to the expiry of the initial contract period

7.3 If an External Examiner wishes to resign before the expiry of his/her normal period of office, he/she must write formally to the Senior Examinations Officer, giving sufficient notice for the appointment of a replacement.

8. **Provision of Information to External Examiners**

8.1 The following information shall, where appropriate, be provided to External Examiners by the Examinations Office:

8.1.1 External Examiner’s Handbook
8.1.2 The Student / Lecturer Handbook
8.1.3 General faculty information
8.1.4 The names of other External Examiners on the panel and the modules / programmes for which they are responsible
8.1.5 The dates of Examination Board meetings and any other relevant dates
8.1.6 Programme regulations
8.1.7 The opportunities for reassessment / compensation for failure
8.1.8 Programme & module aims, learning outcomes and syllabus
8.1.9 Methods of assessment and marking schemes
8.1.10 The marking conventions applied by the College
8.1.11 A copy of the External Examiner's Report form
8.1.12 When appropriate, a copy of the report made by the previous External Examiner at the conclusion of his/her term of office

\(^{29}\) Occasionally, circumstances may exist where it is beneficial for an External Examiner's contract to be extended for an additional 2 academic years.
8.2 All new External Examiners should, where possible, be briefed in person on their task. It is the responsibility of the Examinations Office to ensure that an appropriate briefing takes place

8.3 The Examinations Office is responsible for ensuring that External Examiners are informed of any changes affecting their roles and responsibilities.

9. Responsibilities

9.1 Senior Examinations Officer

- Ensures all nominated External Examiners fulfil the conditions set down by the College and/or validating body [4.11]
- Issues letters of appointment to approved External Examiners [5.2]
- Maintains a register of the College’s External Examiners [5.4]
- Identifies Programme External Examiner in appropriate contract and informs other members of panel [6.2]
- Provides External Examiners with specific information and ensures they are, where possible, briefed in person prior to the commencement of their appointment [8.1, 8.2]
- Ensures External Examiners are informed of any changes to their role and responsibilities [8.3]

9.2 Course Directors

- Submit nominations to Examinations Office on appropriate form within six months of first assessment period [4.9]
- Familiarises him/herself with the conditions set down for External Examiner nominees prior to submission to the Examinations Office [4.10]

9.3 Assessment Sub-Committee

- Selects External Examiner nominees on behalf of APC [4.11]
- Requests Examinations Office issues letters of appointment [5.2]

9.4 Academic & Professional Council

- Approves External Examiners [4.12]

9.5 External Examiner

- Provides sufficient notice to the Senior Examinations Officer if he/she wishes to resign prior to the end of his/her term of appointment [7.3]
Griffith College Dublin

Quality Assurance Policies, Procedures, Practices and Guidelines

QA E2 Role & Responsibilities of External Examiners

Title: Role & Responsibilities of External Examiners

Document No: QA E2

Issue Version: 2.0

Issue Date: 03.06.04

Related Documents:
- Procedure for Nominating & Appointing External Examiners (QA E1)
- External Examiners’ Handbook (QA EA9)
- External Examiner’s Report (QA EA2)
- External Examiner’s Contact Sheet (QA EA18)

Circulated for comment to: Academic & Professional Council

Effective From: September 2005

Responsible for Implementation: Examinations Office / Assessment Sub-Committee

Next Review: August 2015

Modified:
1. **Objective**

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

3. **Scope**

3.1 This procedure relates to the role and responsibilities of External Examiners for all academic programmes delivered by the College.

3.2 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**

3.19 External Examiners
3.20 Programme External Examiner
3.21 Chair of Examination Board
3.22 Chair of Academic & Professional Council
3.23 Programme Director and Programme Administrator
3.24 Examinations Office
3.25 Assessment Sub-Committee
3.26 Academic & 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.

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30 The College may vary these duties and responsibilities from time to time
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 a briefing session on the role and responsibilities of External Examiners on appointment.

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 his/her 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 him/her 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.

31 The sample should be drawn on a basis agreed between the External Examiner and the Examinations Office.
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 him/herself 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.

5. **Programme 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 & 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

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.

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32 Where exceptional circumstances prevent attendance at any such meeting it is the responsibility of External Examiners to confer with the Chair of the Examination Board in order to agree arrangements, which ensure that the business of the meeting can still be affected properly and thoroughly.

33 At this point the Chair of the Examination Board and the Chair of the APC shall decide if all results will be released together following the review process or if it is necessary to release the results under dispute after the remainder of the results have been issued.

34 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.
6. **The Powers and Rights of External Examiners**

**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 he/she 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.

6.6 Withhold consent from a recommendation on the conferment of an award.

6.7 Have his/her 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 & Professional Council on any matter of serious concern regarding any aspect of the assessment process.

7. **External Examiner Reports**

7.1 Each External Examiner is asked 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 he/she 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 & Professional Council.

8. Responsibilities

8.1 External Examiners

- As outlined in Section 4 above [4]
- Familiarises him / herself 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 & Professional Council [5.4]

8.4 Chair of Academic & Professional Council

- Forms a Panel to address any issue of irreconcilable difference referred to him / her by the Chair of the Examination Board [5.4.1-5.4.3]
- Receives direct representations from the External Examiner should he / she 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 & Professional Council

- Receives a summary of the External Examiners’ Reports and the responses from the Assessment Sub-Committee [7.3].
Assessment Submission, Approval and Correction Procedure

Title: Assessment Submission, Approval & Correction Procedure

Document No: QA E3

Issue Version: 3.0

Issue Date: 08.06.12

Related Documents:
- Procedure on Submission of Assessment Feedback to Learners (QA E8)
- Assessment Control Procedure (QA E12)
- Second Reading Procedure (QA E5)
- Internal Moderation Procedure (QA E6)
- Lecturer’s Handbook (published annually)
- Assessment Submission, Approval & Correction Procedure Diagram (QA EA16)
- Assignment Submission Sheet (QA EA4)
- Assignment Title Sheet (QA EA3)
- Assignment Cover Sheet (QA EA5)
- Component Mark Sheet (QA EA6)
- Assignment Feedback Form (QA EA7)

Circulated for Comment to:
- Academic & Professional Council
- Programme Administrators

Effective From: September 2012

Responsible for Implementation: Programme Director

Next Review: August 2015

Modified:
1. **Objectives**

1.1 To outline for lecturers the operational procedure for submission, approval and correction of coursework and examinations

1.2 To outline the information required by a lecturer in order to fulfil his / her responsibilities with regard to the operational aspects of submission, approval and correction of coursework and examinations.

2. **Scope**

2.1 This procedure relates to all lecturers submitting coursework or examinations for both undergraduate and postgraduate academic programmes.

3. **Responsibilities**

3.1 Programme Director / Year Heads
3.2 Lecturer
3.3 Programme Administrator
3.4 Programme Committee
3.5 Examinations Office
3.6 Internal Reviewer
3.7 Learners
3.8 Internal Moderator

4. **Information Provision**

4.1 In order to provide lecturers with clear guidance on the assessment process, the Programme Director / Year Head shall, on appointment, provide information to the lecturer which shall include:

4.1.1 The Lecturer’s Handbook
4.1.2 The Approved Programme Schedule (APS)
4.1.3 The assessment weighting associated with his / her module
4.1.4 The module overview as it appears in the Programme Document
4.1.5 The appropriate number / nature and timing of coursework and examinations

5. **Coursework Submission, Approval & Correction**

5.1 All coursework titles, current and supplemental, together with the appropriate assessment criteria, marking scheme and learner instructions, including method of submission shall be submitted by the lecturer to the Programme Director for review in advance of the beginning of the semester
5.2 On approval, coursework titles and assessment criteria shall be distributed on an Assignment Title Sheet (EA3) normally by the lecturer, to learners via the programme/module handbooks, and placed on the Virtual Learning Environment (VLE).

5.3 Completed coursework (with completed Assignment Cover Sheet (EA5) shall be submitted by the following methods:
   5.3.1 Collected from the learner, normally by the lecturer, who shall record receipt on the Assignment Submission Sheet (EA4)
   5.3.2 Submitted electronically by the learner via the Virtual learning Environment (VLE) to the lecturer who shall retain records on the VLE Assignment Submission Sheet

The learner shall retain a copy of their coursework submission where it is possible to copy the coursework.

5.4 The lecturer shall submit the final Assignment Submission Sheet to the Programme Administrator who shall carry out the agreed Assessment Control Procedure (QA E12). Learners who have not submitted coursework on the due date shall be asked to submit it directly to the Programme Administrator who shall contact the lecturer regarding the appropriate collection / recording process.

5.5 The lecturer shall record coursework results on the Component Mark Sheet (CMS) (EA6) and feedback on the Assignment Feedback Form (EA7) and submit both forms along with the corrected coursework to the Programme Administrator who shall carry out the agreed assessment control procedure.

5.6 The Programme Director shall liaise with the Programme Administrator to arrange for a representative sample of coursework to be internally moderated (QA E6).

5.7 The Programme Administrator shall liaise with the Programme Director regarding provisional approval of results prior to release.

5.8 All amendments approved by the Programme Director shall be implemented, recorded by the lecturer and documented.

5.9 Provisional results shall then be released to learners, normally by the lecturer, along with feedback presented in the agreed format.

6. Examination Paper Submission, Approval & Correction

6.1 All examination papers, annual and supplemental, together with the appropriate marking scheme, model solutions and instruction sheet shall be submitted by the lecturer to the designated internal reviewer for review within a timeframe agreed by the Programme Committee and prior to submission to the Examinations Office.

35 For further details see Procedure on Provision of Assessment Feedback to Learners (QA E8)
36 For further details see Internal Review Procedure (QA E5)
6.2 All reviewed examination papers, annual and supplemental, together with the appropriate marking scheme, model solutions, instruction sheet and internal review form shall be submitted by the lecturer to the Examinations Office in the format and within the timeframe communicated by the Examinations Office at the outset of the academic year.

6.3 The Examinations Office shall communicate to the lecturer, and the Programme Director, any additions/amendments recommended by the External Examiner.

6.4 All recommendations adopted by the lecturer, in conjunction with the Programme Director, shall be implemented through the Examinations Office.

6.5 Completed examination scripts shall normally be collected by the lecturer from the Programme Administrator who shall carry out the agreed assessment control process.

6.6 Lecturers shall record examination results on the Component Mark Sheet (EA6) and submit the completed form together with corrected scripts to the Programme Administrator who shall carry out the agreed assessment control process.

6.7 The Programme Director shall liaise with the Programme Administrator to arrange for a representative sample of examination scripts to be internally reviewed.

6.8 The Programme Administrator shall liaise with the Programme Director regarding provisional approval of results.

6.9 All amendments approved by the Programme Director shall be implemented, recorded by the lecturer and documented.

6.10 Results shall be released to learners, normally via the Programme Administrator with authorisation of the Examinations Office following the approval of the relevant examination boards.

7. Responsibilities

7.1 Programme Director / Year Head

- Provides lecturers with clear guidance and information on assessment process [4.1]
- Follows coursework submission, approval and correction process [5.1, 5.6, 5.7]
- Follows examination submission, approval and correction process [6.3, 6.4, 6.7, 6.8, 6.9]

7.2 Lecturer

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37 For further details on the format of examination papers, please refer to the current edition of the Lecturer’s Handbook.
Follows coursework submission, approval and correction process [5.1, 5.2, 5.3, 5.4, 5.5, 5.8, 5.9]
Follows examination submission, approval and correction process [6.1, 6.2, 6.4, 6.6, 6.7]

7.3 Programme Administrator

Follows coursework submission, approval and correction process [5.4, 5.5, 5.6, 5.7]
Follows examination submission, approval and correction process [6.5, 6.6, 6.7, 6.8]

7.4 Programme Committee

Agrees timeframe for submission of coursework and examination papers for review [5.1, 6.1]

7.5 Examinations Office

Agrees timeframe for lecturer submission of examination papers, marking schemes, model solutions, instruction sheets and internal review forms [6.2]
Acts as a liaison between the External Examiner and the lecturer [6.3, 6.4]
Releases examination results following the Examination Board [6.10]

7.6 Internal Reviewer

Reviews examination papers, marking schemes, model solutions, instruction sheets and internal review forms [6.1]

7.7 Learner

Submits completed coursework, and retains a copy where possible [5.3, 5.4]

7.8 Internal Moderator

Provides feedback on coursework [5.6]
Provides feedback on examination scripts [6.7]
Griffith College Dublin

Quality Assurance Policies, Procedures, Practices & Guidelines

QA E538 Internal Review Procedure

Title: Internal Review Procedure

Document Number: QA E5

Issue Version: 3.0

Issue Date: 3.02.05

Related Policies: Internal Reviewer Report (QA EA10)

Circulated for Comment to: Academic & Professional Council

Effective From: September 2005

Responsible for Policy Implementation: Programme Director

Next Review: August 2015

Modified:


38 QA E4 combined in an earlier version
1. **Objectives**

1.1 To set down the procedure which shall govern the internal reviewing of examination papers

1.2 To outline the profile of appropriate internal reviewers

1.3 To describe the role and responsibilities of internal reviewers

1.4 To detail the information and training to be provided to internal reviewers.

2. **Scope**

2.1 This procedure applies to any module in an academic programme that is all or part assessed by means of an examination paper.

3. **Responsibilities**

3.1 Internal Reviewer

3.2 Programme Director

3.3 Lecturer

3.4 Quality Assurance Office

3.5 Director of Academic Programmes

4. **Introduction**

4.1 The Internal Reviewer plays an important role in ensuring that the attainment of the level, standards and learning outcomes of a module or modules is appropriately examined by the examination paper aiming to assess them

4.2 The Internal Reviewer carries out his / her review of the quality of the examination paper before it is submitted for consideration to the External Examiner by the Examinations Office.

5. **Responsibilities of Internal Reviewers**

5.1 The responsibilities of the internal reviewer centre on the review of the examination paper in the following terms:

5.1.1 Whether or not the attainment of the module’s learning outcomes is appropriately assessed by the examination paper having regard to those assessed by continuous assessment

5.1.2 Whether or not the syllabus of the module is adequately covered by the examination paper and the continuous assessment element
5.1.3 Whether or not the marking scheme is appropriate

5.1.4 The accuracy of spelling, grammar, punctuation and calculations

5.1.5 The accuracy of the marking totals per question.

6. **Appointment of Internal Reviewers**

6.1 The Programme Director shall identify internal reviewers for each module, with an examination element at the outset of the academic year and shall provide a list of these names to the Programme Administrator, the Examinations Office and the Programme Committee.

6.2 A person who is identified as an appropriate internal reviewer shall:

   6.2.1 Have detailed subject knowledge of the module being examined

   6.2.2 Be familiar with the stated learning outcomes of the module being examined

   6.2.3 Be competent to judge whether the stated learning outcomes are being appropriately examined by the examination paper

6.3 For each programme and module the following information shall be available to the internal reviewer online:

   6.3.1 The programme’s aims, learning outcomes and teaching, learning and assessment strategy, as they appear in the approved Programme Document

   6.3.2 The module’s aims, learning outcomes and teaching, learning and assessment methods as they appear in the approved Programme Document

   6.3.3 Copies of the *Internal Reviewer Report* (QA EA10)

6.4 A person who has not acted as a second reader before shall be required to attend a training workshop, provided by the Centre for Promoting Academic Excellence, which shall incorporate:

   6.4.1 An overview of the role of the Internal Reviewer

   6.4.2 Examples of effective and ineffective internal reviewing

   6.4.3 Instructions on how to complete the *Internal Reviewer Report*.

7. **The Internal Reviewing Process**

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39 It is the responsibility of the Quality Assurance Office to ensure that programme and module outcomes are available to lecturers and internal reviewers in an online format.
7.1 Each lecturer responsible for writing an examination paper shall be informed by the Programme Director as to the identity of the chosen internal reviewer.

7.2 The Programme Administrator shall provide the internal reviewer with:

7.2.1 The draft examination paper
7.2.2 The marking scheme for the examination paper
7.2.3 The model solutions for the examination paper

7.3 Having reviewed this material in conjunction with the programme and module learning outcomes the internal reviewer shall normally have three working days in which to return to the lecturer with any comments or recommendations, in line with his / her responsibilities set out in section 5.

7.4 Where the internal reviewer is satisfied with the examination paper he / she shall complete the Internal Reviewer Report (QA EA10) and return it to the lecturer. The lecturer shall attach this to the examination paper and submit it to the Examinations Office.

7.5 Where the internal reviewer is not satisfied with the examination paper, he / she shall, in the first instance, speak to the lecturer and attempt to clarify and resolve any differences.

7.6 Should the internal reviewer and the lecturer be unable to resolve such differences, the internal reviewer shall indicate this on the Internal Reviewer Report, return it with the examination paper etc. to the lecturer and alert the Programme Director.

8. Resolution of Differences

8.1 Should the lecturer and the internal reviewer be members of different faculties, the Programme Director of the Faculty of which the lecturer is a member shall carry out the process detailed below.

8.2 In the case of general agreement on the examination paper with specific and limited disagreement, the Programme Director shall invite the lecturer and the internal reviewer to discuss with the Programme Director the nature of the disagreement and to come to a resolution.

8.3 If there is significant difference of opinion between the lecturer and the internal reviewer, as to the appropriateness of the examination paper as a whole, the Programme Director shall review the examination paper him/herself.

8.4 Should the Programme Director be satisfied that there are grounds for the internal reviewer’s judgement he / she shall request that the lecturer review the examination paper in terms of the module learning outcomes and / or syllabus content and compose an alternative draft for consideration. In this instance the Programme Director shall act as internal reviewer prior to the submission of the
examination paper by the lecturer to the Examinations Office and shall record the amendments made on the original Internal Reviewer Report (QA EA10)

8.5 If the lecturer or the internal reviewer is dissatisfied with the Programme Director’s decision he / she can request that the Programme Director refer the matter to the Director of Academic Programmes. This request shall only be made under exceptional circumstances. The decision of the Director of Academic Programmes is final.

9. Responsibilities

9.1 Internal Reviewer

- Reviews examination papers in terms of the criteria indicated in section five [5, 7.3]
- First time internal reviewers attend a training workshop on effective internal reviewing [6.4]
- If satisfied with examination paper, completes report and returns to lecturer [7.4]
- If queries with examination paper reverts to lecturer for clarification [7.5]
- Documents any unresolved differences with lecturer, returns report to lecturer and alerts Programme Director or Year Head [7.6]
- Attempts to resolve relatively minor differences with the lecturer and the Programme Director [8.2]

9.2 Programme Director

- Identifies and informs faculty/ examinations office of appropriate internal reviewers for each module requiring an examination paper, at the start of the academic year [6.1, 6.2]
- Attempts to resolve relatively minor differences between the lecturer and the internal reviewer [8.2]
- Reviews examination paper personally in event of significant differences between lecturer and internal reviewer [8.4]
- May request that the lecturer resubmit the examination paper [8.4]
- Acts as internal reviewer for a resubmitted examination paper and documents outcome [8.4]
- Refers disputed examination paper to Director of Academic Programmes if, under exceptional circumstances, requested by lecturer or internal reviewer [8.5]

9.3 Lecturer

- Provides internal reviewer with examination paper, marking scheme and model solutions [7.2]
- Attaches internal reviewer report to examination paper and submits to Examinations Office [7.4, 8.4]
- Discusses internal reviewer’s queries and attempts to clarify [7.5]
- Attempts to resolve relatively minor differences with the internal reviewer and the Programme Director [8.2]

9.4 **Quality Assurance Office**

- Ensures programme and module learning outcomes and internal reviewer forms etc. are available online [6.3]

9.5 **Director of Academic Programmes**

- Reviews any disputed examination paper referred by Programme Director and makes final decision [8.5]
Griffith College Dublin

Quality Assurance Policies, Procedures, Practices and Guidelines

QA E6 Internal Moderation Procedure

Title: Internal Moderation Procedure

Document No: QA E6

Issue Version: 4.0

Issue Date: 21.12.04

Related Documents:
- Assessment Control Procedure (QA E12)
- Role & Responsibilities of External Examiners (QA E2)
- Internal Moderator Report (QA EA13)

Circulated for comment to:
- Academic & Professional Council
- Programme Administrators

Effective From: September 2005

Responsible for Policy Implementation: Programme Director

Policy Review: August 2015

Modified:

1. **Objectives**

1.5 To set down the procedure, which shall govern the internal moderation of academic coursework and examination marking

1.6 To assure the integrity of academic programme work and examination marking.

2. **Scope**

2.3 Every component of assessment that contributes towards the classification of an award, undergraduate or postgraduate, shall normally be subject to an element of internal moderation

2.4 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**

3.27 Programme Director
3.28 Programme Administrator
3.29 Lecturer\(^{40}\)
3.30 Internal Moderator
3.31 External Examiner

4. **Purpose of Internal Moderation**

The purpose of internal moderation is:

4.8 To seek to ensure that learners are assessed accurately, fairly and with only those aspects of subjectivity which are academically justifiable

4.9 To seek to ensure that marking standards are consistent in and across a number of modules in a programme of study.

5. **Sampling**

5.1 All programmes shall be subject to internal moderation on a sampled basis

5.2 Internal moderation shall take place on campus

5.3 The sample of coursework or scripts selected shall be representative of the range of marks awarded e.g. fails, firsts and borderlines

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\(^{40}\) 'Lecturer' in this policy is used to define the person who has given a mark to a piece of assessment that is subject to internal moderation.
5.4 The number included in the sample shall be consistent with the following:

5.4.1 If the number of pieces of coursework or scripts is less than or equal to eight in total, all shall be internally moderated.

5.4.2 If the number of pieces of coursework or scripts exceeds eight in total, the greater of 8 scripts or 10% in number of the coursework or scripts shall be internally moderated.

6. **Internal Moderation of Coursework**

6.1 The Programme Director and Year Head shall identify internal moderators for each module at the outset of the academic year and shall provide a list of these names to the Programme Administrator, the Examinations Office and the Programme Committee.

6.2 Internal moderators shall liaise with the Programme Administrator regarding the collection of sample coursework, marking schemes and coursework instructions.

6.3 The internal moderator shall review the coursework and corresponding documentation and determine whether he/she feels there is consistency between individual and overall marking.

6.4 Where the internal moderator is satisfied that the marking is consistent, he/she shall indicate this on the *Internal Moderator Report* (QA EA13) and return it with the coursework to the Programme Administrator.

6.5 Where the internal moderator is not satisfied that the marking is consistent, he/she shall in the first instance speak to the lecturer and attempt to clarify and resolve any differences.

6.6 Should the internal moderator and lecturer be unable to resolve such differences, the internal moderator shall indicate this on the *Internal Moderator Report* (QA EA13), return it with the coursework to the Programme Administrator, along with an alternative series of proposed marks for the sample, and alert the Programme Director or Year Head.

7. **Internal Moderation of Examinations**

7.1 The Programme Director / Year Head shall nominate internal moderators for each module at the outset of the academic year and shall provide a list of these names to the Programme Administrator, the Examinations Office and the Programme Committee.

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41 See *Assessment Control Procedure* (QA E12) for administrative control processes associated with internal moderation.
7.2 Internal Moderators shall liaise with the Programme Administrator regarding the collection of sample scripts, marking schemes and examination papers.

7.3 The internal moderator shall review the examination scripts and corresponding documentation to establish whether or not he / she is satisfied that there is consistency between individual and overall marking.

7.4 Where the internal moderator is satisfied that the marking is consistent, he/she shall indicate this on the Internal Moderator Report (QA EA13) and return it with the examination scripts to the Programme Administrator.

7.5 Where the internal moderator is not satisfied that the marking is consistent, he / she shall in the first instance speak to the lecturer and attempt to clarify and resolve any differences.

7.6 Should the internal moderator and the lecturer be unable to resolve such differences, the internal moderator shall indicate this on the Internal Moderator Report (QA EA13), return it with the examination scripts to the Programme Administrator, along with an alternative series of proposed marks for the sample, and alert the Programme Director or Year Head.

8. Resolution of Differences

8.1 Should the lecturer and the internal moderator be members of different faculties, the Programme Director of the Faculty of which the lecturer is a member shall carry out the process detailed below.

8.2 In the case of general agreement on marking with exceptional differences, the Programme Director shall invite the lecturer and the internal moderator to discuss the particular case(s) and to come to a resolution.

8.3 If significant differences have arisen between the lecturer and the internal moderator, the Programme Director shall review the assessment in question him/herself and if necessary review a larger sample. Should the Programme Director feel that there are grounds for the change in marking put forward by the internal moderator, he / she shall take corrective action which may include the following:

8.3.1 Deciding that the internal moderator's marks are more appropriate than the lecturer's.
8.3.2 Suggesting a modified mark which in his / her view best reflects the learner’s achievement.
8.3.3 Requesting the External Examiner to review the assessment.

42 The responsibilities of the Programme Director in this capacity cannot be delegated to another party in the faculty.
8.4 If the lecturer or the internal moderator is dissatisfied with the Programme Director's decision to choose 8.3.1 or 8.3.2 above, he / she can request that the Programme Director refer the matter to the External Examiner (8.3.3). This request shall only be made under exceptional circumstances. The decision of the External Examiner is final.

8.5 The Programme Director shall provide the Programme Administrator with a revised series of marks where appropriate.

8.6 The Programme Administrator shall amend the marks accordingly, keeping the original and the revised marks on file and open to scrutiny by the External Examiner.

9. Responsibilities

9.1 Programme Director:

- Nominates appropriate internal moderators and informs CA, Programme Committee & Examinations Office [6.1] [7.1]
- Seeks resolution of differences between the lecturer and the internal moderator and communicates any marking revisions to CA [8.1- 8.6]

9.2 Programme Administrator

- Distributes and receives sample coursework / examination scripts etc. to/from internal moderators [6.2, 7.2]
- Amends marks and retains records of marking revisions [8.6]

9.3 Lecturer

- Seeks to resolve differences with internal moderator [6.5, 7.5]
- Under exceptional circumstances may request referral of Programme Director's decision to External Examiner [8.4]

9.4 Internal Moderator

- Signs out sample coursework / examination scripts from Programme Administrator [6.2, 7.2]
- Reviews sample coursework / examination scripts, records determinations regarding appropriateness and consistency and returns to Programme Administrator [6.3, 6.4, 7.3, 7.4]
- Seeks to resolve differences with lecturer [6.5, 7.5]
- Alerts Programme Director of any unresolved marking differences [6.6, 7.6]
- Under exceptional circumstances may choose to request referral of Programme Director's decision to External Examiner [8.4]
9.5 External Examiner

- Reviews difference in marking of lecturer and internal moderator if requested by Programme Director [8.3.3]
- Reviews difference in decision of Programme Director and opinion of lecturer or internal moderator if required [8.4]
Griffith College Dublin

Quality Assurance Policies, Procedures, Practices and Guidelines

QA E7 Procedure for Extensions on Deadlines

Title: Procedure for Extensions on Deadlines for the Submission of Assessed Work & Late Submission Penalties

Document No: QA E7

Issue Version: 4.0

Issue Date: 12.01.05

Related Documents: Deferrals Procedure (QA C4)
Application for Extension on Deadline for Submission of Assessed Work (QA EA12)
Appeals Procedure (QAE15)

Circulated for comment to: Academic & Professional Council
Programme Administrators

Effective From: September 2005

Responsible for Implementation: Programme Director

Next Review: August 2015

Modified:

1. **Objectives**

1.1 To outline the principles governing extensions of deadlines on the submission of assessed work

1.2 To outline the procedure for a learner to apply for an extension of a deadline for the submission of assessed work

1.3 To outline the authorisation process for extensions on the submission of assessed work

1.4 To outline the penalties associated with the late submission of assessed work without an extension of the submission deadline

1.5 To indicate the information to be provided to learners regarding late submission penalties at the outset of the academic year.

2. **Scope**

2.10 This procedure applies to extensions of deadlines on the submission of assessed work and late submission penalties for undergraduate and postgraduate academic programmes.

3. **Responsibilities**

3.1 Learner

3.2 Programme Director

3.3 Programme Committee

4. **Key Principles Governing the Granting of Extensions**

4.1 The following principles shall be considered when reviewing an application for an extension on the submission of assessed work:

4.1.1 Time management and the observance of deadlines are key skills which shall be fostered in learners

4.1.2 The imposition of a time restraint on the submission of assessed work has a direct bearing on the nature of the assessment, the individual workloads of learners and staff and the operation of review and examination boards

4.1.3 The granting of an extension is a mechanism to support a learner who, through no fault of his/her own, is experiencing difficulties in completing his/her assessed work on time

4.1.4 An extension shall only be granted where this shall not affect the inclusion of the assessed work at the appropriate examination board
4.1.5 The period of an extension granted to one learner shall not normally extend beyond the date of the return of corrected coursework to another learner.

4.1.6 The procedure for granting extensions shall be sensitive to a learner's circumstances but shall be sufficiently robust to avoid abuse or inconsistent application.

5. **Grounds for an Application for an Extension**

5.1 In the light of the principles outlined above, the following shall be considered reasonable grounds for an application for an extension on the submission of assessed work:

5.1.1 Illness: Applications on the grounds of illness shall normally be supported by current medical documentation.

5.1.2 Bereavement: Applications on the grounds of bereavement may be granted at the discretion of the Faculty.

5.1.3 Extenuating Circumstances: Applications on the grounds of extenuating circumstances include the following -

   5.1.3.1 Where a learner’s ability to submit his / her assessed work within the appropriate timeframe has been diminished due to circumstances outside of his / her control - normally as evidenced by written support from the College Counsellor - he / she may be granted an extension.

   5.1.3.2 Where a learner’s ability to submit his / her assessed work within the appropriate timeframe has been diminished due to ongoing work commitments - normally as evidenced by written support from his/her employer - he / she may be granted an extension.

   5.1.3.3 Where a learner’s ability to submit his / her assessed work within the appropriate timeframe has been diminished due to jury duty - normally as evidenced by written support from the court authorities - he / she may be granted an extension.
6. Applying for an Extension

6.1 A learner can apply for an extension on the submission of his / her assessed work normally up to one week prior to the submission date. Applications received after this time shall be considered in terms of their merit and the nature of the circumstances (e.g. 5.1.1 and 5.1.2)

6.2 Learners should be aware that there is no automatic entitlement to an extension and, should an extension not be granted, they shall be subject to the faculty's late submission penalties if they do not submit their assessed work on time

6.3 An application shall normally be made on the appropriate Application for Extension on Deadline for Submission of Assessed Work (QA EA12), which shall be available from the Faculty Office and on the learner intranet

6.4 Having completed the application form the learner shall attach any supporting documentation relevant to his / her application and shall submit it to the Programme Director via the Programme Administrator.

7. Authorisation for Granting an Extension

7.1 Authorisation for granting an extension rests with the Programme Director. He / she may refuse to grant an extension on a number of grounds, including :

7.1.1 If he / she believes the grounds for the extension are unsubstantiated

7.1.2 If he / she believes an extension would adversely affect the learner's workload in the context of the programme as a whole

7.1.3 If the lecturer delivering the module has provided good reason for not granting the extension

7.1.4 If the granting of the extension would undermine one or more of the principles cited in section 4 above

7.2 The Programme Director shall communicate his/her decision to the learner and the lecturer, normally within two days of receiving the Extension Application Form and shall record his / her decision on the form.

8. Appeals

8.1 A Learner wishing to appeal the outcome of his/her application may do so by invoking the appeals procedure (QAE15).

Please note that due to the time restrictions involved in the submission of assessments a learner can normally only appeal the outcome of his/her application if he/she requested the extension at least one week before the submission date and if he/she appeals, in writing, to the Quality Assurance Officer within one working day of having his/her application refused.
9. Late Submission of Assessed Work (without an extension of the submission deadline granted)

9.1 A learner who submits a piece of assessed work after the submission date, without having been granted an extension, shall be subject to a late penalty.

9.2 The percentage of the penalty and the administrative arrangements for imposing this penalty shall be managed by each Faculty individually.\(^{43}\)

9.3 At the outset of the academic year, Programme Committees shall determine the late submission penalties associated with modules delivered in conjunction with another Faculty. In this case, penalties imposed on learners shall not differ, regardless of the faculty of origin.

9.4 Late submission penalties shall be appropriate to a given module’s learning outcomes.

9.5 Each Faculty shall ensure that its arrangements for dealing with late submissions are clearly identified in its Faculty Guidelines.

9.6 Each Faculty must ensure that, at the outset of a programme of study, the learner is made aware of:

9.6.1 The Faculty’s assessment submission arrangements
9.6.2 The percentage penalty which shall be applied to a late submission and any variations on this penalty for specific assessment components
9.6.3 Whether or not penalties are scaled
9.6.4 Whether or not weekend days are included when calculating the number of days a submission is late
9.6.5 Exactly when a submission shall be considered “late” i.e. 5pm, 12am etc.

10. Responsibilities

10.1 Learner

- If required, applies for an extension normally at least one week prior to the deadline using the appropriate application form [6.1, 6.3]
- Attaches relevant documentation to extension request form and submits it to the Programme Administrator [6.4]

10.2 Programme Director

- Determines whether or not to grant an extension [7.1]
- Communicates decision to learner and lecturer [7.2]
- Ensures that late submission penalties are communicated to learners [9.5, 9.6]

\(^{43}\) Penalties may be revised periodically to reflect cross-College equivalencies.
10.3 Programme Committee

- Determines late submission penalties associated with modules delivered in conjunction with another faculty [9.3]
QA E8  Procedure on Provision of Assessment Feedback to Learners

Title: Procedure on Provision of Assessment Feedback to Learners

Document No: QA E8

Issue Version: 2.0

Issue Date: 30.07.04

Related Documents: Assessment Submission, Approval & Correction Procedure (QA E3)

Circulated for comment to: Academic & Professional Council

Effective From: September 2005

Responsible for Policy Implementation: Programme Director

Next Review: August 2015

Modified:

1. **Objective**

1.1 To ensure that appropriate and constructive feedback is provided to learners on assessed work in a way that promotes learning and facilitates the ongoing process of development.

2. **Scope**

2.1 This procedure applies to assessment related to all academic programmes.

3. **Introduction**

3.1 The purpose of this procedure is to safeguard the following principles:

3.1.1 All learners shall receive feedback on their assessments on a regular basis

3.1.2 The feedback provided to learners shall relate to learning outcomes and the assessment criteria and shall be consistent with the mark/grade awarded

3.1.3 The feedback provided to learners shall aim to inform learners of their progress and assist them in improving their future performance

3.1.4 Timely feedback to learners on assessed work is understood as an integral part of the assessment process.

4. **Responsibilities**

4.1 Lecturer
4.2 Programme Administrator
4.3 Programme Director / Year Head
4.4 Programme Committees
4.5 External Examiner

5. **Learner Assessment Guidelines**

5.1 In order to provide learners with clear guidance on the assessment process, each module lecturer shall provide assessment guidelines that shall include:

5.1.1 Deadlines for assessment submission (where appropriate)
5.1.2 The status of any marks or grade (i.e. whether or not it contributes to their overall assessment etc.)
5.1.3 The learning outcomes being assessed
5.1.4 The assessment criteria and how they relate to the intended learning outcomes
5.1.5 The form of feedback that shall be provided e.g. oral / written
5.1.6 The expected timeframe for providing feedback to learners
5.1.7 The form and extent of feedback to be provided

5.2 At the beginning of the academic year, the Programme Administrator shall
make learners aware of the mechanism for the return / viewing of assessed
work

5.3 Learners shall be made aware that all marks are provisional and subject to
external examination until approved by the relevant Examination Board.

6. Feedback Method & Content

6.1 The method of feedback chosen shall be consistent with the nature of the assessed
work and the need to ensure that each learner understands how best to improve his /
her performance in future assessments

6.2 Feedback shall relate clearly to the learning outcomes and the assessment criteria

6.3 Feedback shall be appropriate to the assessment task (e.g. written, oral individual,
oral, group etc.)

6.4 If an oral method of feedback is used, lecturers shall submit a written record to the
Programme Administrator

6.5 Learners shall be informed by the lecturer about where and how they might seek
additional feedback if necessary

6.6 Programme Directors shall ensure that there are sufficient mechanisms in place to
identify learners whose academic performance is cause for concern.

7. Timeframe for the Provision of Feedback

7.1 Learners shall receive feedback on assessed work as soon as possible (normally
within two weeks) and before an additional piece of assessment in the same
module is undertaken by the learner

7.2 Where a learner has failed to meet the submission deadline, the timescale for the
provision of feedback is at the discretion of the Programme Director, but shall
normally be provided to the learner prior to the module examination

7.3 Programme Directors shall have in place mechanisms for reviewing and
monitoring the nature and timeliness of feedback on all forms of assessment.

8. Monitoring and Review
8.1 Programme Directors / Year Heads shall put in place a regular review of the assessment feedback provided across a programme.

8.2 Programme Committees shall discuss the effectiveness of the assessment feedback process and include these deliberations in Programme Reviews.

8.3 The External Examiner shall review the effectiveness of the assessment feedback process as part of his / her monitoring of standards and quality.

9. Responsibilities

9.1 Lecturer

- Provides clear assessment guidelines [5.1]
- Chooses a method of feedback appropriate to the assessment [6.1]
- Records and communicates clear and consistent feedback [6.2-6.4]
- Informs learner of how they may obtain further feedback [6.5]
- Provides feedback within a specified time period [7.1]

9.2 Programme Administrator

- Informs learners of administrative procedures / regulations related to assessment [5.2, 5.3]

9.3 Programme Director / Year Head

- Ensures there are mechanisms to identify learners whose academic performance is cause for concern [6.7]
- Determines arrangements for late submission of coursework [7.2]
- Reviews and monitors feedback systems [7.3, 8.1]

9.4 Programme Committee

- Reviews the effectiveness of feedback systems and incorporates deliberations into Programme Review [8.2]

9.5 External Examiner

- Reviews the effectiveness of the assessment feedback process [8.3].
# QA E9 Examination Regulations

**Title:** Examination Regulations  
**Document No:** QA E9  
**Issue Version:** 2.0  
**Issue Date:** 12.01.05  
**Related Documents:**  
- Role & Responsibilities of Invigilators (QA E10)  
- Academic Misconduct Procedure (QA J6)  
- Appeals Procedure (QA E15)  
**Circulated for comment to:** Academic & Professional Council  
**Effective From:** September 2005  
**Responsible for Policy Implementation:** Examination Office  
**Next Review:** August 2015  

## Modified:

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 he/she knows the correct date, time and location of all examination sessions at which he/she 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 or physical disabilities must inform his / her 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 their learner identification card and must bring this to the examination hall to be checked prior to admittance. Should a candidate not be in possession of his / her learner identification card, he/she 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 he/she 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 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.

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44 A candidate who needs to take medication during an examination must inform the Invigilator before the start of the examination.
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 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) is prohibited at examinations.

**During Examinations:**

5.1.12 It is the responsibility of the candidate to check that he / she 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 (QA 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 (QA 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 (QA 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].
Griffith College Dublin

Quality Assurance Policies, Procedures, Practices and Guidelines

QA E10  Role & Responsibilities of Invigilators

Title:  Role & Responsibilities of Invigilators

Document No:  QA E10

Issue Version:  2.0

Issue Date:  12.01.05

Related Documents:  Invigilator Guidelines (issued by Examinations Office)
                   Examination Regulations (QA E9)
                   Academic Misconduct Procedure (QA J6)
                   Assessment Control Procedure (QA E12)
                   Senior Invigilator Report (QA EA11)

Circulated for comment to:  Academic & Professional Council

Effective From:  September 2005

Responsible for Policy Implementation:  Examination Office

Next Review:  August 2015

Modified:

1. **Objectives**

1.7 To describe the role, responsibilities and duties of Invigilators

1.8 To outline the duties of the Examinations Office with respect to Invigilators

1.9 To distinguish the role, responsibilities and duties of the Senior Invigilator.

2. **Scope**

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

5. **Responsibilities**

5.1 Invigilators
5.2 Senior Invigilators
5.3 Examinations Office
5.4 Lecturer

6. **Role & Responsibilities of Invigilators**

4.1 The role and responsibilities of the Invigilator centre on the following:

6.1.1 Familiarising him/her self with the rules and regulations for the conduct of examinations as described in these guidelines and in the related documents identified above

6.1.2 Informing the College of any suspected irregularities in the examination process

6.1.3 Ensuring that the appropriate control procedures are adhered to when assessment work is transferred from one party to another

6.1.4 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 His / her 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 he / she 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 he / she is required to act as a Senior Invigilator
5.3.2 The Invigilator(s) who shall be working with him / her 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 His / her 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 he / she 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 he / she is required to act as an Invigilator
5.6.2 The Senior Invigilator he / she 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 he / she 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 His / her specific duties are:

6.3.1 To present him / herself at the Examinations Office (or a designated collection room) no later than 45 minutes before the start of the examination, to record his / her 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 (QA 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\(^{45}\)

\(^{45}\) If the candidate does not have a suitable photographic proof of identity, he/she 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 his/her 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.
6.3.5 To ensure that candidates have followed the Examination Regulations (QA 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 (Appendix 1)

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 (QA 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 (QA 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 His / her specific duties are:

7.2.1 To present him / herself at the Examinations Office (or a designated collection room) no later than 45 minutes before the start of the examination, to record his / her 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.\(^{46}\)

7.2.5 To ensure that candidates have followed the Examination Regulations (QA 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.

7.2.6 To seat candidates in accordance with the specified seating plan.

7.2.7 To distribute each examination paper (face down) in accordance with the specified seating plan and the Senior Invigilator's instructions.

7.2.8 To record attendance.

7.2.9 To deal with learner queries where appropriate and to refer any difficulties to the Senior Invigilator.

7.2.10 To remain in the examination room for the duration of the examination unless accompanying a learner out of the examination room.

7.2.11 To inform the Senior Invigilator immediately of any suspicion of academic misconduct.

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\(^{46}\) If the candidate does not have a suitable photographic proof of identity, he/she 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 his/her 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.
7.2.12 To provide candidates with additional paper on request

7.2.13 To accompany learners who wish to temporarily leave the examination room (in accordance with the Examination Regulations QA E9)

7.2.14 To assist the Senior Invigilator in carrying out the requisite checking process as described in the Assessment Control Procedure (QA E12)

7.2.15 To accompany the Senior Invigilator to the Examination Office when he/she is returning all examination scripts and documentation.

8. Health & Safety

8.1 Illness: 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 his/her absence from the examination room

8.1.3 Accompany the learner back to the examination hall should he/she wish to continue with the examination and write the return time on the learner's answer book before returning it to him/her. The Senior Invigilator shall record this instance in his/her 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 his/her decision not to continue with the examination. The Invigilator should also inform the Senior Invigilator on his/her return to the examination hall. The Senior Invigilator will record this instance in his/her 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 (QA E9) and the Academic Misconduct Procedure (QA 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 he/she should carry out the instructions described in section 9.3.1 and 9.3.2 of the Academic Misconduct Policy (QA 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 he/she 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 his/her 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 his/her 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 his/her role and responsibilities [5.2, 5.3, 5.4]
- Provides specific information to the Invigilator and reinforces his/her 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 his/her behalf prior to the examination [10.2]
Appendix I  EXAMINATION ANNOUNCEMENTS

This announcement is to be made by the Senior Invigilator at the beginning of the examination (9.45 am, 2.15pm or 6.30pm – as appropriate).

“I would like to draw your attention to the following:

Please ensure that you are seated in the correct seat number.

If you have any unauthorised material with you, such as mobile phones, programmable calculators or dictionaries, pencil cases, notes of any kind, including notes written into dictionaries, please raise your hand and an Invigilator will come to you.

You cannot leave the examination hall in the first hour of the examination.

You cannot leave the examination hall in the last half-hour of the examination.

If you require anything at all during the examination, please raise your hand and an Invigilator will come to you.

Communication of any kind between candidates is strictly forbidden during the examination. If you are found with any unauthorised material in your possession, you will be suspected of having committed Academic Misconduct.

Please remember that at the end of the examination, all examination booklets must be given to the Invigilator.

Please turn over your examination paper and check that you have the correct paper. If you do not have the correct paper, please raise your hand and an Invigilator will come to you.

You may now begin.”

This announcement is to be made by the Senior Invigilator at 12.10pm or 4.40pm or 8.55pm (based on 3 hour exam – adjust accordingly for length of exam).

"I would like to remind you that you cannot leave after [12.15pm or 4.45pm]."

This announcement is to be made by the Senior Invigilator at 12.40pm or 5.10pm or 9.25pm (based on 3 hour exam – adjust accordingly for length of exam).

"I would like to remind you that there are just five minutes left."

This announcement is to be made by the Senior Invigilator at 12.45pm or 5.15pm or 9.30pm (based on 3 hour exam – adjust accordingly for length of exam).

"Time is now up. Please stop writing. I would ask you to check that your name is clearly written on each exam booklet. If you have more than one Answer Booklet, please put one inside the other – but check that your name is on both. Please remain in your seat until your booklet has been collected and then leave the examination hall quietly.

47 These examination announcements are subject to change. Updates will feature in the Invigilator’s Guidelines.
Appendix II    EXAMINATION EVACUATION PROCEDURE

Should the fire alarm sound; a member of staff will check each floor and the Senior Invigilator will be quickly informed of a false alarm. However should a member of staff inform the Senior Invigilator that an evacuation must take place, he/she should address the candidates as follows:

“Please stop writing. You must leave the premises and go to the assembly point, which is located at [location]. Leave the question paper and your script face downward on your table. If at all possible you will be allowed to resume after this interruption. Wait at the assembly point for further instructions. Do not converse with fellow candidates or other parties regarding the examination.”

After clearing the room, the Senior Invigilator should proceed to the assembly point, taking the attendance sheet with him/her, and noting the time of the interruption. The Senior Examinations Officer will discuss with the Senior Invigilator and the Programme Director the practicability of resuming the examination.

The Senior Examinations Officer will notify the candidates and the Senior Invigilator of the action to be taken, the details of which shall be recorded in the Senior Invigilator's Report.

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48 This procedure is subject to review. Updates will feature in the Invigilator’s Guidelines.
Griffith College Dublin

Quality Assurance Policies, Procedures, Practices and Guidelines

QA E11  Assessment Control Principles

Title:  Assessment Control Principles

Document No: QA E11

Issue Version: 4.0

Issue Date: 13.05.04

Related Documents: Assessment Control Procedure (QA E12)
Assessment Control Procedure (QA EA17)

Circulated for comment to: Academic & Professional Council
Programme Administrators

Effective From: September 2005

Responsible for Policy Implementation: Examinations Office

Next Policy: August 2015


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1. **Objective**

1.10 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**

2.12 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.
Quality Assurance Policies, Procedures, Practices and Guidelines

QA E12 Assessment Control Procedure

Title: Assessment Control Procedure

Document No: QA E12

Issue Version: 3.0

Issue Date: 27.08.04

Related Documents:
- Assessment Control Principles (QA E11)
- Assessment Control Procedure Diagram (QA EA17)
- Assessment Record Form (QA EA8)

Circulated for comment to:
- Academic & Professional Council
- Programme Administrators

Effective From: February 2008

Responsible for Policy Implementation: Examinations Office

Next Review: August 2015

Modified:
1. Objectives

1.1 To ensure control over assessment (coursework or examinations) from the time of submission until the release of approved results

1.2 To provide an operational assessment control procedure which fulfils the College's Assessment Control Principles (QA E11).

2. Scope

2.1 This procedure applies to assessment linked to academic programmes at both undergraduate and postgraduate level

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

3. Responsibilities

3.1 Programme Administrator
3.2 Lecturer
3.3 Examinations Office
3.4 Programme Director
3.5 Invigilator

4. Administrative Control Procedures for Coursework Results

4.1 The person receiving coursework from learners (either the Programme Administrator or the lecturer) shall keep a record of the submission of coursework by asking the learner to sign an Assignment Submission Sheet (QA EA4). If the person receiving the coursework is the lecturer he/she is required to deliver the coursework and the Assignment Submission Sheet to the Programme Administrator.

4.2 The Programme Administrator shall check that there is correspondence between the coursework items received and the Assignment Submission Sheet, by signature, learner name and number of items received. In the case of a discrepancy, the Programme Administrator shall administer the coursework actually received as detailed in 4.3 to 4.11 and the following shall apply:

4.2.1 If there are more signatures than coursework received, the person who originally received the coursework shall conduct a search to locate the coursework. If the coursework is not located the Programme Administrator shall make the Examinations Office aware of the situation and record the discrepancy on the Assessment Record Form (QA EA8). The Examinations Office is then responsible for bringing the investigation to a conclusion. If the coursework is located it shall go
through the same process as described from 4.3 to 4.11. Should the coursework fail to be located the Senior Examinations Officer shall refer the case to the Assessment Sub-Committee who may refer it to the appropriate disciplinary board

4.2.2 If the Programme Administrator is in receipt of more coursework than signatures recorded, he/she should identify the learner who has not signed the Assignment Submission Sheet (EA4) and investigate, in conjunction with the lecturer if appropriate, when the coursework was submitted. Once this has been established, the learner shall be asked to sign the Assignment Submission Sheet. The Programme Administrator shall make a note of the incident on the Assessment Record Form. The coursework shall then go through the same process as described from 4.3 to 4.11.

4.3 When custody of coursework is passed from the Programme Administrator to the lecturer for correction the Programme Administrator shall ensure that the signatures on the Assignment Submission Sheet and the coursework collected correspond. Both parties shall record on the Assessment Record Form the number of coursework items taken by the lecturer for correction

4.4 Having recorded the coursework marks on the Component Mark Sheet (QA EA6), the lecturer is required to sign it as an indication that the marks on each piece of coursework have been correctly totalled and that the total marks have been correctly transferred from the coursework to the Component Mark Sheet

4.5 When custody of corrected coursework is passed from the lecturer to the Programme Administrator, both parties shall record on the Assessment Record Form the number of coursework returned by the lecturer. In the case of a discrepancy as regards the number of coursework items, the following shall apply:

4.5.1 The lecturer shall be asked to conduct an immediate search to locate the missing coursework

4.5.2 Should the lecturer be unable to locate the coursework, the Programme Administrator shall inform the Examinations Office of the situation and make a note on the Assessment Record Form.

4.5.3 The Examinations Office is then responsible for bringing the investigation to a conclusion. Once the coursework is located it goes through the same process as described hereafter. Should the coursework fail to be located the Senior Examinations Officer shall refer the case to the Assessment Sub-Committee

4.6 For all coursework returned the Programme Administrator and the lecturer shall jointly compare the marks on the coursework against the marks recorded on the Component Mark Sheet. Should there be a discrepancy, the lecturer shall be asked to identify and rectify it
4.7 The Programme Administrator shall liaise with the Programme Director in relation to the removal and return of coursework for second marking. Both parties shall record on the Component Mark Sheet and the Assessment Record Form the identity and number of coursework taken and returned by the Programme Director.

4.8 The Programme Administrator shall then enter the coursework results into the learner administration system [procedures 4.5 to 4.7 must be carried out prior to the entry of results to the learner administration system].

4.9 To ensure that no typographical errors have arisen in entering the coursework results to the learner administration system, the Programme Administrator shall compare the results entered against the marks recorded on the original Component Mark Sheet. Should there be any discrepancy, the Programme Administrator shall rectify this on the learner administration system.

4.10 The Programme Administrator then carries out a comparison between the number of results entered into the learner administration system and the number of results recorded on the Assignment Submission Sheet. Should there be a discrepancy, the Examinations Office shall be informed and request that the Programme Administrator produces and reviews the documentation in support of 4.1 to 4.10 and identifies the nature of the discrepancy. The Examinations Office shall then take corrective action in accordance with section 4.2 or 4.5 as appropriate.

4.11 Where appropriate the Examinations Office shall liaise with the Programme Administrator in relation to the removal and return of coursework for review by the External Examiner. Both parties shall record on the Assessment Record Form the identity and number of coursework taken and returned by the External Examiner.

5. Administrative Checking Procedures for Examination Results

5.1 At each examination, learner attendance, indicated by learner signatures on a pre-printed Examination Attendance Sheet, is taken by the invigilator.

5.2 At the end of the examination, the invigilator shall compare the scripts collected against the number of signatures on the Examination Attendance Sheet to ensure there are no discrepancies. The invigilator shall record the total number of scripts received and the total number of signatures on section A of the Examinations Control Sheet and sign accordingly as evidence of this check having been carried out. In the case of a discrepancy, the Invigilator shall administer the remaining scripts as detailed from 5.3 to 5.12 and the following shall apply:

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49 For further details regarding the College policy on second marking please refer to Second Marking Guidelines (QA E6)
50 To avoid discrepancies, learners leaving the Examination Hall without attempting to answer any questions on the examination paper, shall be required by the invigilator to sign a blank examination answer script.
5.2.1 The invigilator shall make a note of the nature of the discrepancy on the Senior Invigilator Report (QA EA11) and make the Examinations Office aware of the situation.

5.2.2 The Examinations Office shall carry out an investigation of the discrepancy and shall consult with the invigilator and the learner(s) as appropriate.

5.2.3 Should the Senior Examinations Officer be satisfied that the discrepancy was due to an administrative error, a note to this effect shall be made on the Senior Invigilator Report (QA EA11) and the examination script shall then go through the same process as described from 5.3 to 5.12.

5.2.4 Should the Senior Examinations Officer believe that the discrepancy was due to reasons other than an administrative error, he/she shall request the Assessment Sub-Committee to carry out a further investigation of the incident and make recommendations to the Examinations Office. The Academic & Professional Council shall be made aware of the outcome of this investigation and may refer it to the appropriate disciplinary board.

5.2.5 When custody of the scripts passes from the invigilator to the Examinations Officer, the Examinations Officer shall ensure that the number of signatures on the Examination Attendance Sheet and the number of scripts received correspond. The Examinations Officer shall record this by completing and signing Section B of the Examinations control sheet as evidence of this check having been carried out.

5.3 When custody of the scripts passes from the Examinations Officer to the Programme Administrator, the Programme Administrator shall ensure that the number of scripts received corresponds with the number recorded on Section B of the Examinations Control Sheet. The Programme Administrator shall record this by completing and signing Section C of the Examinations control sheet as evidence of this check having been carried out.

5.4 When custody of the scripts passes from the Programme Administrator to the lecturer for correction both parties shall sign the Assessment Record Form indicating the number of scripts taken by the lecturer. The lecturer shall also be given a Component Mark Sheet on which to record the examination results.

5.5 Having detailed the assessment marks on the Component Mark Sheet, the lecturer is required to sign it as an indication that the marks on each question of the examination have been correctly totalled and that the marks have been correctly transferred to the Component Mark Sheet.

5.6 When custody of corrected scripts is passed from the lecturer to the Programme Administrator, both parties shall record on the Assessment Record Form the number of scripts returned by the lecturer. In the case of a discrepancy as to the number of coursework items received the following shall apply:
5.6.2 The lecturer shall conduct an immediate search to locate the missing script/s

5.6.3 Should the lecturer be unable to locate the script/s, the Programme Administrator shall inform the Examinations Office of the situation and make a note on the Assessment Record Form.

5.6.4 The Examinations Office will then be responsible for bringing the investigation to a conclusion. Once the script/s is located it goes through the same process as described from 5.7 to 5.12. Should the script/s fail to be located the Senior Examinations Officer shall refer the case to the Assessment Sub-Committee who may refer it to the appropriate disciplinary board.

5.7 For all collected scripts the Programme Administrator and the lecturer shall jointly compare the marks on the scripts against the marks recorded on the Component Mark Sheet. Should there be a discrepancy, the lecturer shall be asked to identify and rectify it.

5.8 The Programme Administrator shall liaise with the Programme Director in relation to the removal and return of scripts for second marking. The Programme Director and the Programme Administrator shall record on the Component Mark Sheet and the Assessment Record Form the identity and number of scripts taken and returned by the Programme Director.

5.9 The Programme Administrator shall enter the examination results into the learner administration system [procedures 5.6 to 5.8 must be carried out prior to the entry of results to the learner administration system].

5.10 To ensure that no typographical errors have arisen in entering the examination results to the learner administration system, the Programme Administrator shall compare the results entered against the marks recorded on the Component Mark Sheet. Should there be any discrepancy, the Programme Administrator shall rectify this on the learner administration system.

5.11 The Examinations Office then carries out a comparison between the number of results entered into the learner administration system and the number of signatures recorded on the original Examination Attendance Sheet. Should there be a discrepancy the Examinations Office shall request that the Programme Administrator produces and reviews the documentation in support of 5.1 to 5.10 and identifies the nature of the discrepancy. The Examinations Office shall then take corrective action in accordance with section 5.2 or 5.5 as appropriate.

5.12 Where appropriate the Examinations Office shall liaise with the Programme Administrator in relation to the removal and return of scripts for review by the External Examiner. Both parties shall record on the Assessment Record Form the identity and number of coursework taken and returned by the External Examiner.
6. **Subsequent Changes to Assessment Results**

6.1 On completion of the procedures set out in this policy no person shall have the authority to change any mark entered in the learner administration system in respect of any learners other than on the direction of the Examination Board or the Academic & Professional Council.

7. **Responsibilities**

7.1 **Programme Administrator**

- Records receipt of coursework or scripts on Assignment Submission Sheet [4.1]
- Compares coursework received against Assignment Submission Sheet and deals with any discrepancies [4.2]
- Passes coursework to lecturer and records number of coursework taken and returned and checks Component Mark Sheet with lecturer [4.3, 4.5, 4.6]
- Liaises with CD on recording of removal of coursework for second marking [4.7]
- Enters coursework results into learner administration system and checks against original Component Mark Sheet [4.8, 4.9]
- Checks coursework results entered into learner administration system against the Assignment Submission Sheet and deals with any discrepancies in conjunction with CA [4.10]
- Passes scripts to lecturer, both parties sign Assessment Record Form to record number of scripts and lecturer is given Component Mark Sheet to record results [5.5]
- Receives scripts from lecturer, both parties record on Assessment Record Form number of scripts returned and check marks against Component Mark Sheet [5.7, 5.8]
- Liaises with CD on recording of removal of scripts for second marking [5.9]
- Enters examination results to learner administration system and checks against original Component Mark Sheet [5.10, 5.11]

7.2 **Lecturer**

- Records receipt of coursework or scripts on Assignment Submission Sheet and returns to CA [4.1]
- Collects and signs out coursework with CA [4.3]
- Records marks on Component Mark Sheet [4.4]
- Returns coursework to CA, signs off on Assessment Record Form and checks Component Mark Sheet [4.6]
- Receives examination scripts from CA, both parties sign Assessment Record Form to record number of scripts and lecturer is given Component Mark Sheet to record results [4.5]
- Signs Component Mark Sheet to indicate that marks have been correctly totalled and recorded [5.6]
- Returns scripts to CA, both parties record on Assessment Record Form number of scripts returned and check marks against Component Mark Sheet [5.7, 5.8]

7.3 Examinations Office

- Liaises with CA on recording of removal of coursework for External Examiner [4.11]
- Where appropriate checks examination results entered into learner administration system against the Examination Attendance Sheet and deals with any discrepancies in conjunction with CA [5.12]
- Receives examination scripts from invigilator, checks that signatures on Examination Attendance Sheet and scripts received correspond and fills out the Assessment Record Form [5.3, 5.4]
- Liaises with CA on recording of removal of examination scripts for External Examiner [5.13]
- Changes marks following these procedures only on instruction of Examination Board or Academic & Professional Council [6.1]

7.4 Programme Director

- Liaises with CA on recording of removal and return of coursework for second marking [4.7]

7.5 Invigilator

- Records learner attendance at examination on Examination Attendance Sheet [5.1]
- Compares scripts received against number of signatures on Examination Attendance Sheet and records on Invigilator's Report [5.2].
### QA E13 Review Board Procedure

**Title:** Review Board Procedure  
**Document No:** QA E13  
**Issue Version:** 4.0  
**Issue Date:** 13.05.04  

**Related Documents:**  
- Roles and Responsibilities of External Examiners (QA E2)  
- Examination Board Procedure (QA E14)  
- Assessment Control Procedure (QA E12)  

**Circulated for comment to:**  
- Academic & Professional Council  
- Programme Administrators  

**Effective From:** September 2005  
**Responsible for Implementation:** Examinations Office  
**Next Review:** August 2015  
**Modified:**  
1. **Objective**

1.13 To set out the procedure governing Review Boards associated with academic programmes.

2. **Scope**

2.15 This procedure applies to the role and conduct of Review Boards which take place for all academic programmes at both undergraduate and postgraduate level, as well as pre and post-board administration.

2.16 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**

3.22 Senior Examinations Officer
3.23 Director of Academic Programmes
3.24 Review Board
3.25 Programme Administrator
3.26 Programme Director
3.27 Assessment Sub-Committee

4. **Timing**

4.1 Review Boards normally take place once per year at the end of the first semester or at such other times as agreed by the Chair of the Review Board on the recommendation of the Programme Director in order to better manage Learner progression.

5. **Attendance**

5.1 Review Boards are attended by the relevant Faculty staff and the Senior Examinations Officer. The Director of Academic Programmes acts as Chair of the Review Board. If he/she is unable to attend, he/she is required to nominate a deputy.

6. **Minutes**

6.1 It is the responsibility of the Examinations Office to record any action points agreed at the Review Board meeting and to make these minutes available within 48 hours of the meeting to all attendees.

7. **Responsibilities & Authority of Review Board**
7.1 The Review Board, on behalf of the Academic and Professional Council, is authorised and expected to:

7.1.1 Confirm, with the Senior Examinations Officer, that all marks presented are accurate and authentic
7.1.2 Discuss documented mitigating circumstances raised by the Programme Director and make determinations regarding same
7.1.3 Review borderline grades for Learners who are not in the award stage of their programme
7.1.4 Agree results to be formally approved at the next Examination Board
7.1.5 Approve the release of provisional results to Learners

7.2 The Review Board is not authorised or expected to:

7.2.1 Make decisions on borderline award classifications
7.2.2 Make decisions with regard to Learner resubmission of work prior to the next Examination Board, apart from in the case of mitigating circumstances

8. Reassessment Procedures

Reassessment with Mitigating Circumstances -

8.1 In the case of documented mitigating circumstances having been accepted by the Review Board, based on Learner workload, the Learner shall have the opportunity to resubmit his/her coursework for presentation at the next Examination Board

8.2 Programme Administrators shall issue repeat coursework to the Learner and he/she shall be given a specified period of time (in line with the original submission period) to submit his/her work

8.3 Submission of reassessed work within the specified timeframe and with mitigating circumstances shall not normally be subject to penalties in the allocation of marks

8.4 Receipt of reassessed work shall be treated in the same manner as all other coursework and shall be subject to the Assessment Control Procedure (QA E12)

8.5 In the case of reassessment by examination, the Learner shall have the opportunity to re-sit his/her examination(s) at a specified examination session. This shall not be recorded on the Learner administration system as an additional sitting of the examination.

Reassessment without Mitigating Circumstances -

8.6 In the case of reassessed work without mitigating circumstances, the Learner shall have the opportunity to resubmit his/her coursework for presentation at the supplemental Examination Board
8.7 In exceptional circumstances the Review Board may recommend to the External Examiner that it is in the best interest of the Learner to be allowed to submit their work (coursework or examination) at the next Examination Board. The Senior Examinations Officer is responsible for coordinating this communication.

8.8 Repeat coursework shall normally be available to the Learner via the Programme Administrator once results have been released. Regardless of when repeat coursework is submitted it shall only be presented at the supplemental Examination Board.

8.9 Submission of reassessed work without mitigating circumstances shall be subject to a cap of a pass mark.

8.10 Receipt of reassessed work shall be treated in the same manner as all other coursework and shall be subject to the Assessment Control Procedure (QA E12).

8.11 In the case of reassessment by examination, the Learner shall have the opportunity to re-sit his/her examination(s) for presentation at a specified Examination Board (normally the supplemental Examination Board). This shall be recorded on the Learner administration system as an additional sitting of the examination.

9. Reporting Structure

9.1 The Chair of the Review Board and the Senior Examinations Officer, submit the provisional broadsheets for formal approval at the next Academic & Professional Council meeting.

9.2 It is the responsibility of the Senior Examinations Officer to ensure that External Examiners are informed of the outcomes of the Review Board meeting.

10. Amendments to Results

Amendments to results at the Review Board

10.1 A representative of the Examinations Office shall circle agreed changes in red on the provisional broadsheet. The Examinations Office shall minute any changes agreed and made at the Review Board and circulate these details within 48 hours of the meeting.

10.2 Changes to Learner marks that were agreed at the Review Board can only be amended on the Learner administration system by a member of the Examinations Office in conjunction with the Programme Administrator.

Amendments to results after the Review Board.
10.3 The Programme Director must submit a *Result Amendment Form* to the Examinations Office.

10.4 The Senior Examinations Officer shall inform the Chair of the Assessment Sub-Committee of the proposed change.

10.5 The Senior Examinations Officer is required to authorise the change by signing the *Result Amendment Form*.

10.6 Subsequent changes to Learner marks on the Learner administration system can only be made by a member of the Examination Office. It is the responsibility of the Senior Examinations Officer to sign the *Result Amendment Form* as confirmation of the accuracy of the changes made.

11. **Release of Provisional Results**

11.1 Normally the Examinations Office and Programme Administrators shall release provisional results to Learners within 48 hours of the Review Board meeting.

11.2 Results are associated with the Learner's identification number and posted to the Learner Intranet by the Examinations Office.

11.3 The Programme Administrator shall print the Learner transcript and post it to the address requested by the Learner.

11.4 Results cannot be discussed with a third party unless the Learner has signed a Registration Form giving permission to the College to communicate with the fee payer if this person is other than the Learner.

12. **Responsibilities**

12.1 **Senior Examinations Officer**

- Attends review boards [4.1]
- Ensures action points agreed at Review Board are recorded and made available to all attendees [4.1]
- Coordinates communication between Review Board and External Examiner [8.7]
- Submits provisional broadsheets, in conjunction with Chair of Review Board, for formal approval to the APC [9.1]
- Informs External Examiners of outcome of Review Board [9.2]
- Ensures any amendments made to results at Review Board are identified, minuted, circulated and recorded on the Learner administration system [10.1, 10.2]
- Informs Director of Academic Programmes of proposed change after Review Board [10.4]
- Signs appropriate form to indicate accuracy of any changes to results made post Review Board [10.6]
Ensures provisional results are released to Learners after the Review Board [11.1, 11.2]

12.2 Director of Academic Programmes

- Acts as Chair of the Review Board or nominates a deputy [4.1]
- Submits provisional broadsheets, in conjunction with Senior Examinations Office, for formal approval to the APC [9.1]
- Authorises change to results post Review Board [10.4]

12.3 Review Board

- Carries out the responsibilities identified in section 6 [6]
- Makes recommendations, where appropriate, to External Examiner re: Learner submission of repeat work [8.7]

12.4 Programme Administrator

- Issues repeat coursework [8.2, 8.8]
- Issues provisional results to Learners after the Review Board [11.1, 11.2]

12.5 Programme Director

- Submits appropriate form to Examinations Office in instance of the need to change a result after the Review Board [10.4]
Griffith College Dublin

Quality Assurance Policies, Procedures, Practices and Guidelines

QA E14 Examination Board Procedure

Title: Examination Board Procedure

Document No: QA E14

Issue Version: 4.0

Issue Date: 7.05.04

Related Documents:
Role & Responsibilities of External Examiners (E2)
Review Board Procedure (E13)
Assessment Control Procedure (E12)
Appeals Procedure (E15)

Circulated for comment to:
Academic & Professional Council
Programme Administrators

Effective From: September 2005

Responsible for Policy Implementation: Examinations Office

Next Review: August 2015

Modified:
‘course’ with ‘programme’. Reviewed August 2012, no change. Reviewed August
2013, no change.
1. **Objective**

1.14 To set out the College’s procedure on all aspects of the Examination Board process.

2. **Scope**

2.17 This procedure applies to the role and conduct of Examination Boards as well as pre and post Examination Board administration. Examination Boards take place for all academic programmes at both undergraduate and postgraduate level.

2.18 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**

3.28 Senior Examinations Officer
3.29 Programme Administrator
3.30 Faculty Staff
3.31 External Examiners
3.32 Verifiers / Validating Body
3.33 Director of Academic Programmes
3.34 Examination Board
3.35 Chair of Academic & Professional Council
3.36 Learners
3.37 Academic & Professional Council

**Pre-Examination Board**

4. **Notification to Appropriate Bodies of Examination Board Schedule**

4.1 The Examinations Office sets a suitable date for the Examination Board in agreement with the College, External Examiners and the relevant validating body

4.2 The Examinations Office shall circulate written confirmation of agreed dates within the College and to external parties

4.3 As soon as Examination Board dates have been confirmed, learners shall be informed by the Examinations Office through the Learner Intranet and via their Faculty notice boards.
5. **Provision of Supporting Documentation**

5.1 Learners who have deferred coursework or examinations will be subject to the College Deferrals Procedure (QA C4)

5.2 Prior to the Examination Board, the Programme Administrator shall be asked to issue the Examinations Office with a list of learners for which supporting documentation shall be available to present at the Examination Board.

**Examination Board**

6. **Timing**

6.1 Examination Boards normally take place twice during the academic year.

7. **Attendance**

7.1 The Examination Board is attended by all Faculty staff, the Senior Examinations Officer, Director of Academic Programmes and the relevant External Examiner(s). The verifier / validating body may also choose to attend the Examination Board.

7.2 The Director of Academic Programmes acts as Chair of the Examination Board. If he/she is unable to attend, he/she is required to nominate a deputy. The Chair is charged with the responsibility of ensuring that each cohort of learners is adequately represented by the attendance of academic staff and External Examiners.

7.3 No learner may be a member of an Examination Board or attend any other Examiners' meeting, other than as a candidate for assessment, except that a member of academic staff or approved External Examiner who is registered as a learner on a programme, the results of which are not under consideration by that Examination Board, shall not be disqualified from membership.

8. **Minutes**

8.1 It is the responsibility of the Examinations Office to record the outcome of the Examination Board meeting and to make these minutes available within 48 hours of the meeting to all attendees.

9. **The Role & Responsibilities of the Examination Board**

The role and responsibilities of the Examination Board are to:

9.1 Confirm results provisionally released by the Review Board.
9.2 Confirm that the examination and assessment of learners has been conducted in accordance with the assessment regulations contained in the definitive programme document and any relevant policies and procedures set down by the validating body.

9.3 Receive and consider all corrected assessment work and either agree them as accurate and appropriate, or require further work to be undertaken before they can be accepted as satisfactory.

9.4 Consider any matter concerning learner examination or assessment brought to its attention by a member of the Examination Board.

9.5 Fully examine and discuss any mitigating circumstances put forward.

9.6 Determine learner progression on the programme and, where appropriate, the conferment of an award of the relevant validating body.

9.7 Make decisions on borderline award classifications.

9.8 Circle agreed changes in red on the assessment broadsheet.

9.9 Uphold the confidentiality of all of its meetings.

9.10 In the unlikely event that an irreconcilable difference of opinion arises between the view represented by the Programme External Examiner and the rest of the Examination Board in the carrying out of the role identified above, the Chair of the Examination Board shall refer the matter to the Chair of the Academic & Professional Council (APC) within twenty-four hours of the Examination Board meeting\(^{51}\) and the following shall apply:

9.10.1 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\(^{52}\).

9.10.2 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.

9.10.3 The decision of this panel shall prevail.

\(^{51}\) At this point the Chair of the Examination Board and the Chair of the APC shall decide if all results shall be released together following the review process or if it is necessary to release the results under dispute after the remainder of the results have been issued.

\(^{52}\) The external member(s) of the Panel shall be determined by the Chair of the APC. This person shall normally be a senior academic with specialist knowledge.
Post-Examination Board

10. Amendments to Results

10.1 Changes to learner marks that were agreed at the Examination Board can only be amended on the learner administration system by a member of the Examinations Office in conjunction with the Programme Administrator.

11. Release of Results

11.1 Normally the Examinations Office and Programme Administrators shall release confirmed results to learners within 48 hours of the Examination Board meeting.

11.2 Results are associated with the learner's identification number and posted to the Learner Intranet by the Examinations Office.

11.3 The Programme Administrator prints the learner transcript and posts it to the address requested by the learner.

11.4 Results cannot be discussed with a third party unless the learner has signed a registration form which allows the College to speak to the fee payer or if the learner has signed a letter requesting the Faculty to disclose results to a specified person.

12. Reassessment Procedures

Reassessment with Mitigating Circumstances -

12.1 In the case of documented mitigating circumstances having been accepted by the Examination Board, normally the learner shall have the opportunity to resubmit his/her coursework for presentation at the next Examination Board.

12.2 Programme Administrators shall issue repeat coursework to the learner and he/she shall be given a specified period of time (in line with their original submission period) to submit his/her work.

12.3 Submission of reassessed work within the specified timeframe and with mitigating circumstances shall not normally be subject to penalties in the allocation of marks.

12.4 Receipt of reassessed work shall be treated in the same manner as all other coursework and shall be subject to the College’s Assessment Control Procedure (QA E12).

53 In exceptional circumstances the Examination Board may decide on an alternative means of reassessment.
12.5 In the case of reassessment by examination, the learner shall have the opportunity to re-sit his/her examination(s) at the next scheduled examination session. This shall not be recorded on the learner administration system as an additional sitting of the examination.

Reassessment without Mitigating Circumstances -

12.6 In the case of reassessed work without mitigating circumstances, the learner shall have the opportunity to resubmit his/her coursework for presentation at the next Examination Board.

12.7 Programme Administrators shall issue repeat coursework to the learner and he/she shall be given a specified period of time (in line with their original submission period) to submit his/her work.

12.8 Submission of reassessed work without mitigating circumstances shall normally be subject to a cap.

12.9 Receipt of reassessed work shall be treated in the same manner as all other coursework and shall be subject to the College’s Assessment Control Procedure (QA E12).

12.10 In the case of reassessment by examination, the learner shall have the opportunity to resit his/her examination(s) at the next scheduled examination session. This shall be recorded on the learner administration system as an additional sitting of the examination.

13. Review of a Decision of the Examination Board

13.1 The grounds under which a learner may appeal the decision of the Examination Board is detailed in the Appeals Procedure (QA E15).

14. Reporting Structure

14.1 The Chair of the Examination Board and the Senior Examinations Officer, submit the broadsheets, agreed by the Examination Board, for formal approval at the next Academic & Professional Council meeting.

14.2 The Academic & Professional Council shall be notified by the Chair of the Examination Board or the Senior Examinations Officer of any failure by any member of the Examination Board to carry out his/her responsibilities satisfactorily.

14.3 The Examinations Office shall forward all original broadsheets (and pass lists where appropriate) to the relevant validating body.
15. Responsibilities

15.1 Senior Examinations Officer

- Coordinates agreement of Examination Board meeting dates and circulates to all parties \([4.1-4.3]\)
- Attends each Examination Board meeting
- Ensures minutes of Examination Board meeting are taken and circulated \([8.1]\)
- Makes amendments to results on learner administrations system if agreed by Examination Board \([10.1]\)
- Communicates results to learners in conjunction with Programme Administrators \([11.1-11.4]\)
- Submits the broadsheets, in conjunction with the Chair of the Examination Board, to the APC for approval \([14.1]\)
- Submits the approved broadsheets to the relevant validating body \([14.3]\).
15.2 **Programme Administrator**

- Retains information pertaining to learner deferrals or mitigating circumstances for presentation at an Examination Board and provides a list of learners with deferrals or mitigating circumstances to the Examinations Office [5.2]
- Attends Examination Board meetings [7.1]
- Releases results to learners in conjunction with Examinations Office [11.1-11.4]
- Makes repeat coursework available for learners and communicates resubmission timeframe [12.2, 12.7]
- Records receipt of reassessed work [12.4, 12.9].

15.3 **Faculty Staff**

- Attend Examination Board meetings [7.1].

15.4 **External Examiners**

- Attend Examination Board meetings [7.1].

15.5 **Verifier / Validating Body**

- May choose to attend Examination Board meetings [7.1].

15.6 **Director of Academic Programmes**

- Acts as Chair of Examination Board meetings and nominates a deputy if necessary [7.2]
- Ensures each cohort is adequately represented by academic staff and External Examiners at the Examination Board meeting [7.2]
- Reverts to the Chair of the Academic & Professional Council in the event of an irreconcilable difference of opinion amongst the Examination Board members [9.10]
- Submits the broadsheets, in conjunction with the Senior Examinations Officer, to the APC for approval [14.1].

15.7 **Examination Board**

- Role and responsibilities as detailed in section 9.
15.8 Chair of the APC

- Forms a panel in response to a request by the Chair of the Examination Board and investigates a given issue to its conclusion [9.10].

15.9 Learner

- Submits reassessed work within the agreed timeframe [12.2, 12.6]
- Sits examination at the agreed examination session [12.5, 12.10].

15.10 Academic & Professional Council

- Approves Examination Board broadsheets [4.1]
- Takes corrective action if notified that any member of the Examination Board has not fulfilled his/her duties [14.2].
Griffith College Dublin

Quality Assurance Policies, Procedures, Practices and Guidelines

QA E15 Appeals Procedure

Title: Appeals Procedure

Document: QA E15

Issue Version: 2.0

Issue Date: September 2009

Related Documents:
Recognition of Prior Learning Procedure (QAC3)
Procedure for extensions on Deadlines for the Submission of Assessed Work and Late Submission Penalties (QAE7)
Deferrals Procedure (QAC4)
Learner Disciplinary Procedure (QAJ5)
Academic Misconduct Procedure (QA J6)
Exam Board Procedure (QAE14)

Circulated for comment to: APC

Effective from: September 2009

Responsible for Policy Implementation: QA Office

Next Review: August 2015

Modified:
1. Objectives

1.1. To describe the procedure available to a Learner wishing to appeal against a decision of an academic or disciplinary nature.

2. Scope

This procedure applies to all appeals relating to:

- Admissions
- Recognition of Prior Learning or prior experiential learning
- Module or Programme Deferral
- Extension of Deadlines for the Submission of Assessed work
- Examinations and Assessment
- Learner Discipline
- Academic Misconduct
- Desk-Based Review of an Appeal

3. Responsibilities

- Learner/Applicant/Appellant
- Quality Assurance Officer
- Director of Academic Programmes
- Appeal Board
- Chair of Appeal Board
- Relevant Senior Manager
- College President

4. Disciplinary Hearings

4.1 The College is committed to fair, equitable and appropriate disciplinary procedures

4.2 The Learner Disciplinary Procedure shall be invoked where a learner has allegedly acted contrary to the Learner Code of Conduct (QA J3) or has allegedly carried out some such other activity which has been harmful to the College (other than academic misconduct which shall be dealt with under the Academic Misconduct Procedure QA J6)

4.3 Academic misconduct will in the first instance be the subject of a disciplinary process within the relevant faculty. In cases where it is established by the investigation that there is a case to answer the alleged misconduct will be the subject of disciplinary hearing resulting in a decision as to a disciplinary sanction as appropriate.
4.4 The Learner Disciplinary Procedure is intended to ensure a speedy and efficient resolution of issues. The aim is to prevent unnecessary delay whilst ensuring a full and fair assessment of the particular circumstances of an individual case.

4.5 Learners are asked to familiarise themselves with the expectations of the College as described in the Learner Code of Conduct, the Learner Handbook and in individual College policies and procedures to which they are subject, as well as the details of the Learner Disciplinary Procedure and their rights under this procedure.

5. **Pre-Appeal Procedures (Admissions only)**

   5.1 In the case of admission appeals the Admissions Officer or International Office Manager, as appropriate, will speak with the applicant and attempt to informally resolve the issue(s) raised.

6. **The Rights of Learners or Applicants at Disciplinary and Appeal Hearings**

   Learners or applicants shall have the following rights in relation to disciplinary and appeal hearings:

   6.1 To be given 10 days advance notice of the hearing (or less if agreed by all parties) in order to ensure that he/she can attend and, should he/she wish, organise representation. The notice shall state the time and venue of the hearing and shall specify the learner’s rights in relation to the hearing.

   6.2 A learner who is the subject of disciplinary proceedings or a disciplinary hearing in relation to academic misconduct is entitled to a clear statement of the alleged offence or alleged academic misconduct. In the case of any offence or misconduct that could lead to the expulsion of the learner from the College or him or her being compelled to withdraw from a programme within the College, this statement shall be given to the learner at least 10 days (or such shorter notice as shall be agreed by the learner and the disciplinary board) in advance of the disciplinary hearing. In all other cases the statement must be given on or before the commencement of the disciplinary hearing. In all cases where a learner is presented with a statement of the alleged offence or alleged academic misconduct on the date of the hearing the learner shall be entitled to request adjournment of the disciplinary hearing to prepare his or her defence.

   6.3 The right to attend the hearing. If a learner fails to attend the hearing, the hearing shall proceed in the absence of the learner.

   6.4 The right to be represented at a hearing by a fellow learner, a staff member, a relative, a friend, an adviser or a legal representative. Any costs associated with legal representation of the learner or applicant shall be borne by the learner or applicant unless the Disciplinary or Appeal Board otherwise determines. A representative may speak on behalf of the learner. A learner may choose to be accompanied by a translator. Any costs associated with the appointment of a translator by the learner (other than one provided by the College) shall be borne...
by the learner unless the Disciplinary or Appeal Board so otherwise determines. A learner who chooses not to be represented shall be requested at the hearing to confirm in writing that he/she has been informed of his/her right of representation and has declined to exercise it.

6.5 The right to request sight prior to the meeting of evidence to be presented at the relevant hearing, to hear and see the evidence presented, to challenge the evidence on cross-examination and to present his/her own evidence

7. **Grounds for Appeal**

Grounds for Appeal are as follows:

7.1 **Admission / Recognition of Prior Learning Procedure (QA C4)**
An applicant wishing to make an appeal the outcome of an application for College entry may do so, normally on the following grounds:

1. The applicant believes there was an irregularity in the manner in which a query or an application for admission was considered or in which prior learning was evaluated.
2. The applicant wishes to appeal against the College’s admission criteria or RPL criteria.
3. The applicant wishes to present additional documentation in support of his/her original admission or RPL application. In this case the applicant must also show good reason why such documentation could not have been made available previously.
4. The applicant wishes to appeal against the manner in which the admissions or RPL criteria were applied.
5. There is a breach of natural justice

7.2 **Deferrals Procedure (QA C4)**

A learner or applicant wishing to appeal the outcome of a deferral application may do so, normally on the following grounds:

1. The learner or applicant believes that there was an irregularity in the manner in which the deferral application was considered
2. The learner or applicant believes the decision regarding the deferral application is manifestly unreasonable
3. The learner or applicant wishes to present additional documentation in support of his/her original grounds for application. In this case the learner or applicant must also show good reason why such documentation could not have been made available previously.
4. There is a breach of natural justice

7.3 **Procedure for extensions on Deadlines for the Submission of Assessed Work and Late Submission Penalties (QA E7)**
A learner or applicant wishing to appeal an outcome of an application to the extension on the deadline for the submission of assessed work may do so, normally on the following grounds:

1. The learner believes that there was an irregularity in the manner in which the extension application was considered
2. The learner believes the decision regarding the extension application is manifestly unreasonable
3. The learner wishes to present additional documentation in support of his/her original grounds for application. In this case, the learner must also show good reason why such documentation could not have been made available previously.
4. There is a breach of natural justice

7.4 Exam Board Procedure (QA E14)

A learner wishing to appeal the decision of an Examination Board may do so, normally on the following grounds:

1. The learner believes that there was a non-academic irregularity in the manner in which his/her assessments were conducted
2. The learner wishes to present information of mitigating circumstances which were not known to the Examination Board. In this case the learner must also show good reason why such circumstances could not have been made known prior to or at the Examination Board meeting.
3. There is a breach of natural justice.

Disagreement with the academic judgement of the Examination Board cannot in itself constitute grounds for appeal.

7.5 Learner Disciplinary Procedure (QA J5)

A learner or applicant wishing to appeal the decision of a Disciplinary Board may do so, normally on the following grounds:

1. A material procedural irregularity which, had it not occurred, might have impacted significantly on the validity of the original hearing and the subsequent penalty
2. That the penalty imposed by the disciplinary hearing was too severe bearing in mind the circumstances of the case
3. The learner wishes to present new evidence or information of mitigating circumstances which were not known to the Disciplinary Board. In this case the learner must also show good reason why such circumstances could not have been made known prior to or at the Disciplinary Hearing.
4. There is a breach of natural justice

7.6 Academic Misconduct Procedure (QA J6)
A learner or applicant wishing to appeal the decision of an Academic Misconduct Disciplinary Board may do so, normally on the following grounds:

1. A material procedural irregularity which, had it not occurred, might have impacted significantly on the validity of the original hearing and the subsequent penalty.
2. The learner wishes to appeal against a decision to penalise him/her on the grounds of academic misconduct.
3. That the penalty imposed by the Academic Disciplinary Board was too severe bearing in mind the circumstances of the case.
4. The learner wishes to present information of mitigating circumstances which were not known to the Academic Disciplinary Board. In this case the learner must also show good reason why such circumstances could not have been made known prior to or at the Academic Disciplinary Board meeting.
5. There is a breach of natural justice.

7.7 Desk-based Review Procedure (QAE15)

A learner or applicant wishing to appeal the outcome of the Desk based review process may do so normally under the following grounds;

1. A material procedural irregularity which, had it not occurred, might have impacted significantly on the validity of the desk-based review.
2. A learner may appeal the decision of the desk-based review on the grounds that the decision is manifestly unreasonable.
3. That the appellant would be reasonably entitled to an appeal on the merits of his/her case.
4. The learner wishes to present information of mitigating circumstances which were not known to the desk-based reviewer. In this case the learner must also show good reason why such circumstances could not have been made known prior to or at the desk-based review.
5. There is a breach of natural justice.

7.8 Appeals procedure (QAE15)

Note: The decision of an Appeal Board may only be appealed where the sanction imposed results in expulsion from the College.

A learner or applicant wishing to appeal the outcome of an Appeal Board process may do so normally under the following grounds;

1. There is a material procedural irregularity which, had it not occurred, might have impacted significantly on the validity of the original hearing and the subsequent penalty.
2. That the penalty imposed by the disciplinary or appeal hearing was too severe bearing in mind the circumstances of the case.
3. The learner wishes to present information of mitigating circumstances which were not known to the relevant Appeal Board. In this case the learner must also show good reason why such circumstances could not have been made known prior to or at the Appeal Board or in any previous correspondences made in respect of the Appeal.

4. There is a breach of natural justice

8. Appeal Forms, Time Limits and Late Appeals

8.1 A learner wishing to appeal a decision referred to in 1.1 above shall complete the standard College Appeals Form (QA EA 15) within 10 working days of being informed of the related decision and shall submit it to the Quality Assurance Office. In the case of appeals relating to the late submission of assessed work this period is reduced to 1 working day.

8.2 The appeals form shall state – on completion by the appellant:

8.2.1 The name and address of the appellant.
8.2.2 The type or subject matter of the appealed decision (e.g. admissions, deferral, disciplinary, etc).
8.2.3 The claimed ground for appeal which shall be in accordance with section 7 above.
8.2.4 The rights of the appellant in relation to the appeal. The appellant shall sign the appeal form to confirm that he/she is aware of and understands these rights and has or had not chosen to exercise the right of representation.
8.2.5 The time limit within which the appeal must be made.

8.3 The Quality Assurance Office shall acknowledge receipt of the appeals form.

Late Appeals

8.4 Learners will be entitled to enter an appeal outside the 10 day time limit in cases of:
8.4.1 Illness within the 10 day time limit period.
8.4.2 Not being informed of the decision or other matter being appealed against in which case the 10 day time limit shall run from the time the learner became so informed. Where notification of decision or other matter appealed against has been made to the learner at his or her email address most recently known to the College the learner will be deemed to have been informed of the decision or other matter.
8.4.3 Any other circumstances which, in the opinion of the Director of Academic Programmes, have rendered the learner unable to enter the appeal within the 10 day time limit.
9. Desk-Based Review of Appeals

If a learner or programme applicant enters an appeal, a desk review of the appeal is conducted to establish whether valid grounds for appeal exist.

In the course of the desk based review a learner appeal may be found to be valid or rejected as invalid. If the appeal is rejected as invalid the learner is informed of the decision and of his/her right to appeal that decision. If the learner’s appeal is found to be valid or he/she chooses to appeal the desk based review decision a preparatory meeting with the learner outlining the learner’s rights is convened prior to the appeal hearing.

If a learner appeals the decision of the desk based review a separate Appeal Board of two is convened to hear the appeal of the desk-based review decision.

If the Appeal Board appointed to review the decision of the desk-based review finds in favour of the learner, his/her appeal shall continue as if the desk based review had found the appeal was valid. If this upholds the decision of the desk based review the matter can only be appealed via Presidential Appeal, and then only in circumstances where the learner would be expelled from the College or withdrawn from a course.

10. Composition of Appeal Boards

10.1 At the start of each academic year an Appeals Panel will be appointed for the duration of the year, from which an Appeal Board will be selected for each separate appeal.

10.2 An Appeal Board, normally consisting of two persons drawn from the Appeals Panel will adjudicate on each appeal made by learners or applicants.

10.3 It will include a member of academic staff at CD/Faculty Head level, or year head level.

10.4 All members of the Appeal Board must be external to the faculty concerned in the appeal and not have been in any way involved in determining the finding or sanction decided upon by the disciplinary process under appeal.

10.5 The Board will be chaired by a person nominated by the Director of Academic Programmes.

10.6 A member of staff from the Quality Assurance Office will act as Secretary to the Board. In cases of academic misconduct or disciplinary matters which could result in expulsion from the College an Appeal Board consisting of no less than 3 members will be convened.

10.7 The Presidential Appeals Committee shall be chaired by the President of the College and shall comprise no less than 3 persons, two of whom shall be external to the College.
10.8 In all cases the appointed Appeal Boards will act on behalf of the Academic and Professional Council.

11. **Procedure on Appeal**

11.1 The learner/applicant/appellant will submit his/her appeal to the Quality Assurance Officer. In the case of a Presidential Appeal a copy shall also be submitted to the President. Where applicable, the Learner will also submit copies of any new relevant documentation / evidence in support of their appeal. This evidence will be forwarded on to the Faculty for consideration and right to reply prior to the decision of the desk-based review.

11.2 A desk-based review of the appeal will be conducted (see section 9 Desk-based review) and the result notified to the learner by the Quality Assurance Officer by email or telephone.

11.3 In the case of decisions ruled against the learner/applicant/appellant the Quality Assurance Office will also inform him/her of their right to appeal the desk-based review decision.

11.4 In the case of decisions ruled in favour of the learner or in the case of a learner appealing the decision of the desk-based review, the Quality Assurance Office will convene a preparatory meeting with the learner outlining the learner’s rights prior to the appeal hearing.

11.5 In cases where an Appeal Board is to be convened the Quality Assurance Office will communicate this to the Director of Academic Programmes or the President in the case of a Presidential Appeal.

11.6 The Director of Academic Programmes will nominate and communicate with suitable nominees from the Appeals panel to convene an Appeal Board.

11.7 The Director of Academic Programmes will then notify the Quality Assurance Officer of the composition of the Appeal Board.

11.8 The Quality Assurance Officer will then agree/notify all parties (Appeal Board members, learner/applicant/appellant) of the date, time and location of the hearing.

11.9 Prior to the appeal hearing the Quality Assurance Officer will meet the learner/applicant/appellant to inform him/her of his/her rights as set out in Appendix B.

11.10 When notifying the Appeal Board members the Quality Assurance Office will forward copies of all relevant documentation pertaining to the case, and all relevant documentation pertaining to the conduct of Appeal Hearings (see Appendices A, B, C & D)
11.11 The appeal hearing will be convened on the appointed date (see Appendix D: Guidance on the conduct of appeal hearings). At the Appeal Hearing the Chair of the Appeal Board shall inform the learner as to his/her rights in relation to the appeal, shall explain these rights and request the learner to sign a declaration stating that s/he has understood them.

11.12 The Appeal Board hear the appeal and adjourn to decide outcome. The Chair of the Appeal Hearing will communicate to the appellant the decision of the Appeal Board.

11.13 The Quality Assurance Officer will also communicate the decision to the learner/applicant/appellant in writing (by registered post) by email and by phone, and also to the faculty concerned.

11.14 In cases of appeals being unsuccessful that have a penalty of expulsion or are regarded as gross academic misconduct, or gross misconduct, the notification to the learner will state the following:

- The decision of the Appeal Board
- The penalty which shall be imposed
- The learner’s right of appeal to the President’s Appeal Committee (where applicable)
- The period (5 working days) within which this appeal to the President’s Appeal Committee must be lodged by or on behalf of the learner (where applicable)

11.15 In cases of all other appeals being unsuccessful the notification of the learner will state the following:

- The decision of the Appeal Board.
- Confirmation that the decision of the Appeal Board is final.

11.16 In the case of a Presidential Appeal steps 7 and 8 are the responsibility of the President.

11.17 A summary flow chart of the steps in the appeal process is set out in Appendix E.

12. Appeal Hearings Outcomes

12.1 The outcomes of the various decisions that can be appealed against under the College’s QA Procedures are listed below.

12.2 In the case of a successful appeal of a/an:

12.2.1 Admission Decision / Recognition of Prior Learning Decision (QAC3)
The Admissions Officer / International Office Manager shall carry out the standard admission procedures

12.2.2 Late submission of Assessed Work Decision (QAE7)
A Learner shall be permitted to submit work without penalty and within an agreed timeframe

12.2.3 Deferral Decision (QAC4)
The Admissions Officer / Registration Manager shall make whatever amendments are necessary to the learner’s assessment record on the learner administration system and shall also amend the SRAF (where applicable) and document the circumstances and grounds for the amendment. The Admissions Officer / Registration Manager and the Chair of the Admissions Sub-Committee shall sign the SRAF. This form and the accompanying report shall be made available to the next sitting of the Examination Board and shall be stored in the Registration Office for future reference.

12.2.4 Learner Disciplinary Decision (QAJ5)
Where the College is satisfied at any stage within these procedures that misconduct has not taken place, no documentation relating to the alleged misconduct and the associated investigations shall be retained in the learner’s file except as required by law or court order.

12.2.5 Academic Misconduct Decision (QAJ6)
Where the College is satisfied at any stage within these procedures that academic misconduct has not taken place, no documentation relating to the alleged misconduct and the associated investigations shall be retained in the learner’s file except as required by law or court order. No documentation relating to minor academic misconduct, or first time major academic misconduct, shall be retained on the learner’s file following the completion of his/her programme of study or referred to in any personal reference provided by the College.

12.2.6 Exam Board Deliberation (QAE14)
In the case of successful appeal the Senior Examinations Officer shall make whatever amendments are necessary to the learner’s records on the learner administration system and on the examination broadsheet. The relevant documentation shall be made available to the next sitting of the Examination Board.

12.2.7 Desk Based Review Decision (QAE15)
The appeals process shall resume as if the original review found valid grounds for appeal.

12.2.8 Appeal Board Decision
The relevant outcomes, listed above, in relation to the decision being appealed against shall apply.

12.3 In the case of an unsuccessful appeal of a/an:

12.3.1 Admissions Decision
12.3.2 Recognition of Prior Learning Decision (QAC3)
12.3.3 Late Submission of Assessed Work Decision (QAE7)
12.3.4 Deferral Decision (QAC4)
12.3.5 Exam Board Deliberation (QAE14)

The decision of the Appeal Board is final.

12.4 In the case of an unsuccessful appeal of a/an:

12.4.1 Learner Disciplinary Decision (QAJ5),
12.4.2 Academic Misconduct Decision (QAJ6)
12.4.3 Desk Based Review Decision (QAE15)

Where the sanction proposed by the Appeal Board is expulsion or compelling withdrawal from the programme by the learner, or the charge is gross misconduct or gross misconduct the appellant may, on notification to the Quality Assurance Office within 5 days of decision being communicated to him/her, appeal the decision to the President's Appeal Committee. In this event the application of the disciplinary penalty shall be suspended pending the outcome of the appeal to the President’s Appeal Committee.

12.4.4 Appeal Board Decision (QAE15)
The decision of the President’s Appeal Committee is final. In the case of discipline and academic misconduct all sanctions suspended for the duration of the appeals process or sanctioned by the President’s Appeal Committee shall be valid from the date the decision of the President’s Appeal Committee is communicated to the learner.

13. Records and Follow up
13.1 In all cases, all records of the Appeal Board’s determinations shall be kept centrally by the Quality Assurance office and a copy held by the Relevant Senior Manager.

13.2 The Relevant Senior Manager can be defined as the person with overall responsibility for a department/faculty.

13.3 Specific requirements of individual procedures are listed below

13.3.1 Late submission of Assessed Work (QAE7)

A copy of the amended application form indicating the decision on the deadline extension and the appeal form should be held on the learner’s file.

13.3.2 Deferral Decision Appeal (QAC3)

(i) In the case of successful appeals the Admissions Officer/Registration Manager shall make whatever amendments are necessary to the learner's assessment record on the learner
administration system and shall amend the SRAF (where applicable) documenting the circumstances and grounds of the amendment.

(ii) The Admissions Officer/Registration Manager and the Chairs of the Deferral Appeal Board shall sign the SRAF.

(iii) A copy of this form and the accompanying report shall be made available to the next sitting of the Examination Board and the Academic & Professional Council

13.3.3 Learner Disciplinary Procedure (QAJ5)

(i) Documentation regarding penalties imposed for proven misconduct shall be retained on the learner’s file for the periods denoted in QAJ5 Section 10.

(ii) Documentation regarding expulsion shall form a permanent record on the learner’s file.

13.3.4 Academic Misconduct (QAJ6)

In the event of the Appeal Board upholding the decision of the disciplinary hearing or altering the classification of academic misconduct and the learner not having appealed this decision within 5 days to the Presidents Appeal Committee a copy of the notification of the disciplinary hearing decision and the decision of the Appeal Board shall be filed on the learner’s file by the CD/Faculty Head.

14. Confidentiality

14.1 This confidentiality section refers to appeals that have been made as a result of an allegation of misconduct, academic or otherwise made by the College against a learner. In this case it applies only to the Learner Disciplinary Procedure (Q AJ5) and Academic Misconduct Procedure (QAJ6).

14.2 Where the College is satisfied at any stage within these procedures that misconduct has not taken place, no documentation relating to the alleged misconduct and the associated investigations shall be retained in the learner’s file

14.3 The disciplinary process, once entered into, is confidential to all parties. Therefore, it is essential that any individuals involved in the process respect this paramount need for confidentiality. Breaches of such confidentiality may lead to disciplinary action being taken.

15. Responsibilities

QAE15 Appeals Procedure Responsibilities
Learner/Applicant/Appellant

- Familiarises him/herself with the appeals procedure (QAE15) and the appended documentation.
- If he/she has grounds, appeals the decision made in respect of the relevant QA Procedures listed in section 2 within the requisite timeframe [11.1]
- If he/she has grounds, appeals the desk-based review decision within the requisite timeframe [11.4]
- If he/she has grounds, appeals the decision of the appeal board to the President within the requisite timeframe [11.1]

Quality Assurance Officer

- Receives all appeals made in respect of the relevant QA Procedures listed in section 2
- Performs a desk-based review of all appeals received and ascertains whether there are valid grounds for appeal [9]
- Notifies the learner/applicant/appellant of the decision of the desk-based review [11.2]
- Notifies Director of Academic Programmes when an appeal board is to be convened[11.5]
- Notifies all parties of the time, date and location of appeal hearings [11.10]
- Provides appeal board members with documentation pertaining to the appeal [11.10]
- Acts as secretary to the Appeal Board  [10.6]
- Notifies learner/applicant/appellant of the outcome of the appeal hearing [11.13]
- Notifies College President that a Presidential appeal has been lodged [11.5]

Director of Academic Programmes

- Nominates representatives to sit on and chair appeal board hearings  [11.7]
- Notifies Quality Assurance Officer of the composition of the appeal board [11.8]

Appeal Board

- Acts on part of APC [10.8]
Chair of Appeal Board

- Chair of Appeal Board informs learner/applicant/appellant of outcome of appeal hearing [11.12]

Relevant Senior Manager

- Relevant Senior Manager retains all records of appeal board determinations [13.1]
- Makes changes to the learners record in accordance with the outcome of the appeal as appropriate [13.3, 13.4, 13.5, 13.6.]

College President

- Nominates a Presidential Appeal Committee [11.6, 11.16]
- Notifies the learner of the outcome of the appeal hearing [11.12]
Appendix A:
The Appeal Form

This form is to be used in respect of all Griffith College appeals. Persons involved should also read the Appeals Procedure (QA E15) and the notes attached herewith. The appeal form must be submitted to the Quality Assurance Office within 10 working days of receiving notification of the decision that is being appealed against. In the case of appeals relating to the late submission of assessed work, this period is reduced to 1 working day.

Section 1: LEARNER PERSONAL DETAILS
Learner Number: ☐ ☐ ☐ ☐ ☐ ☐ ☐
Surname: ____________________________ Forenames: ____________________________
Study Mode: ☐ Full-time ☐ Part-time ☐
Home Address Line 1: ______________________________________________________
Line 2: _________________________________________________________________
Faculty: ____________________________ Daytime Telephone Number ____________________________
Date: __ / __ / ______ Email: ____________________________

Section 2: TYPE OF APPEAL (Please refer to the Appeal Form Notes Attached)
Please tick (√) as appropriate the decision being appealed

Decision
Allowance ☐
Recognition of Prior Learning ☐
Late submission of Assessed Work ☐
Deferral ☐
Learner Disciplinary ☐
Academic Misconduct ☐
Exam Board Deliberation ☐
Desk Based Review ☐
Decision of Appeal Board ☐

Section 3: CLAIMED GROUNDS FOR APPEAL.
Please state your grounds for appeal: ____________________________________________

Please tick (√) as appropriate under which grounds your appeal falls (see notes attached where permitted grounds are listed for each appeal situation)

Grounds 1 ☐ Grounds 2 ☐ Grounds 3 ☐ Grounds 4 ☐

Additional Documentation Attached: Tick (√) as appropriate: Yes ☐ No ☐

Section 4: PRESIDENTIAL APPEAL
Is this an appeal to the President's Appeal Committee? (See notes attached) Yes ☐ No ☐
If 'Yes', an additional copy of this form should be submitted to the President’s Office

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Section 5: LEARNER DECLARATION

The Rights of Learners or Applicants at Disciplinary and Appeal Hearings

1. To be given 10 days’ advance notice of the appeal hearing (or less if agreed by all parties) in order to ensure that he/she can attend and, should he/she wish, organise representation.

2. A learner who is the subject of disciplinary proceedings or a disciplinary hearing in relation to academic misconduct is entitled to a clear statement of the alleged offence or alleged academic misconduct. In the case of any offence or misconduct that could lead to the expulsion of the learner from the College or him or her being withdrawn from a programme within the College the statement must be given 10 days in advance. In all cases where a learner is presented with a statement of the alleged offence or alleged academic misconduct on the date of the hearing the learner shall be entitled to request adjournment of the hearing to prepare his or her defence.

3. The right to attend the hearing. If a learner fails to attend the hearing, the hearing shall proceed in the absence of the learner.

4. The right to be represented at a hearing by a fellow learner, a staff member, a relative, a friend, an adviser or a legal representative. A learner who chooses not to be represented shall be requested at the hearing to confirm in writing that he/she has been informed of his/her right of representation and has declined to exercise it.

5. The right to request sight prior to the meeting of evidence to be presented at the relevant hearing, to hear and see the evidence presented, to challenge the evidence on cross-examination and to present his/her own evidence.

Learner Declaration:

I have read the rights listed in brief above and the full rights attached and I understand them.

I wish / do not wish (delete as appropriate) to be represented at the meeting.

Learner Signature: ___________________________ Date: ___ / ___ / ___

For Office Use Only

Date Received by Quality Assurance Office: ___ / ___ / ___

Outcome of Desk-based review: Appeal Valid ☐ Appeal Invalid ☐

Learner Informed of Desk Review Outcome: ☐

Action Followed: __________________________________________

Copy Forwarded to:
Admissions Officer/Registration Manager (Admissions or RPL)
Relevant Programme Director (Late submission of Assessed Work)
Director of Academic Programmes (Deferrals, Disciplinary and Academic Misconduct)
Examinations Office (Examination Board)
Relevant Appeal Panel
President’s Office (President’s Appeal Panel)

Learner Informed of Appeal Outcome: ☐

Any other comments: ________________________________________

Quality Assurance Officer Signature: _________________________ Date: ___ / ___ / ___

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APPEAL FORM NOTES

Section 2: TYPE OF APPEAL:

A learner is permitted to appeal the outcome of the following procedures in operation in the College:

Recognition of Prior Learning Procedure (QAC3)
Procedure for extensions on Deadlines for the Submission of Assessed Work and Late Submission Penalties (QAE7)
Deferrals Procedure (QAC4)
Learner Disciplinary Procedure (QAJ5)
Academic Misconduct Procedure (QAJ6)
Exam Board Procedure (QAE14)
Desk-Based Review (QAE15)
Appeals procedure (QAE15)

All of these procedures can be found in the Griffith College QA manual. It is necessary that the procedure relating to your case be read in conjunction with the appeals procedure prior to proceeding with your appeal.

Section 3: GROUNDS FOR APPEAL

There are several grounds upon which an appeal may be granted. For each of the procedures above these grounds differ slightly and are listed below. Please note that in the absence of grounds for appeal and supplying evidence where appropriate, the appeal will be rejected.

Grounds for Appeal Quick Reference

<table>
<thead>
<tr>
<th>Grounds for Appeal</th>
<th>Applied to Procedure</th>
</tr>
</thead>
</table>
| The applicant believes there was a procedural irregularity | Admission
Recognition of Prior Learning Procedure (QAC3)
Procedure for extensions on Deadlines for the Submission of Assessed Work and Late Submission Penalties (QAE7)
Deferrals Procedure (QAC4)
Learner Disciplinary Procedure (QAJ5)
Academic Misconduct Procedure (QAJ6)
Exam Board Procedure (QAE14)
Desk-based Review (QAE15)
Appeals Procedure (QAE15) |
| The applicant wishes to appeal against the College’s admission criteria or RPL criteria. | Admission
Recognition of Prior Learning Procedure (QAC3) |
| The learner believes the decision is manifestly unreasonable | Procedure for extensions on Deadlines for the Submission of Assessed Work and Late Submission Penalties (QAE7)
Deferrals Procedure (QAC4)
Desk-based Review (QAE15) |
| That the penalty imposed was too severe given the circumstances of the case | Learner Disciplinary Procedure (QAJ5)
Appeals Procedure (QAE15)
Academic Misconduct Procedure (QAJ6) |
<p>| The learner wishes to appeal on the grounds of academic misconduct | Academic Misconduct Procedure (QAJ6) |</p>
<table>
<thead>
<tr>
<th>Grounds for Appeal</th>
<th>Applied to Procedure</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner wishes to present additional documentation / evidence or information</td>
<td>Admission&lt;br&gt;Recognition of Prior Learning Procedure/ (QAC3)&lt;br&gt;Procedure for extensions on Deadlines for the Submission of Assessed Work and Late Submission Penalties(QA E7)&lt;br&gt;Deferrals Procedure (QAC4)&lt;br&gt;Learner Disciplinary Procedure (QAJ5)&lt;br&gt;Academic Misconduct Procedure (QAJ6)&lt;br&gt;Exam Board Procedure (QAE14)&lt;br&gt;Desk-based Review (QAE15)&lt;br&gt;Appeals Procedure (QAE15)</td>
</tr>
<tr>
<td>The applicant wishes to appeal against the manner in which the admissions or RPL criteria were applied.</td>
<td>Admission&lt;br&gt;Recognition of Prior Learning Procedure/ (QAC3)</td>
</tr>
<tr>
<td>The learner believes there was a breach of natural justice</td>
<td>Admission&lt;br&gt;Recognition of Prior Learning Procedure/ (QAC3)&lt;br&gt;Procedure for extensions on Deadlines for the Submission of Assessed Work and Late Submission Penalties(QA E7)&lt;br&gt;Deferrals Procedure (QAC4)&lt;br&gt;Learner Disciplinary Procedure (QAJ5)&lt;br&gt;Academic Misconduct Procedure (QAJ6)&lt;br&gt;Exam Board Procedure (QAE14)&lt;br&gt;Desk-based Review (QAE15)&lt;br&gt;Appeals Procedure (QAE15)</td>
</tr>
</tbody>
</table>

For more detailed grounds please refer to the table ‘Grounds by Procedure’ below

**GROUNDS BY PROCEDURE**

There are several grounds upon which an appeal may be granted. For each of the procedures above these grounds differ slightly and are listed below. Please note that in the absence of grounds for appeal and supplying evidence where appropriate, the appeal will be rejected.

<table>
<thead>
<tr>
<th>Procedure</th>
<th>Grounds for Appeal 1</th>
<th>Grounds for Appeal 2</th>
<th>Grounds for Appeal 3</th>
<th>Grounds for Appeal 4</th>
<th>Grounds for appeal 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admission Appeal Procedure (QAC2)</td>
<td>The applicant believes there was an irregularity in the manner in which a query or an application for admission was considered or in which prior learning was evaluated.</td>
<td>The applicant wishes to appeal against the College’s admission criteria or RPL criteria.</td>
<td>The applicant wishes to present additional documentation in support of his/her original admission or RPL application. In this case the applicant must also show good reason why such documentation could not have been made available previously.</td>
<td>The applicant wishes to appeal against the manner in which the admissions or RPL criteria were applied.</td>
<td>There is a breach of natural justice</td>
</tr>
<tr>
<td>Recognition of Prior Learning Procedure/ (QAC3)</td>
<td>The learner believes that there was an irregularity in the manner in which the extension application was</td>
<td>The learner believes the decision regarding the extension application is manifestly unreasonable</td>
<td>The learner wishes to present additional documentation in support of his/her original grounds for application. In this case, the learner must</td>
<td>There is a breach of natural justice</td>
<td></td>
</tr>
<tr>
<td>Procedure</td>
<td>Grounds for Appeal 1</td>
<td>Grounds for Appeal 2</td>
<td>Grounds for Appeal 3</td>
<td>Grounds for Appeal 4</td>
<td>Grounds for Appeal 5</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>----------------------</td>
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<td>----------------------</td>
<td>----------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Work and Late Submission Penalties (QA E7)</td>
<td>considered</td>
<td></td>
<td>also show good reason why such documentation could not have been made available previously.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Deferrals Procedure (QAC4)</td>
<td>The learner or applicant believes that there was an irregularity in the manner in which the deferral application was considered</td>
<td>The learner or applicant believes the decision regarding the deferral application is manifestly unreasonable</td>
<td>The learner or applicant wishes to present additional documentation in support of his/her original grounds for application. In this case the learner or applicant must also show good reason why such documentation could not have been made available previously.</td>
<td></td>
<td>There is a breach of natural justice</td>
</tr>
<tr>
<td>Learner Disciplinary Procedure (QAJ5)</td>
<td>A material procedural irregularity which, had it not occurred, might have impacted significantly on the validity of the original hearing and the subsequent penalty</td>
<td>That the penalty imposed by the disciplinary hearing was too severe bearing in mind the circumstances of the case</td>
<td>The learner wishes to present new evidence or information of mitigating circumstances which were not known to the Disciplinary Board. In this case the learner must also show good reason why such circumstances could not have been made known prior to or at the Disciplinary Hearing.</td>
<td></td>
<td>There is a breach of natural justice</td>
</tr>
<tr>
<td>Academic Misconduct Procedure (QAJ6)</td>
<td>A material procedural irregularity which, had it not occurred, might have impacted significantly on the validity of the original hearing and the subsequent penalty</td>
<td>The learner wishes to appeal against a decision to penalise him/her on the grounds of academic misconduct</td>
<td>The learner wishes to present information of mitigating circumstances which were not known to the Examination Board. In this case the learner must also show good reason why such circumstances could not have been made known prior to or at the Examination Board meeting</td>
<td></td>
<td>There is a breach of natural justice</td>
</tr>
<tr>
<td>Exam Board Procedure (QAE14)</td>
<td>The learner believes that there was a non-academic irregularity in the manner in which</td>
<td></td>
<td>The learner wishes to present information of mitigating circumstances which were not known to the Examination Board. In this case the</td>
<td></td>
<td>There is a breach of natural justice</td>
</tr>
<tr>
<td>Procedure</td>
<td>Grounds for Appeal 1</td>
<td>Grounds for Appeal 2</td>
<td>Grounds for Appeal 3</td>
<td>Grounds for Appeal 4</td>
<td>Grounds for Appeal 5</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>----------------------</td>
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<td>----------------------</td>
<td>----------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Desk-based Review (QAE15)</td>
<td>his/her assessments were conducted</td>
<td>learner must also show good reason why such circumstances could not have been made known prior to or at the Examination Board meeting.</td>
<td>That the appellant would be reasonably entitled to an appeal on the merits of his/her case</td>
<td>The learner wishes to present information of mitigating circumstances which were not known to the desk-based reviewer. In this case the learner must also show good reason why such circumstances could not have been made known prior to or at the desk-based review.</td>
<td>There is a breach of natural justice</td>
</tr>
<tr>
<td>Appeals Procedure (QAE15)</td>
<td>A material procedural irregularity which, had it not occurred, might have impacted significantly on the validity of the desk-based review</td>
<td>A Learner may appeal the decision of the desk based review on the grounds that the decision is manifestly unreasonable.</td>
<td>That the penalty imposed by the disciplinary or appeal hearing was too severe bearing in mind the circumstances of the case</td>
<td>The learner wishes to present information of mitigating circumstances which were not known to the relevant Appeal Board. In this case the learner must also show good reason why such circumstances could not have been made known prior to or at the Appeal Board or in any previous correspondences made in respect of the Appeal.</td>
<td>There is a breach of natural justice</td>
</tr>
</tbody>
</table>

**Section 4: Presidential Appeal.**

In cases of appeals that propose a penalty of expulsion, withdrawal from a course, or are regarded as gross academic misconduct, there is a final option of appeal to the Presidential Appeals Committee.
Section 5: Learner Declaration

The Rights of Learners or Applicants at Disciplinary and Appeal Hearings

Right of Attendance & Representation

Learners or applicants shall have the following rights in relation to disciplinary and appeal hearings:

(1) To be given 10 days advance notice of the appeal hearing (or less if agreed by all parties) in order to ensure that he/she can attend and, should he/she wish, organise representation. The notice shall state the time and venue of the hearing and shall specify the learner’s rights in relation to the hearing.

(2) A learner who is the subject of disciplinary proceedings or a disciplinary hearing in relation to academic misconduct is entitled to a clear statement of the alleged offence or alleged academic misconduct. In the case of any offence or misconduct that could lead to the expulsion of the learner from the College or him or her being compelled to withdraw from a programme within the College, this statement shall be given to the learner at least 10 days (or such shorter notice as shall be agreed by the learner and the disciplinary board) in advance of the disciplinary hearing. In all other cases the statement must be given on or before the commencement of the disciplinary hearing. In all cases where a learner is presented with a statement of the alleged offence or alleged academic misconduct on the date of the hearing the learner shall be entitled to request adjournment of the hearing to prepare his or her defence.

(3) The right to attend the hearing. If a learner fails to attend the hearing, the hearing shall proceed in the absence of the learner.

(4) The right to be represented at a hearing by a fellow learner, a staff member, a relative, a friend, an adviser or a legal representative. A learner may choose to be accompanied by a translator. Any costs associated with legal representation or translation of the learner or applicant shall be borne by the learner or applicant unless the Disciplinary or Appeal Board otherwise determines. A representative may speak on behalf of the learner. A learner who chooses not to be represented shall be requested at the hearing to confirm in writing that he/she has been informed of his/her right of representation and has declined to exercise it.

(5) The right to request sight prior to the meeting of evidence to be presented at the relevant hearing, to hear and see the evidence presented, to challenge the evidence on cross-examination and to present his/her own evidence.

Appendix: B:
## Understanding of Rights Form

**LEARNER NUMBER**

☐ ☐ ☐ ☐ ☐ ☐ ☐

**LEARNER NAME**

Surname: ___________________________ Forename(s): ___________________________

**COURSE**

______________________________

**NATURE OF CHARGE**

(please specify):  

☐ Academic ☐ Disciplinary

**PRESENT**

Yes ☐ No ☐

**Accompanied by**

Surname: ___________________________ Forename(s): ___________________________

**Represented by**

Surname: ___________________________ Forename(s): ___________________________

**Relationship to Appellant**

_________________________________

Please (✓) ‘Yes’ or ‘No’ the questions below

- Have you read and understood your rights as outlined in Section 5 QAE15 (Appeal procedure)?
  - Yes ☐ No ☐

- Have you been given 10 working days’ advance notice of this hearing or agreed to a shorter time frame?
  - Yes ☐ No ☐

- Do you request an adjournment of these proceedings to review your rights as outlined in Section 5 QAE15 (Appeal procedure)? (these rights are reproduced on the back of this page).
  - Yes ☐ No ☐

- Have you been given a clear statement of the alleged offence or alleged academic misconduct?
  - Yes ☐ No ☐

- In the case of any offence or misconduct that could lead to expulsion/withdrawal was the statement given with ten days’ notice?
  - Yes ☐ No ☐

- Have you chosen a parent/guardian or friend to accompany you to this hearing?
  - Yes ☐ No ☐

- Have you chosen to be legally represented at this hearing?
  - Yes ☐ No ☐

- If No, do you acknowledge that you have been informed of your right of representation and have declined to exercise it?
  - Yes ☐ No ☐

- Do you wish to call any witnesses to this hearing?
  - Yes ☐ No ☐

- Do you understand that any costs associated with legal representation of the learner/applicant shall be borne by the learner/applicant?
  - Yes ☐ No ☐

- If you **do not** wish to contest the charge the College asks that you assure us that you have sought independent and/or legal advice. Please indicate that you have sought such advice:
  - Yes ☐ No ☐

**NOTES**

I have fully communicated the learner’s rights to the learner and am satisfied he/she understands them and has had sufficient opportunity to exercise them.

Signed: ___________________________ Date ___ / ___ / ___

Chair of disciplinary board/Appeal Board

I have read and understand my rights and am satisfied I have received sufficient opportunity to exercise them.

Signed: ___________________________ Date ___ / ___ / ___

Appellant/Defendant (Learner)

Please submit this form to the Secretary of the Disciplinary/Appeal Hearing prior to the commencement of the hearing.

**The Rights of Learners or Applicants at Disciplinary and Appeal Hearings**

**Right of Attendance & Representation**
Learners or applicants shall have the following rights in relation to disciplinary and appeal hearings:

1. To be given 10 days advance notice of the appeal hearing (or less if agreed by all parties) in order to ensure that he/she can attend and, should he/she wish, organise representation. The notice shall state the time and venue of the hearing and shall specify the learner’s rights in relation to the hearing.

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3. The right to attend the hearing. If a learner fails to attend the hearing, the hearing shall proceed in the absence of the learner.

4. The right to be represented at a hearing by a fellow learner, a staff member, a relative, a friend, an adviser or a legal representative. A learner may choose to be accompanied by a translator. Any costs associated with legal representation of the learner or applicant shall be borne by the learner or applicant unless the Disciplinary or Appeal Board otherwise determines. A representative may speak on behalf of the learner. A learner who chooses not to be represented shall be requested at the hearing to confirm in writing that he/she has been informed of his/her right of representation and has declined to exercise it.

5. The right to request sight prior to the meeting of evidence to be presented at the relevant hearing, to hear and see the evidence presented, to challenge the evidence on cross-examination and to present his/her own evidence.
Appendix C:
Timings in relation to Appeals

1. Appeal deadline from date of communication of decision  
   Maximum Days  
   10 working days

2. Late submission of assessed work appeal deadline from date of refusal decision  
   1 working day

3. Receipt of appeal form to communication of decision of desk-based review  
   5 working days

4. Appeal deadline from date of communication of decision of desk-based review  
   5 working days

5. From communication of desk-based review decision to the convening of an Appeal Board  
   10 working days

6. From the date of an Appeal Board adjournment to an Appeal Board reconvening  
   5 working days

7. From the date of an Appeal Board to the learner being notified of the result  
   5 working days

8. Presidential Appeal deadline from the date of communication of decision  
   5 working days
Appendix D:
Guidance on the Conduct of a
Disciplinary Hearing & Appeals Hearing

1. Purpose
1.1 The purpose of a disciplinary hearing/appeals hearing shall be to hear both the complaint and the response in the former and the case for an appeal of the outcome of a disciplinary hearing in the latter.

2. Documentation
2.1 The disciplinary hearing/appeals hearing will have access to all previous documentation in connection with the alleged misconduct; in addition the learner and the complainant are each asked to produce an A4 synopsis of their case for distribution during the programme of the hearing to the Panel and the other party.
2.2 Witnesses are not normally permitted to appear in person at either hearing. However, the learner and the complainant are permitted to provide written statements in advance of the meeting which will be considered with the previously mentioned documentation.
2.3 Other documentary evidence may be tabled at the discretion of the Chair.

3. Process
3.1 A disciplinary hearing/appeals hearing will be convened by the Quality Assurance Officer and Secretary of the Appeal Board.
3.2 The learner shall be entitled to representation as detailed in Section 6 of the Appeals Procedure.
3.3 At the Appeal Hearing the Chair of the Appeal Board shall inform the learner as to his/her rights in relation to the appeal, shall explain these rights and request the learner to sign a declaration stating that s/he has understood them.
3.4 The Order of Proceedings at a disciplinary hearing or appeals hearing is normally as follows:
   3.4.1 Introduction of those present
   3.4.2 Signing of the Understanding Rights Form and submission to the Secretary of the Appeal Board
   3.4.3 Completion of the Chair of Appeal Board Check List and submission to the Secretary of the Appeal Board
   3.4.4 Outline of the purpose of the disciplinary hearing/appeals hearing
   3.4.5 Reference to any witness statements if relevant
   3.4.6 An A4 synopsis summarising the main points of their case shall be distributed by both parties
   3.4.7 Learner and/or representative presentation shall follow (approx. 15 minutes/max. 20 minutes) (in case of disciplinary hearing and appeals hearing)
   3.4.8 The Panel and Department/Faculty shall be given the opportunity to question the learner’s presentation (in case of disciplinary hearing and appeals hearing)
   3.4.9 Faculty or Department presentation (approx. 15 minutes/max. 20 minutes) (in case of disciplinary hearing)
   3.4.10 The Panel and the learner shall be given the opportunity to question the Department or Faculty’s presentation (in case of disciplinary hearing)
3.4.11 The learner and/or representative shall sum up (5 minutes) [new evidence is not admissible at this time] (in case of disciplinary hearing and appeals hearing).
3.4.12 The Department or Faculty shall sum up (5 minutes) [new evidence is not admissible at this time] (in case of disciplinary hearing)
3.4.13 The Disciplinary Board/Appeals Panel shall adjourn and consider its submission in private
3.4.14 Further information or clarification of matters may be required by the Disciplinary Board or the Appeals Panel.
3.4.15 The appellant shall be informed that the decision of the Appeal Board will be communicated in writing, by email and by phone within 3 working days.

4. Conclusions and Recommendations
4.1 Any conclusions and recommendations shall be communicated in writing to the learner and the Faculty/Department within the specified time scale and submitted to the next Academic & Professional Council meeting. Conclusions and recommendations shall be made with the consideration of precedents set by the outcomes of previous appeal panels. Appeal boards will be furnished with a list of precedents in order to inform their decisions.
Appendix E:
Flow Chart of Appeals Process

Learner appeals decision

Desk-Based review* establishes whether valid grounds for appeal exist

Appeal Accepted as Valid

Appeal rejected as having no valid grounds: Learner has right to appeal Learner is informed of the location of the QA manual on Moodle to be informed of the appeals process

Learner exercises right to appeal desk based review

Convene an Appeal Board of two* to establish the validity of the desk-based review decision

Preparatory meeting with individual outlining individual rights

Convene an Appeal Board of two*

At the Appeal Board meeting the learner:
- signs a declaration stating he/she understand their rights
- presents evidence in support of his/her appeal

Appeal Board adjourns to decide outcome

Learner appeal is upheld:
Faculty is informed of the decision of the Appeal Board

Learner appeal is unsuccessful

Finds in favour of the learner

Finds in favour of desk-based review

*There cannot be any overlap of personnel involved in these 3 functions
**Section A. General Details**

<table>
<thead>
<tr>
<th>Name of the External Examiner (Proposed)</th>
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<tbody>
<tr>
<td>Current Post and Address</td>
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<tr>
<td>Programme(s) of Study to be Examined</td>
</tr>
<tr>
<td>Titles of Modules to be Examined</td>
</tr>
<tr>
<td>Name of Current External Examiner (if Applicable)</td>
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<tr>
<td>Names of any other External Examiner(s) with responsibility for this programme</td>
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<tr>
<td>Proposed Term of Office</td>
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<td>20xx to 20xx</td>
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Section B. Experience

<table>
<thead>
<tr>
<th>Details of Academic Qualifications and Professional Experience (Attach current CV if available. If not available please provide as much detail here as possible)</th>
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<th>Existing External Examiner Appointments (programme title/s and institution/s)</th>
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<th>Previous External Examiner Appointments (programme title/s and institution/s)</th>
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<th>Previous Links with Faculty / College (if applicable)</th>
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Programme Director Signature      Date

I confirm that this nomination meets all the requirements specified in the College's Procedure for Nominating & Appointing External Examiners (QA E1).

Senior Examinations Officer      Date
(On behalf of APC)

282
<table>
<thead>
<tr>
<th>Name:</th>
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<tr>
<td>Postal Address:</td>
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<td>Contact Details:</td>
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<td>Programme Name:</td>
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<td>Module Name (if applicable):</td>
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<td>Examination Period:</td>
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<tr>
<td>Signature:</td>
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<td>Date:</td>
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**Note to External Examiners:**

If completing this form in soft copy, please extend the boxes below as required. If completing it in hard copy, please attach additional pages as required.

Please ensure that this Report is returned to the Chairman c/o the Senior Examinations Officer within three weeks of the Examination Board meeting. To contact the Senior Examinations Officer please e-mail examinations@gcd.ie or telephone (01) 4150486.
### SECTION I: STANDARDS

<table>
<thead>
<tr>
<th>a) Standards set for the programme</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Are the standards set, through the aims and learning outcomes specified for the programme and its components (including placements and work experience), appropriate for the level(s) you examined and in line with the national qualifications framework?</em></td>
</tr>
<tr>
<td>YES</td>
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<tr>
<td>NO</td>
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<tr>
<td><em>Comments (if any):</em></td>
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</tbody>
</table>

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<tr>
<th>(b) Standards achieved by students</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Did learner work compare with the standards achieved by learners on comparable programmes?</em></td>
</tr>
<tr>
<td>YES</td>
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<tr>
<td>NO</td>
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<tr>
<td><em>Comments (if any):</em></td>
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<tr>
<td><em>In the work you viewed, did the learners achieve the learning outcomes set for the programme and its elements?</em></td>
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<tr>
<td>YES</td>
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<td>NO</td>
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<td><em>Comments (if any):</em></td>
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<table>
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<tr>
<th>(c) Commendations / Recommendations on Standards</th>
</tr>
</thead>
</table>
**SECTION II: OPERATION OF ASSESSMENT PROCESSES**

(a) Operation of Assessment Processes

Were the processes for assessment, examination and determination of awards sound and fairly conducted?

**YES**  
**NO**

*Comments (if any):*

Were the assessment criteria, tasks and regulations made clear to you?

**YES**  
**NO**

*Comments (if any):*

Did you receive an appropriately comprehensive and representative sample of work, in order reliably to evaluate the standards set and achieved?

**YES**  
**NO**

*Comments (if any):*

Were the marking schemes and moderation systems sufficiently robust to secure consistency of marking, reliability of results and fairness for learners?

**YES**  
**NO**

*Comments (if any):*
SECTION III: LEARNING OUTCOMES & QUALITY OF LEARNING

(a) Quality of learning

Did the assessment design and tasks relate well to the learning outcomes and enable learners to demonstrate achievement of the outcomes?

YES
NO

Comments (if any):

Did you find evidence of constructive formative feedback to guide learners’ subsequent assignments and to inform them clearly of the strengths and shortcomings of their work, in relationship to the learning outcomes?

YES
NO

Comments (if any):

(b) Commendations / Recommendations on Learning Outcomes & Quality of Learning
SECTION IV: ACTION TAKEN ON PREVIOUS EXTERNAL EXAMINER REPORTS

(a) Action Taken on Previous External Examiner Reports

- Did you receive notification of actions taken on points raised in the previous report(s), written either by you or the former external examiner?

YES
NO

Comments (if any):

(b) Commendations / Recommendations on Action Taken on Previous External Examiner Reports
SECTION V: THE EXTERNAL EXAMINING PROCESS

(a) Organisation and Management of the External Examining Process

Did you receive in good time all the programme information you required to undertake the tasks?

YES
NO

Comments (if any):

Were the regulations clear for learner progression, failure, repeats, compensation, degree classifications?

YES
NO

Comments (if any):

Did you receive learner work in good time to scrutinise it closely?

YES
NO

Comments (if any):

(b) Commendations / Recommendations on the External Examining Process

Please add below any additional reflections you have and any comments you would like to offer on the external examining process including your views on the usefulness and appropriateness of this form as a method of reporting.
SECTION VI: PREPARATION AND GUIDANCE FOR ROLE OF EXTERNAL EXAMINER

(This section to be completed only by external examiners in the first year of their appointment)

(a) Preparation and guidance for your role and on the procedures

Was the information useful and timely that you received (in writing and on our website) about your role and the College procedures for external examining?

YES
NO

Comments (if any):

Were you invited to/did you attend a briefing at the College in preparation for the role?

YES
NO

Comments (if any):

(b) Commendations / Recommendations on Preparation and Guidance for the Role of External Examiner
SECTION VII: FINAL OBSERVATIONS

(This section to be completed only by external examiners in the final year of their appointment)

(a) Final Observations on Assessment Process

Please add here any final comments and reflections you might have on completion of your appointment as external examiner. For example, summarise progress made in enhancing the programme during your term as external examiner or add any further comments you have which might help the Faculty’s development of the programme in the future.

(b) Please indicate any final Commendations / Recommendations here

________________________________________________________________________

External Examiner Report Verification

Signature   __________________________

Date       __________________________
QA EA3 Sample Assignment Sheet

[FACULTY NAME] SAMPLE ASSIGNMENT TITLE SHEET

<table>
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<th>[Programme name e.g. B.Sc. in Computing]</th>
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<tr>
<td>Stage/Year:</td>
<td>[Programme year]</td>
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<td>Module:</td>
<td>[Module name e.g. Architectural Drawing I]</td>
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<td>Semester:</td>
<td>[Semester I or II]</td>
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<tr>
<td>Assignment Number:</td>
<td>[Assignment number e.g. is this 1st, 2nd etc.]</td>
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<tr>
<td>Date of Title Issue:</td>
<td>[Date that assignment is to be distributed]</td>
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<tr>
<td>Assignment Deadline:</td>
<td>[Assignment hand-up date and time + late submission penalties]</td>
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<tr>
<td>Assignment Submission:</td>
<td>[Who to hand assignment to]</td>
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</tbody>
</table>

Assignment Title

Please state the assignment title / brief. Please specify details such as:

- Number of words
- Format of submission (e.g. typed/disk/A4 drawing etc)
- Number of copies to be submitted (at least two copies must be submitted of all assignment work)

Learning Outcomes

Please state the programme and related module learning outcomes that this assignment is assessing.

Assessment Criteria

Please state the assessment criteria applied to this assignment, such as:

- Presentation
- Structure
- Research
- Analysis
- Etc.
<table>
<thead>
<tr>
<th>STUDENT NO:</th>
<th>SURNAME</th>
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<th>LATE SUBMISSION DATE</th>
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**GRiffith College Dublin**

**QA EA5 Assignment Cover Sheet**

**[SAMPLE] Assignment Cover Sheet**

<table>
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<tr>
<td>Disk included?</td>
<td>Yes ______ No ______</td>
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<td>Additional Relevant Information:</td>
<td>(e.g. number of pieces submitted etc.)</td>
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<td>Date due:</td>
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<tr>
<td>Date submitted:</td>
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**Academic Misconduct:**

*I understand that I will be subject to the penalties imposed for breaches of academic conduct as defined in the College Academic Misconduct Procedure (QA J6).*

<table>
<thead>
<tr>
<th>Signature:</th>
<th>Date:</th>
</tr>
</thead>
</table>

**Please note:** Students **MUST** retain a hard / soft copy of all assignments and must **SIGN** the Assignment Submission Sheet provided by the lecturer / member of Faculty as proof of submission.
<table>
<thead>
<tr>
<th>Student No:</th>
<th>Surname</th>
<th>First Name</th>
<th>Sitting No</th>
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College Dublin

[Sample] Assignment Feedback Form

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<tr>
<th>Programme:</th>
<th>Module:</th>
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</thead>
<tbody>
<tr>
<td>Student Name:</td>
<td>Lecturer Name:</td>
</tr>
<tr>
<td>Provisional Mark:</td>
<td>Date:</td>
</tr>
</tbody>
</table>

Comment:
(general feedback for student guidance)

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<tr>
<th>Analysis &amp; Argument</th>
<th>Excellent</th>
<th>Very good</th>
<th>Good</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
<th>N/A</th>
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</thead>
<tbody>
<tr>
<td>Knowledge / breadth of understanding (re: learning outcome/s)</td>
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<td>Presentation</td>
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<td>Referencing</td>
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</table>
QA EA8     GCD Assessment Record Form

Course: _______________________________________

Stage: _______________________________________

Module Name: _______________________________________

Assignment Title: _______________________________________
(if Applicable)

Type of Assessment: Examination

Assignment

Project

Number of signatures on Submission / Attendance sheet: ______________________

Assessment Date: _______________________________________

Number of Assessments: _______________________________________

Discrepancies, if any: _______________________________________

Date collected for Correction: ______________________

Number of Assessments collected: ______________________

Signature of Lecturer / Collector: _______________________

Date returned: ______________________

Number of Assessments returned: ______________________

Discrepancies, if any: ______________________

Signature of Receiver: _______________________

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Date sent for internal moderation: ____________________________
Number of Assessments taken: ________________________________
(As highlighted on CMS)
Signature of Collector: ________________________________

Date returned from internal moderation: ____________________________

Number of Assessments returned: ________________________________
Discrepancies, if any: _________________________________________
Signature of Receiver: ________________

Checking process carried out: Yes No
No of results inputted into database: ________________________________
Signature of Faculty Administrator: ________________________________
Signed off by Exams Office: ________________________________

Sample Scripts sent to Extern: ________________________________
Number of Assessments taken: ________________________________
(As highlighted on CMS)
Signature of Collector: ________________________________

Sample Scripts returned from Extern: ________________________________
Number of Assessments returned: ________________________________
Discrepancies, if any: _________________________________________
Signature of Receiver: ________________________________
External Examiner’s Handbook
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<tr>
<td>8</td>
<td>Fee Payment</td>
<td>7</td>
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</tbody>
</table>
1. Introduction

Thank you for agreeing to act as an External Examiner for Griffith College Dublin. The College fully appreciates the commitment you have shown by agreeing to undertake this role and we will do everything we can to help support you.

The College considers that the External Examiner plays a vital role in the maintenance of academic standards and in ensuring rigorous but fair assessment procedures. We view the external examiner system as an essential component not only of our quality assurance procedures but also of our ongoing development of programmes and their teaching, learning and assessment strategies. In light of this, we would like to invite you, from the outset, to contribute fully to the constant programme review processes, which the College undertakes.

Specifically, the following guidelines aim to clarify your role and responsibilities and to identify the support available to you. Should you wish to discuss any aspect of these guidelines please contact our Examinations Office, who will either answer your query or refer it to the relevant Programme Director as appropriate.

2. Information Provision

In addition to this Handbook, you will also receive a number of items from the Examinations Office and your Faculty at the outset of your appointment. The purpose of this information is to provide you with sufficient knowledge regarding how the College and its assessment processes work and the regulations, aims and outcomes particular to the programme for which you are acting as an external examiner.

Amongst the information provided to you will be:

- A letter of appointment
- Details of other External Examiners associated with the programme
- Programme and module aims, learning outcomes and syllabus (as per programme document)
- Teaching, learning & assessment methods (as per programme document)
- The Approved Programme Schedule (ACS)
- Where applicable, a copy of the report made by the previous External Examiner at the conclusion of his/her office
- A pro-forma for your External Examiner's Report
- Review Board Policy
- Examination Board Policy
- The Learner Handbook
- The Lecturer Handbook
- Academic Calendar
- College contact details
- A Fee Schedule / Claim Form

Should you require any further information during the programme of the academic year, please do not hesitate to contact the Examinations Office.

3. Briefing
You will be invited to the College shortly after your appointment to meet with the relevant Programme Director/s and the Examinations Office. The purpose of this meeting is to hold a discussion based on the information provided above, and to address any issues specific to the programmes for which you are acting as External Examiner.

The College considers this meeting a key contributor to ensuring consistency between the understanding of the College and the External Examiner of their mutual roles and responsibilities. The Examinations Office will be in contact with you to confirm a suitable time for this briefing to take place.

4. The Role & Responsibilities of External Examiners

In overall terms the College considers your role and responsibilities as an External Examiner to be as follows:

- To assist the College in ensuring that its programmes are comparable in standard with those awarded by other educational institutions
- To verify, or otherwise, for individual programmes that the standards expected of successful candidates are appropriate for the level of the award
- To seek to ensure that the assessment process is fair and is operated equitably through the marking, grading, feedback and classification of learner performance
- To assess whether the assessment methods chosen by the programme team effectively measure the attainment or otherwise of the intended learning outcomes of the programme
- To contribute to the continual development and enhancement of individual programmes of study through comment on the content, balance and structure of each programme

You are expected to fulfil these roles and responsibilities by:

- Attending a briefing session on the role and responsibilities of External Examiners (as described in section 3)
- Reviewing and being fully aware of External Examiner guidelines, programme regulations and other information provided on commencement of and in the programme of your term
- Commenting on the assessments for modules / programmes for which you are responsible with regard to the extent to which the assessments cover the syllabus and whether they are an appropriate means of assessing whether learners have satisfied the stated programme and module learning outcomes
- Assessing all examination question papers (and where applicable, coursework) and commenting on marking schemes, assessment criteria and model answers
• Agreeing with the Examinations Office the most appropriate means of sampling scripts and/or coursework in order to monitor the standard of marking and the quality of the candidates

• Reviewing sample scripts issued to you by the Examinations Office and forming a judgement of the appropriateness of the marking at all levels of classification including borderline cases

• Consulting with internal examiners through the Examinations Office, in relation to the approval and moderation of examination scripts and other forms of assessment

• 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

• Advising the Examinations Board on appropriate action where the marks for any option are significantly outside the normal pattern

• Visiting the College at least once in each academic year to review assessment material and to:
  • Review borderline cases and if necessary interview such candidates
  • Participate in the determination of final marks and results of each candidate at the Examination Board Meeting

• Confirming, by joint signature with the other members of the Examination Board, the pass and classified lists of candidates, including recommendations for awards

• Making yourself available after the Examination Board in order to deal with any subsequent reviews of decisions

• Submitting a full report on each programme with which you are involved not later than three weeks following the date of each Examination Board meeting.
5. The Powers & Rights of External Examiners

The powers of External Examiners are as follows:

- Recommendation for the conferment of an award shall not be made without the written consent of the approved External Examiner.

- 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 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 & Professional Council (APC) within twenty-four hours of the Examination Board meeting and the following shall apply:
  - The Chair of the APC shall form a Panel of at least three members, which shall include one member external to the College.
  - The Panel shall carry out a full study into the matter, shall document their findings and conclusions and circulate to the APC, the Examinations Board and the validating body.
  - The decision of this Panel shall prevail.

It is the right of External Examiners to:

- Attend Examination Board meetings for which he/she has acted as External Examiner.

- 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.

- Have access to all assessed work.

- Withhold consent from a recommendation on the conferment of an award.

- Have his/her Report made available to the appropriate staff and responded to in writing via the Examinations Office.

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54 A nominated External Examiner shall be identified as carrying out the role and responsibilities of the Programme External Examiner.

55 At this point the Chair of the Examination Board and the Chair of the APC shall decide if all results will be released together following the review process or if it is necessary to release the results under dispute after the remainder of the results have been issued.

56 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.
• Make direct representations to the Chair of the College's Academic & Professional Council on any matter of serious concern regarding any aspect of the assessment process.

6. Attending Examination Board Meetings

External Examiners are expected to attend all meetings of the examination board at which decisions on recommendation for an award are made. Where possible you will be consulted about the date of the board early in the year, or at least notified of the date at an early stage.

It is extremely important that you honour your responsibility to the assessment process by attending the Examination Board meeting(s). If it proves impossible for you to attend a board, it is essential that you are contactable throughout the process in order to fulfil your responsibilities. In this exceptional circumstance, the Examinations Office will ask you to complete a form confirming that you have been involved and that you support the final assessment decision.

7. The External Examiner's Report

Each External Examiner is asked to submit a Report to the College within three weeks of the date of each Examination Board (a pro forma Report forms Appendix 1). The provision of a report is an essential part of your agreement with the College and we will not be in a position to release payment until the report has been received. Without a written report it is difficult to demonstrate publicly that this important component of our quality assurance process has been conducted effectively, or to ensure that appropriate action is taken in response to your observations.

Your report is expected to express opinions on the following:

- The structure, organisation and design of all assessments
- The effectiveness of the approved criteria and the assessment process
- Whether the assessment methods chosen adequately demonstrate the attainment by learners of the programme learning outcomes
- The overall performance of learners in relation to their peers on comparable courses
- Learners general strengths and weaknesses
- The quality of knowledge, skills and competencies demonstrated by learners
- Whether or not recommendations made in previous years have been followed up (where applicable)
- Any other aspect of the assessment process which you feel worthy of recommendation or commendation

The external examiner system plays an integral part in ensuring that the College is not only maintaining teaching and learning standards that are on a par with similar programmes, but that it also continues to develop and revise its programme structure and delivery. The External Examiner's Report helps us to enhance our courses (and the assessment process) as we aim to take your comments and suggestions into account in future revisions.

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57 The provision of a report is an essential part of your agreement with the College and we will not be in a position to release payment until the report has been received. Without a written report it is difficult to demonstrate publicly that this important component of our quality assurance process has been conducted effectively, or to ensure that appropriate action is taken in response to your observations.
A copy of your report will be made available to the College's Academic & Professional Council and you will receive a formal response on behalf of the Council noting any action points which are to be adopted for the coming academic year/s.

8. Fee Payment & Expenses

External Examiner Fees:

The fees are determined by the number of hours worked in relation to the programme/s. The hourly rate is €50. Fees can only be paid on receipt of the External Examiner Report.

External Examiner Expenses:

- **Accommodation:**
  An External Examiner who requires overnight accommodation shall be paid a rate of €100 per night.

- **Travel:**
  - An External Examiner who is travelling from outside of Ireland shall normally be expected to fly at economy class. In this instance, the College shall pay the full cost of the ticket. Should an External Examiner choose to travel in a superior class, the College shall contribute to the cost of the ticket chosen, to a maximum of €150. The College shall also pay for taxi fares to and from the airport.
  - An External Examiner who is travelling within Ireland shall normally be expected to travel by train at economy class. In this instance the College shall pay the full cost of the ticket. Should an External Examiner choose to travel in a superior class, the College shall contribute to the cost of the ticket chosen, to a maximum of €60.
  - An External Examiner who is travelling by car shall be entitled to claim mileage. The mileage rate that can be claimed is 60c per mile to a maximum of 200 miles. This rate is valid until October 2008.

- **Subsistence:**
  An External Examiner who visits the College shall be entitled to claim subsistence costs to a maximum of €25 per day. An External Examiner who is staying overnight is entitled to claim subsistence costs to a maximum of €60 per overnight stay.

The College recognises that there may be exceptional circumstances when the maximum rates need to be exceeded. In order for reimbursement to be considered, External Examiners are asked to attach a covering letter to the claim form detailing the circumstances under which the additional expenses have been incurred. This shall be reviewed by the Finance Director.

Expenses cannot be reimbursed without appropriate receipts. These must be submitted to the Examinations Office at the same time as the External Examiner's Fee / Expenses Form and External Examiners Report.

Payment will be transferred to your account within two weeks of receipt of the fee form. If you have any queries in relation to the payment process, please do not hesitate to contact Ailish Finucane in the Examinations Office.
To claim your fees and expenses, please complete the following forms, which will have been forwarded to you:

- Fee and Expenses Payment Form, together with all relevant receipts;
- External Examiners Report.

Payment will be transferred to your account within two weeks of receipt of the above forms. If you have any queries in relation to the payment process, please do not hesitate to contact Karl O’Reilly in the Examinations Office.
Please refer to the College document Internal Review Procedure (QA E5) before completing this report.

SECTION I: LEARNING OUTCOMES & QUALITY OF LEARNING

Please tick the corresponding box to indicate your agreement with the following statements.

I have read the examination paper named above and believe that:

(i) The attainment of the module’s learning outcomes is appropriately assessed by the examination paper, having regard to those assessed by continuous assessment

(ii) The syllabus of the module is adequately covered by the examination paper and the continuous assessment element

(iii) The solutions and marking scheme provided are appropriate
If you have not indicated your agreement with any or all of the statements in Section I, please indicate if you have spoken with the lecturer and attempted to resolve the issue:

(i) Yes 
(ii) No 

Please indicate any comments you would like to make with regard to Section I:

SECTION II: ADMINISTRATIVE CHECKING

Please tick the corresponding box to indicate your agreement with the following statements.

I have read the examination paper named above and found that:

(i) Spelling, punctuation and grammar are correct 
(ii) The marks allocated to each examination question are added correctly and the whole examination paper adds up to 100% 
(iii) All calculations appearing are correct 
(iv) There are no duplication of questions 

If you have not indicated your agreement with any or all of the statements in Section II, please indicate if you have spoken with the Examinations Office.

(i) Yes 
(ii) No 

Please indicate any comments you would like to make with regard to Section II:

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REPORT

[Please refer to the Role & Responsibilities of Invigilators (QA E10) before completing this report. Please complete this report with as much detail as possible as this information may be required in the case of an appeal or investigation.]

(a) EXAMINATION DETAILS

Examination Date: ____________  Examination Time: ____________
Examination Venue: ____________  Programme: ____________
Stage: ____________  Module: ____________

(b) LATE ARRIVALS TO EXAMINATION / EARLY DEPARTURES FROM EXAMINATION

Please document the details of each learner who arrived late to the examination or left early. Continue on a separate sheet if necessary.

<table>
<thead>
<tr>
<th>LEARNER NAME</th>
<th>LEARNER NUMBER</th>
<th>TIME OF LATE ARRIVAL</th>
<th>TIME OF EARLY DEPARTURE</th>
<th>REASON PROVIDED</th>
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(c) TEMPORARY EXIT FROM EXAMINATION

Please document the details of each learner who left the examination venue for a period of time during the examination. Continue on a separate sheet if necessary.

<table>
<thead>
<tr>
<th>LEARNER NAME</th>
<th>LEARNER NUMBER</th>
<th>TIME OF EXIT</th>
<th>TIME OF RE-ENTRY</th>
<th>REASON PROVIDED</th>
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(d) SUSPECTED CASE(S) OF ACADEMIC MISCONDUCT

If a suspected case of academic misconduct (see Academic Misconduct Procedure QA J6) arose during the examination, please provide a detailed account of the incident. Include in your report, the basis of the suspicion, the action you took and any discussion which took place with the candidate. Continue on a separate sheet if necessary.

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(e) ADDITIONAL NOTES

Please use this space to indicate any other detail with regard to the examination which you would like to bring to the attention of the Examinations Office. Continue on a separate sheet if necessary.

___________________________________________________ ________________________

___________________________________________________ ________________________

(f) ASSESSMENT CONTROL PROCEDURE

Having carried out the Assessment Control Procedure (QA E12) please fill out the following section:

Number of Scripts Collected: _________________________

Number of Candidates: ______________________________

If there is a discrepancy between the two numbers above, please state why:

__________________________________________________________________________

__________________________________________________________________________

(g) SIGNATURE

Please sign below to indicate that you are satisfied with the accuracy of all sections of this report.

Signature of Senior Invigilator: ________________________________

Date: ________________________________
QA EA12  Application for Extension on Deadline
For Submission of Assessed Work

Please refer to the College document *Procedure for Extension on Deadlines for the Submission of Assessed Work & Late Submission Penalties* (QA E7) before completing this form. Normally this form will be submitted to the Programme Administrator at least one week before the assessment submission deadline. Please attach relevant supporting documentation (e.g. medical certification etc.)

Learner Name: ____________________________

Learner Number: ____________________________

Study Mode: Full-time _____ Part-time _____

Course: ___________________________________

Module: ___________________________________

Lecturer: ____________________________

Assignment No./Title for which extension is sought:

__________________________________________

Reason for extension:

__________________________________________

Supporting documentation attached:

__________________________________________

Original submission due date: ____________________________

Requested submission date: ____________________________

Signature of learner: ____________________________

Signature of Faculty Staff Member: ____________________________

Date: ____________________________

FOR OFFICIAL USE ONLY

EXTENSION APPROVED UNTIL: ____________________________

SIGNATURE OF AUTHORISATION: ____________________________

LEARNER ADVISED: ____________________________

DATE: ____________________________
Please refer to the College document Internal Moderation Procedure (QA E6) before completing this report.

Please complete Section I or Section II as relevant:

SECTION I:

I have reviewed a sample of assessment as indicated above for the above module and believe that:

(i) learners have been assessed accurately and fairly
(ii) marking standards appear to be consistent across the module

58 The name of the first marker.
SECTION II:

I have received and reviewed a sample of assessment as indicated above for the above module and believe that:

(i) some / all learners have been assessed inaccurately and / or unfairly
(ii) some / all marking standards appear to be inconsistent across the module

Please indicate if you have spoken with the lecturer and attempted to resolve this issue

(i) yes
(ii) no

Please confirm whether or not you have submitted alternative marking for the review of the Programme Director

(i) yes
(ii) no

Please indicate any further comments you would like to make with regard to the assessment reviewed:
QA EA16  Assessment Submission, Approval & Correction

**Information Provision**

- **Coursework Submission, Approval & Correction**
  - Lecturer submits to PD for Review: Coursework Title Marking Scheme, Learner Instructions
  - Distribution to learner on **Assignment Title Sheet**
  - Learner completes work & completes **Assignment Cover Sheet**
  - Lecturer submits final **Assignment Submission Sheet** & submits to CA

**Control Procedures**

- Lecturer records results on **Component Mark Sheet** & feedback on **Assignment Feedback Form** & submits to PA

**Control Procedures**

- Internal moderation / revisions made if necessary
- Results released to learners by lecturer

- **Examination Paper Submission, Approval & Correction**
  - Lecturer submits Examination Papers, Marking Schemes, Student Instructions, to Internal Reviewer
  - Lecturer submits Examination Papers, Marking Schemes, Student Instructions, to Examinations Office
  - Examinations Office sends to External Examiner & communicates recommended changes from External Examiner to lecturer
  - Examination scripts are collected from Examinations Office by CA

**Control Procedures**

- Lecturer records results on **Component Mark Sheet** & submits to CA

**Control Procedures**

- Internal moderation / revisions made if necessary

- Results released to learners by Examinations Office post Exam Board
QA EA17 Assessment Control Procedure

Student Submits

Coursework

- Lecturer fills out Assessment Submission Sheet and gives coursework to CA
- CA checks coursework against Assessment Submission Sheet
- CA passes coursework to lecturer for correction and both parties sign Record of Assessment Form
- Lecturer corrects coursework, records results and signs Component Mark Sheet (CMS)
- Lecturer returns coursework to CA and both parties sign Record of Assessment Form to confirm number and check CMS
- CA imports results into student administration system and checks with CMS

Examinations

- Invigilator records signatures on Examination Attendance Sheet, compares with scripts collected and records on Invigilator's Report
- Invigilator passes to EO who checks scripts received against Examination Attendance Sheet, signs Invigilator Report
- EO passes scripts to CA who then passes them to Lecturer for correction and both parties sign Record of Assessment Form
- Lecturer corrects scripts, records results and signs Component Mark Sheet (CMS)
- Lecturer returns scripts to CA and both parties sign Record of Assessment Form, confirm number and check CMS
- CA imports results into student administration system and checks with CMS

- Exams Office liaises with CA re: coursework to External Examiner and sign out on Record of Assessment Form & CMS
- Exams Office checks against Examination Attendance Sheet
QA EA18    External Examiner Contact Sheet

WHO TO CONTACT?

For enquiries about:

- External Examiner Report form pro-forma
- Assessment regulations
- Arrangements for reviewing examination papers / coursework titles
- Arrangements for sampling completed scripts / coursework
- Dates of examination boards
- Fee payment

Please contact one of the following

Name / Position: Ailish Finucane  
Senior Examinations Officer  
Room: D216  
Tel: 4150486  
E-mail: ailish.finucane@gcd.ie

Name / Position: Karl O Reilly  
Examinations Assistant  
Room: D216  
Tel: 4150485  
E-mail: karl.oreilly@gcd.ie

For enquiries about:

- Programme and module aims and learning outcomes
- Teaching, learning and assessment strategies
- Programme development

Please contact

Name / Position: Programme Director Name  
Programme Director  
Room: XXXX  
Tel: XXXX  
E-mail: XXXX

If you have a major concern, which you have communicated and feel has not been sufficiently addressed, please contact:

Name / Position: Tomás Mac Eochagáin  
Director of Academic Programmes  
Room: D208  
Tel: 4150447  
E-mail: tomas@gcd.ie
Learner Feedback Principles

Title: Learner Feedback Principles

Document No: QA F1

Issue Version: 2.0

Issue Date: 27.08.04

Related Documents: Learner Feedback Procedure (QA F2)

Circulated for comment to: Academic & Professional Council Programme Administrators

Effective From: September 2005

Responsible for Implementation: Quality Assurance Office

Next Review: August 2015

Modified:

1. **Objective**

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

2. **Scope**

2.19 These principles refer to learner feedback gathered for all academic and where appropriate, professional programmes

2.20 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 At the beginning of the academic year, learners shall be informed of the ongoing opportunities available to provide feedback

3.1.2 Learners shall be canvassed regarding overall programme structure, content, learning outcomes, delivery and assessment once per academic year

3.1.3 Learners shall be canvassed regarding module delivery once per semester

3.1.4 Learners shall be canvassed regarding their learning environment, including facilities, once per semester

3.1.5 Learners shall be provided with the opportunity to provide feedback anonymously

3.1.6 Learners shall be provided with the opportunity to provide feedback informally

3.1.7 The means of gathering learner feedback shall vary and feedback measures shall endeavour to be clear and relevant

3.1.8 All formal learner feedback shall be recorded

3.1.9 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
3.1.10 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.

3.1.11 Learner feedback and any resultant action shall be incorporated into ongoing review processes and shall inform programme developments.

3.1.12 Programme Committees and other feedback forums may conduct reserved business in the absence of learner participation where necessary.

3.1.13 Learner feedback shall be used to enhance the quality of the learner's learning experience and the standards achieved by learners.
Learner Feedback Procedure

Title: Learner Feedback Procedure

Document No: QA F2

Issue Version: 2.0

Issue Date: 10.12.04

Related Documents:
- Learner Feedback Principles (QA F1)
- Module Delivery Assessment Form (QA FA1)
- Services & Facilities Assessment Form (QA FA2)

Circulated for Comment to:
- Academic & Professional Council
- Programme Administrators
- Learner Development Officer

Effective From: September 2005

Responsible for Implementation: Quality Assurance Office

Next Review: August 2015

Modified:
1. **Objectives**

1.16 To outline the various learner feedback methods that take place throughout the programme of an academic year

1.17 To provide an operational learner feedback procedure, which fulfils the College’s Learner Feedback Principles (QA F1).

2. **Scope**

2.21 This procedure applies to feedback gathered in respect of academic programmes at both undergraduate and postgraduate level

2.22 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**

3.38 Programme Directors
3.39 Programme Administrators
3.40 Quality Assurance Office
3.41 Learner Development Officer
3.42 Department Managers

4. **Introduction**

4.1 The purpose of gathering, reviewing and responding to learner feedback is to:

4.1.1 Enhance the quality of the learning experience and the standards achieved by learners

4.1.2 Facilitate communication between the learner and the faculty regarding the quality of the learning experience

4.1.3 Facilitate communication between the learner and the College regarding the quality of the learning environment

4.1.4 Inform ongoing monitoring and review processes

4.2 A variety of methods shall, where appropriate, be utilised to collect learner feedback

4.3 The provision of information to learners on the purpose of feedback and how it is incorporated into the annual evaluation cycle is an essential part of this process
4.4 Faculties / service departments are encouraged to use informal methods of evaluation at regular intervals in addition to the formal methods detailed below.

5. **Academic Feedback**

Module Delivery Assessment

5.1 Feedback through module delivery assessment (see Sample Module Delivery Assessment Form QA FA1) shall take place twice per academic year. The Module Delivery Assessment Form shall be revised and updated as necessary. As a minimum requirement, the Module Delivery Assessment Form shall canvas learner views on:

5.1.1 The clarity of the module's learning outcomes
5.1.2 The clarity of the relationship between the module and the programme as a whole
5.1.3 The clarity of the assessment tasks and criteria
5.1.4 The level of lecturer preparation
5.1.5 The effectiveness of the lecturer's delivery
5.1.6 The effective use by the lecturer of teaching resources
5.1.7 The lecturer's ability to stimulate interest
5.1.8 The lecturer's approachability

5.2 Module delivery assessment shall normally be administered by the Programme Administrator and reviewed by the Programme Director

5.3 The Programme Director shall deliver feedback\(^{59}\) to lecturers within a 5-day period of receiving the feedback to ensure that corrective action can be taken in a timely manner. The Programme Director shall briefly document the communication that takes place with the lecturer and any action points which may have been agreed as a result of the meeting (e.g. the provision of more detailed materials by the lecturer). This documentation shall be revisited at the next period of module delivery assessment

5.4 A summary of feedback gathered through module delivery assessment shall be incorporated, by the Programme Director, into the Programme Review\(^{60}\) process

5.5 Feedback gathered through module delivery assessment shall be held by the Programme Administrator for a period of two academic years and made available to the Programme Director and the Director of Academic Programmes

\(^{59}\) The Programme Director may delegate this responsibility to the appropriate Year Head

\(^{60}\) See Programme Review Procedure (QA G1)
5.6 Module delivery assessment data is confidential to the Programme Director, Programme Administrator, Director of Academic Programmes and the member of staff.

Programme Committee Meetings

5.7 At least one learner representative from a programme of study shall serve as a member of each Programme Committee. Learners shall be encouraged to contribute to the ongoing review of programmes through this forum and to contribute to Programme Reviews. Programme Committee Meeting minutes shall be held by the Programme Director for a period of two academic years and made available to the Programme Committee members and the Director of Academic Programmes.

6. Service and Facility Feedback

Service & Facility Assessment

6.1 Feedback through services and facility assessment (see Sample Services & Facilities Assessment Form QA FA2) takes place twice per academic year. The services and facility assessment form shall be revised and updated as necessary. As a minimum requirement, the services and facility assessment form shall canvas learner views on:

6.1.1 College administrative services (admissions, registration, accounts, reception)
6.1.2 Educational facilities (IT infrastructure, printing/copying, library resources, online services)
6.1.3 College services (catering, leisure facilities)
6.1.4 The College environment (campus grounds, cleanliness)

6.2 Services and facility assessment shall be administered by the Programme Administrator and reviewed by the Quality Assurance Office

6.3 The Quality Assurance Office shall deliver feedback to department managers within a 5-day period of receiving the data to ensure that corrective action can be taken in a timely manner. The Quality Assurance Office shall briefly document the communication that takes place with the individual department managers and any action, which may have been agreed as a result of the meeting. This documentation shall be revisited at the next period of services and facility assessments

6.4 A summary of feedback gathered through services and facility assessments shall be incorporated, by department managers, into the Department Review process (QA G3)

6.5 Services and facility assessment forms shall be held by the Quality Assurance Office for a period of two academic years and made available to the department managers or the Management Board.

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61 See The Role of Programme Committees (QA D3)
Learner Representative Meetings

6.6 At least one learner from each stage of a programme of study shall serve as a Class Representative. Class Representatives shall attend Class Representative meetings on a bi-monthly basis, which shall cater for discussion on a range of College issues. The Learner Development Officer shall be responsible for referring issues raised regarding the College to the Quality Assurance Office, which shall in turn refer them to the relevant faculty or department. Learner representative meeting minutes shall be held by the Learner Development Officer for a period of two academic years and made available to the Quality Assurance Office.

7. Responsibilities

7.1 Programme Director

- Reviews Module Delivery Assessment and provides feedback to lecturers [5.2, 5.3]
- Incorporates Module Delivery Assessments into Programme Review process [5.4]
- Retains learner feedback through Programme Committee minutes [5.11]

7.2 Programme Administrator

- Administers and retains Module Delivery Assessment [5.2, 5.5]
- Administers Service & Facility Assessment [6.2]

7.3 Quality Assurance Office

- Reviews Service & Facility Assessment feedback and provides feedback to department managers [6.2, 6.3]
- Retains Service & Facility Assessment feedback [6.5]
- Receives feedback from the Learner Development Officer from Class Representative meetings [6.6]

7.4 Learner Development Officer

- Ensures minutes of Learner Representative meetings are kept and informs Quality Assurance Office of any issues arising [6.6]

7.5 Department Managers

- Incorporate Service & Facility feedback into Department Review process [6.4]
Griffith College Dublin

Quality Assurance Policies, Procedures, Practices and Guidelines

QA F3 Gathering External Feedback Procedure

Title: Gathering External Feedback Procedure

Document No: QA F3

Issue Version: 3.0

Issue Date: 29.04.05

Related Documents:
- Learner Feedback Principles (QA F1)
- Learner Feedback Procedure (QA F2)
- Programme Review Procedure (G1)
- Programmatic Review Procedure (G4)

Circulated for Comment to:
- Academic & Professional Council
- Graduation Office
- Alumni Office

Effective From: September 2005

Responsible for Policy Implementation: Graduation Office / Alumni Office

Next Review: August 2015

Modified:

1. **Objectives**

1.18 To outline the various types of external feedback which may be gathered to inform ongoing monitoring and review processes

1.19 To outline the processes governing the gathering, review and response to external feedback.

2. **Scope**

2.23 This procedure applies to the gathering of external feedback on academic programmes at both undergraduate and postgraduate level

2.24 This procedure does not include external examiner feedback which is provided to the Examinations Office on an annual basis through the External Examiner’s Report (QA EA2)

2.25 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**

3.43 Graduation Office
3.44 Programme Director
3.45 Programme Committee
3.46 Alumni Office

4. **Introduction**

4.1 The purpose of gathering, reviewing and responding to external feedback is to:

4.1.1 Inform ongoing monitoring and review processes i.e. Programme Reviews, Faculty Reviews, Department Reviews, Programmatic Reviews, Institutional Reviews, etc.

4.1.2 Enhance the quality of programmes delivered by the College in terms of content, learning outcomes and relevance

4.1.3 Facilitate communication between external stakeholders and the College / Faculty regarding the quality of the programmes delivered and the graduates produced

4.1.4 To inform the strategic direction of the College’s activities

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4.2 A variety of methods where appropriate shall be utilised to collect external feedback

4.3 The provision of information to external stakeholders on the purpose of feedback and how it is incorporated into the annual monitoring and review cycle is an essential part of this process

4.4 Faculties / service departments are encouraged to use informal methods of evaluation at regular intervals in addition to the formal methods detailed below.

5. **Types of External Feedback**

### Graduate Feedback

5.1 Graduate feedback shall normally be sought within six months of learners completing their studies with the College. The Graduate Questionnaire shall be revised and updated on annual basis. As a minimum requirement it shall canvas graduate views on:

- 5.6.1 Overall view of their programme of study
- 5.6.2 Early evidence of relevance to chosen career
- 5.6.3 Suggestions for amendments to the programme for the future
- 5.6.4 Suggestions for improved quality of service
- 5.6.5 Activities post study: further education, employment status etc.

5.7 Graduate Feedback shall normally be administered by the Graduation Office in conjunction with the Faculties

5.8 The Graduation Office shall provide feedback to Programme Directors within an agreed period of time

5.9 The Programme Director or a delegated member of the Faculty’s staff shall provide this feedback to the relevant Programme Committee\(^{63}\) to ensure that any corrective action necessary can be taken in a timely manner. A summary of feedback gathered through the graduate feedback process shall then be incorporated, by the Programme Committee, into the Programme Review process

5.10 Graduate feedback shall be held by the Graduation Office and made available to the Programme Director and the Director of Academic Programmes as required. It may be used for authorised research analysis in the future.

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\(^{63}\) The Role of Programme Committees (QA D3)
Alumni Feedback

5.6 Alumni feedback shall be sought in order to inform Programmatic Reviews, Institutional Reviews and other institutional development reviews as they arise. The Alumni Feedback Questionnaire shall be revised and updated as necessary. It shall normally canvas alumni views on:

5.6.1 Initial / ongoing relevance of programme to chosen career
5.6.2 Suggestions for amendments to the programme for the future in light of industry / professional experience
5.6.3 Suggestions for enhancing industry links

5.7 Alumni Feedback shall normally be administered by the Alumni Office in conjunction with the Faculties

5.8 Depending on the nature of the alumni feedback sought, the Programme Director, Alumni Office or another nominated department will carry out qualitative or quantitative interviews as appropriate with a cross-section of alumni representatives identified by the Alumni Office

5.9 Feedback received shall be made available to the Programme Committee, Management Board etc. as appropriate within an agreed period of time to ensure that it can inform the relevant review process(es) and incorporated into the relevant reports

5.10 Alumni feedback shall be held by the Alumni Office and made available to the Programme Director and the Management Board as required. It may be used for authorised research analysis in the future.

Industry / Professional Feedback

5.11 Industry / professional feedback shall be sought in order to inform Programmatic Reviews, Institutional Reviews and other institutional development reviews as they arise. The Industry Questionnaire shall be revised and updated as necessary. It shall normally canvas industry views on:

5.11.1 Perception / knowledge of the College and its programmes
5.11.2 Experience of graduates
5.11.3 Industry trends and developments
5.11.4 Recommendations for programme content
5.11.5 Recommendations for new programme developments

5.12 Depending on the nature of the industry feedback sought, the Programme Director, Quality Assurance Office, Marketing Department, or another nominated department will carry out qualitative or quantitative interviews as appropriate with an agreed cross-section of industry representatives

5.13 Feedback received shall be made available to the Programme Committee, Management Board etc. as appropriate within an agreed period of time to
ensure that it can inform the relevant review process(es) and incorporated into the relevant reports.

5.14 Industry Feedback shall be held by the appropriate office and made available to the Programme Director and the Management Board as required. It may be used for authorised research analysis in the future.

6. Strategic Reviews

6.1 From time to time as considered necessary and beneficial, the College may carry out institutional strategic reviews.

6.2 The purpose of these reviews shall be to canvas a wide range of external views on the strategic development of the College.

6.3 Strategic reviews shall seek qualitative and quantitative feedback from all of the above named sources (i.e. graduates, alumni, industry) as well as peers from other education and training institutions in Ireland and abroad and the community as a whole.

6.4 The outcome of any strategic reviews undertaken shall normally be made available to all staff members and shall, where appropriate, be published as part of the College’s strategic plans.

7. Responsibilities

7.1 Graduation Office

- Updates Graduate Questionnaire as appropriate [5.1]
- Administers graduate feedback in conjunction with faculties [5.2]
- Provides feedback to Programme Directors within specified period of time [5.3]
- Retains graduate feedback records and makes available as required for authorised purposes [5.5]

7.2 Programme Director

- Provides graduate feedback to Programme Committee [5.4]

7.3 Programme Committee

- Incorporates graduate feedback into review processes [5.4]
- Incorporates alumni feedback into review processes [5.9]
- Incorporates industry feedback into review processes [5.13]
7.4 Alumni Office

- Updates Alumni Questionnaire as appropriate [5.6]
- Administers alumni feedback in conjunction with faculties [5.7]
- Retains alumni feedback records and makes available as required for authorised purposes [5.10]
In order to help us ensure the sustained quality of your lectures, and the material and support provided to you, we would be very grateful if you would complete the following questions in relation to your module:

Your lecturer’s name: [ ]
Your programme, stage & module: [ ]
Your name (optional): [ ]

Please circle the number corresponding to your level of agreement with the following statements –

- During the first part of the semester your lecturer:
  1. always arrived punctually for sessions [ ]
  2. outlined the purpose of each session at the outset [ ]
  3. was well prepared [ ]
  4. used teaching resources effectively [ ]
  5. provided useful learning materials [ ]
  6. presented new terms, concepts and principles clearly [ ]
  7. stimulated interest in the subject [ ]
  8. was approachable [ ]

Please answer these three questions with your own comments:

9. What have you most enjoyed about the delivery of this module so far?

10. What have you least enjoyed about the delivery of this module so far?

11. How would you improve the delivery of this module?
# QA FA2 Services Facility Assessment Form

**Services & Facilities Assessment Form**

In order to help us ensure the quality of our facilities and services we would be very grateful if you would complete the following questions. Please note this is a **double-sided** questionnaire.

<table>
<thead>
<tr>
<th>Your programme, stage &amp; module:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Please provide your name here if you are willing to be contacted regarding your feedback:</td>
<td></td>
</tr>
</tbody>
</table>

Please ring the number corresponding to your level of agreement with the following statements –

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agree Strongly</th>
<th>Agree</th>
<th>Disagree</th>
<th>Disagree Strongly</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. [New EU learners only] I was given enough information on my programme before I joined</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2. [New International learners only] I was given enough information on my programme before I joined</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3. I had a lot of opportunities to register for my programme</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4. I was satisfied with fee payment procedures</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5. The quality of service provided by the Faculty Programme Administration is good</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6. Reception are helpful</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>7. I can get access to a PC when I need one</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>8. The PCs in the open lab are reliable</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

If you disagree what areas have you had difficulties with?

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agree</th>
<th>Disagree</th>
<th>Disagree Strongly</th>
</tr>
</thead>
<tbody>
<tr>
<td>9. The PCs in the teaching labs are reliable</td>
<td>1</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

If you disagree what areas have you had difficulties with?

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agree</th>
<th>Disagree</th>
<th>Disagree Strongly</th>
</tr>
</thead>
<tbody>
<tr>
<td>11. I find the printers easy to use</td>
<td>1</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

If you disagree, what aspect do you find difficult?
12. I can get access to a copier when I need one

13. The learner intranet is easy to use

<table>
<thead>
<tr>
<th>Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

If you disagree, what areas are causing difficulty?

14. My lecturers use the learner intranet to post their notes

16. I can normally find the books I need in the library

17. The library staff are helpful

18. I receive sufficient notice of my examination timetable

19. I feel I can approach the Student Union with any questions I may have

20. The Student Union have a lot of clubs & societies that I can join

If you disagree, what clubs and societies would you like to see?

21. I am satisfied with the level of cleanliness of the College

22. I have a favourable impression of the College so far and would recommend it to friends / colleagues

23. What have you most enjoyed about your time in the College so far?

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

24. What have you least enjoyed about your time in the College so far?

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
25. What one service or facility would you most like to change/improve for the second semester? [Please provide as much detail as possible]

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________
Griffith College Dublin

Quality Assurance Policies, Procedures, Practices and Guidelines

QA G1 Programme Review Procedure

Title: Programme Review Procedure

Document No: QA G1

Issue Version: 3.0

Issue Date: 04.06.04

Related Documents:
- Programme Report Template (QA GA1)
- Programme Modifications Procedure (QA D4)
- The Role of Programme Committees (QA D3)
- Lecturer Module Report Form (QA GA4)
- Programme Review Diagram (QA GA6)

Circulated for comment to: Academic & Professional Council

Effective From: September 2005

Responsible for Implementation: Programme Director / Director of Academic Programmes

Next Review: August 2015

Modified:

Revised September 2012, section 7.3.5.1 inserted, and QA GA4 inserted. APC approved 07/09/12. Reviewed August 2013, no change.
1. **Objectives**

1.4 To set out the Programme Review procedure

1.5 To describe the roles of the parties involved in the Programme Review procedure.

4. **Scope**

4.1 All academic programmes, undergraduate and postgraduate, are subject to Programme Review.

3. **Responsibilities**

3.32 Programme Committee
3.33 Chair of Programme Committee
3.34 Programme Review Panel
3.35 Secretary to Programme Review Meeting
3.36 Office of Director of Academic Programmes
3.6 Academic & Professional Council

4. **Frequency and Timing**

4.1 Programme Reviews shall take place each year, normally immediately after the summer examination board to inform the next academic year.\(^{64}\)

4.2 A number of Faculty programmes may be reviewed at the same Programme Review meeting.

5. **Objectives of Programme Reviews**

The objectives of Programme Reviews include:

5.1 To provide an opportunity for Programme Directors and faculty staff to identify, evaluate and address any issues surrounding the structure, content, delivery and resourcing of individual programmes

5.2 To assess the continued relevance of the programme to the learning needs of learners / demands of the employment market

5.3 To act as a source of information for the wider College on the operation of its academic provision

5.4 To incorporate action planning in support of continuous improvement

\(^{64}\)A review and analysis of the autumn examination board results shall act as an appendix to the Programme Review Report when this information becomes available.
5.5 To provide a report on the academic health of the programme to the Academic & Professional Council

5.6 To advise periodic reviews of courses such as Programmatic Reviews, Critical Appraisals etc.

6. **The Programme Committee**

6.1 A Programme Committee\(^{65}\) is established within the Faculty to compose the Programme Report and to meet with the College Programme Review Panel. The Programme Committee’s membership normally consists of:

6.1.1 A Chair (normally the Programme Director) to lead the Programme Committee team through the Programme Review process

6.1.2 A Secretary to the Programme Committee team for the Programme Review process (including the Programme Review meeting)

6.2 The Programme Committee shall:

6.2.1 Collect the data and information necessary to prepare the Programme Report

6.2.2 Produce a Programme Report (see Section 7 below).

7. **The Programme Report**

7.1 Each Programme Committee shall produce a Programme Report, which forms the basis of the Programme Review meeting. A template (QA GA1) is available to Faculties to assist in this process. Faculties may choose to circulate supplementary information in advance of the review event

7.2 The Programme Report shall normally include the following:

7.2.1 Enrolment and progression data

7.2.2 Admission of learners with advanced standing and their subsequent progress on the course

7.2.3 Graduate employment / future study achievements

7.2.4 Evidence of internal and external feedback and a response to / comment on this feedback

7.2.5 The structure of the course, its progression, balance and coherence at the different stages

7.2.6 A critical appraisal of all aspects of the operation of the programme and the continued relevance of programme syllabus and learning outcomes

\(^{65}\) See The Role of Programme Committees (QA D3)
7.2.7 The role and effectiveness of work placement (where applicable) and its relationship to the programme curriculum

7.2.8 The quality and effectiveness of teaching and learning methods

7.2.9 The quality and effectiveness of teaching and learning resources

7.2.10 Future plans for the development of the programme

7.3 Feedback is an important part of the Programme Report and may include the following sources:

7.3.1 Formal input from learners via their representation at programme committee meetings

7.3.2 Semi-formal and informal contacts with learners through questionnaires and class discussions

7.3.3 Contact with employers through work placement, guest lectures etc.

7.3.4 Formal reports from external examiners, assessors, verifiers etc.

7.3.5 Individual lecturer’s perceptions of the programme and their contribution to it

7.3.5.1 Lecturers shall at the end of each delivery of a module complete the Lecturer Module Report Form QA GA4 and submit it to the Programme Director for review. The completed form will be stored and become part of the formal feedback process to the Programme Review

7.3.6 Any appendices - such as External Examiner's Reports etc. - that may contribute to the Programme Review discussion should be attached to the Programme Report

7.3.7 The Programme Director (or nominee) and the Secretary is responsible for ensuring that the Programme Report is drafted and forwarded to the Review Panel at least one week prior to the Programme Review meeting

7.3.8 Reviews taking place in a given year are retrospective reports on the academic year immediately preceding the Programme Review meeting, whilst drawing on comparative data from a three-year period.

8. The Programme Review Panel

8.1 The Programme Review Panel acts on the part of the Academic & Professional Council. Its membership normally consists of:

8.1.1 The Director of Academic Programmes who shall act as Chair

8.1.2 A member of the Management Board nominated by that Board for all courses in a Faculty

8.1.3 Two Programme Directors from other Faculties nominated by the Academic & Professional Council

8.1.4 An industry representative

8.1.5 The Librarian

8.1.6 A representative from the Quality Assessment Office

8.1.7 Other attendees agreed by the Faculty and the College

8.1.8 The membership of the Panel shall be the same for all Courses within a Faculty
8.1.9 The membership shall vary between Faculties in line with 8.1.2, 8.1.3, 8.1.4 and 8.1.7

8.2 The role of the Programme Review Panel is to:

8.2.1 Review the Programme Report prior to the Programme Review meeting
8.2.2 Provide feedback and guidance on the basis of the Programme Report during the Programme Review meeting
8.2.3 Request further information to aid decision making where necessary
8.2.4 Provide a clear indication of approved action points on conclusion of the Programme Review meeting.

9. The Programme Review Process

9.1 Each Programme Committee shall convene a preparation meeting (or meetings) at least three weeks prior to the Programme Review in order to produce the Programme Report

9.2 The Programme Report forms the basis of the Programme Review meeting and shall be circulated to the Programme Review Panel by the Programme Director at least one week prior to the meeting

9.3 The Programme Director shall provide a short summary of the Programme Report at the beginning of the Programme Review meeting and the key points for discussion and agreement which shall form the basis of the Programme Review meeting

9.4 Where applicable the Programme Director shall review, in his/her introduction to the meeting, the action plan drawn up for the previous year, indicating whether planned actions were achieved and providing an evaluation of their effectiveness

9.5 The Programme Review Panel may request that additional information be provided and the meeting reconvened before agreement is made on particular points

9.6 The Secretary to the Programme Review Panel shall record all action points agreed during the programme of the meeting and shall provide a summary on conclusion of the meeting

9.7 A report of the Programme Review meeting shall be prepared by the Secretary in consultation with the Programme Committee chair and the Programme Review Panel chair.

\[66\] Where it is proposed that any action will lead to a major or minor programme modification, this should be clearly identified.
10. Notes on Programme Modifications

10.1 Programme modifications agreed by the Programme Review Panel are – if significant modifications - provisional until agreed by the relevant validating body.

10.2 Subsequent to the Programme Review meeting the Programme Director shall document and justify any required changes.

10.3 Only when the validating body has agreed to the proposed programme changes shall they be put into effect.

10.4 The Programme Document shall then be modified to reflect the approved changes.

11. Records & Follow-Up

11.1 A copy of all Programme Reports and any reports of subsequent action shall be held centrally in the office of the Director of Academic Programmes.

11.2 The Programme Director shall submit a summary report to the Academic & Professional Council for formal approval.

11.3 The Academic & Professional Council shall refer matters identified through the Programme Review Report to the Management Board as required.

11.4 The action plan agreed at the Programme Review meeting shall be reviewed at the beginning of the following Programme Review meeting.

12. Responsibilities

12.1 Programme Committee

- Appoints a Chair and a Secretary, collects necessary data and information and composes Programme Report [6].
- Convenes a preparation meeting in advance of the Programme Review meeting to produce the Programme Report [9.1].

12.2 Chair of Programme Committee

- Circulates the Programme Report to the Programme Review Panel at least a week prior to the Programme Review meeting [9.2].
- Provides a summary of the Programme Report at the outset of the Programme Review meeting [9.3].

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67 See Programme Modifications Procedure (QA D4)
Where applicable, reviews agreed action points from last Programme Review [9.4]
Documents any proposed programme modifications after the Programme Review meeting [10.2]
Modifies Programme Document on approval from validating body [10.4]
Submits a summary report to the APC [11.2]

12.3 Programme Review Panel
- Reviews the Programme Report produced by the Programme Committee [8.2.1]
- Provides feedback / guidance on basis of report and requests further information where necessary [8.2.2-8.2.3]
- Provides clear direction on approved action points [8.2.4]

12.4 Secretary to Programme Review Meeting
- Records any action points agreed at the meeting and provides a summary on conclusion [9.6]
- Prepares a report following the Programme Review meeting in consultation with attendees [9.7]

12.5 Office of Director of Academic Programmes
- Retains copies of Programme Reports and any subsequent action plans [11.1]

12.6 Academic & Professional Council
- Refers matters arising in Programme Report, as relevant, to the Management Board [11.3]
**Griffith College Dublin**

**Quality Assurance Policies, Procedures, Practices and Guidelines**

**QA G2 Faculty Review Procedure**

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**Modified:**

1. **Objectives**

1.6 To set out the Faculty Review procedure

1.7 To describe the roles of the parties involved in the Faculty Review process.

2. **Scope**

2.1 All Faculties in the College are subject to a Faculty Review.

3. **Responsibilities**

3.1 Faculty Committee
3.2 Chair of Faculty Committee
3.3 Faculty Review Panel
3.4 Secretary to Faculty Review Panel
3.5 Office of Director of Academic Programmes
3.6 Academic & Professional Council

4. **Frequency and Timing**

4.1 Faculty Reviews shall take place each year, normally immediately after the summer examination boards, in order to inform planning for the next academic year.

5. **Objectives of Faculty Reviews**

The objectives of Faculty Reviews include:

5.1 To provide an opportunity for Faculty members and College management to identify, evaluate and address any issues surrounding the successful running of the faculty

5.2 To review the Faculty's performance as a business unit within the College, including:

5.2.1 Learner recruitment and admission
5.2.2 Marketing strategies
5.2.3 Learner progress, progression and retention
5.2.4 Direct costs of teaching and administrative costs
5.2.5 Information on graduates (employment, further education details)
5.2.6 Staff achievements

5.3 To review the Faculty's projected development in terms of new products, the Faculty and the College as a whole
5.4 To consider the effectiveness of the Faculty's links with other departments within the College

5.5 To identify and disseminate good practice

5.6 To provide a report on the Faculty's development to the Academic & Professional Council

5.7 To advise the College's Annual Budgetary Review process.

6. The Faculty Committee

6.1 A Faculty Committee is established within the Faculty to compose the Faculty Report and to meet with the College’s Faculty Review Panel. The Faculty Committee’s membership normally consists of:

6.1.1 Programme Director/s
6.1.2 Full-time lecturers as required
6.1.3 Part-time lecturers as required
6.1.4 Programme Administrator as required

6.2 The role of the Faculty Committee is to:

6.2.1 Appoint a Chair (normally the Head of Faculty) to lead the Faculty Committee through the review process
6.2.2 Appoint a Secretary to the Faculty Committee for the Faculty Review Process (including the Faculty Review meeting)
6.2.3 Collect the data and information necessary to prepare the Faculty Report
6.2.4 Produce the Faculty Report.

7. Faculty Report

7.1 Each Faculty Committee shall produce a Faculty Report, which forms the basis of the Faculty Review meeting. A template (QA GA2) is available to Faculties to assist in this process. Faculties may choose to circulate supplementary information in advance of the review event

7.2 The Faculty Report shall normally include the following:

7.2.1 Faculty introduction - full and part time staff, programmes delivered etc.
7.2.2 Enrolment and progression data for the Faculty as a whole
7.2.3 Identification of main sources of learners and key determining factors supporting their choice of programme
7.2.4 Identification of key market competitors and their relative strengths and weaknesses
7.2.5 The Faculty's marketing strategy / initiatives
7.2.6 Revenue / cost performance analysis per programme and for the Faculty as a whole
7.2.7 A review of the Faculty’s use of existing resources and expected future requirements
7.2.8 Future plans for the development of the Faculty

7.3 The Faculty Report forms the basis of the Faculty Review meeting and shall be circulated to attendees by the Programme Director/s at least one week prior to the meeting.

8. The Faculty Review Panel

8.1 The Faculty Review Panel acts on the part of the Academic & Professional Council. Its membership normally consists of:

8.1.1 The President of the College, or a nominee of the President, shall act as Chair
8.1.2 All or some members of the Management Board and relevant Department managers
8.1.3 The Librarian
8.1.4 External advisors whose attendance is considered beneficial by the College
8.1.5 A representative from the Quality Assurance Office who shall act as Secretary to the Panel
8.1.6 Other attendees agreed by the Faculty and the College.

8.2 The Faculty Review Panel shall:

8.2.1 Review the Faculty Report prior to the Faculty Review meeting
8.2.2 Provide feedback and guidance on the basis of the Faculty Report during the Faculty Review meeting
8.2.3 Request further information to aid decision making where necessary
8.2.4 Provide a clear indication of approved action points on conclusion of the Faculty Review meeting.

9. The Faculty Review Process

9.1 Each Faculty Committee shall convene a preparation meeting (or meetings) at least three weeks prior to the Faculty Review in order to produce the Faculty Report

9.2 The Faculty Report forms the basis of the Faculty Review and shall be circulated to attendees by the Head of Faculty at least one week prior to the meeting

9.3 The Head of Faculty shall provide a short summary of the Faculty Report at the beginning of the Faculty Review meeting and the key points for discussion and agreement shall form the basis of the meeting
9.4 Where applicable the Head of Faculty shall review, in his/her introduction to
the meeting, the action plan drawn up for the previous year, indicating whether
planned actions were achieved and providing an evaluation of their
effectiveness

9.5 The Faculty Review Panel may request that additional information be
provided and the meeting reconvened before agreement is made on particular
points

9.6 The Secretary to the Panel shall record all action points agreed during the
programme of the meeting and shall provide a summary on conclusion of the
meeting

9.7 A report of the Faculty Review Panel consisting essentially of the Faculty
Report, the comments of the Faculty Review Panel and the actions agreed
during the Faculty Review meeting, will be prepared by the Secretary in
consultation with the Chair of the Faculty Committee and the Secretary to the
Committee

9.8 Each Faculty Review meeting will typically be allocated a 2-3 hour period.

10. Records and Follow Up

10.1 A copy of all Faculty Reports and any reports of subsequent action shall be held
centrally by the Office of the Director of Academic Programmes

10.2 The Head of Faculty shall submit a summary report to the Academic &
Professional Council for formal approval

10.3 The Academic & Professional Council shall refer matters identified through the
Programme Report to the Management Board as required

10.4 The action plan agreed at the meeting shall be formally reviewed at the next
Faculty Review meeting.

11. Responsibilities

11.1 Faculty Committee

- Appoints a Chair and a Secretary, collects necessary data and information
  and composes a Faculty Report [6.2]
- Convenes a preparation meeting in advance of the Faculty Review meeting
to produce the Faculty Report [9.1]

11.2 Chair of Faculty Committee
- Circulates the Faculty Report to the Faculty Review Panel at least a week prior to the Faculty Review meeting [7.3]
- Provides a summary of the Faculty Report at the outset of the Faculty Review meeting [9.3]
- Where applicable, reviews agreed action points from the last Faculty Review [9.4]
- Submits a summary report to the APC [10.2]

### 11.3 Faculty Review Panel

- Reviews the Faculty Report produced by the Faculty Committee [8.2.1]
- Provides feedback / guidance on basis of report and requests further information where necessary [8.2.2-8.2.3]
- Provides clear direction on approved action points [8.2.4]

### 11.4 Secretary to Faculty Review Meeting

- Records any action points agreed at the meeting and provides a summary on conclusion [9.6]
- Prepares a report following the Faculty Review meeting in consultation with attendees [9.7]

### 11.5 Office of Director of Academic Programmes

- Retains copies of Faculty Reports and any subsequent action plans [10.1]

### 11.6 Academic & Professional Council

- Refers matters arising in Faculty Report, as relevant, to the Management Board [10.3]
1. **Objectives**

1.1 To set out the Department Review procedure

1.2 To describe the roles of the parties involved in the Department Review process.

2. **Scope**

2.1 All departments in the College are subject to review. The focus of this procedure is the review of non-academic ancillary departments.

3. **Responsibilities**

3.1 Department Committee
3.2 Chair of Department Committee
3.3 Department Review Panel
3.4 Management Board
3.5 Secretary to Department Review Meeting
3.6 Office of Director of Academic Programmes

4. **Frequency and Timing**

4.1 A Department's activities shall normally be the subject of a Department Review at least once every two years

4.2 The timing of Department Reviews shall be determined by the Management Board.

5. **Objectives of Department Reviews**

The objectives of Department Reviews include:

5.1 To review the Department's performance as a business unit within the College

5.2 To review the Department's performance as a service unit within the College

5.3 To review the Department's projected development in terms of itself and the College as a whole

5.4 To consider the effectiveness of the Department’s links with the Faculties and with other departments within the College

5.5 To identify and disseminate good practice
5.6 To provide a report on the Department’s development to the Management Board (and a summary to the Academic & Professional Council)

5.7 To advise the College’s annual budgetary review process.

6. The Department Committee

6.3 A Department Committee is established within the Department to produce the Department Review and to meet with the College’s Department Review Panel. The Department Committee’s membership normally consists of:

   6.3.1 The Department Manager
   6.3.2 Full-time staff members (as required)
   6.3.3 Part-time staff members (as required)

6.4 The role of the Department Committee is to:

   6.4.1 Appoint a Chair to lead the Department through the review process (normally the Department Manager)
   6.4.2 Appoint a Secretary for the Department Review process (including the Department Review meeting)
   6.4.3 Collect the data and information necessary to prepare the Department Report
   6.4.4 Produce the Department Report.

7. Department Review Panel

7.1 The Department Review Panel acts on the part of the Academic & Professional Council. Its membership normally consists of:

   7.1.1 A member of the Management Board who shall act as Chair of the Department Review Panel
   7.1.2 All or some members of the Management Board
   7.1.3 Representative Department managers / Heads of Faculty
   7.1.4 External advisors whose attendance is considered beneficial by the College
   7.1.5 Other attendees agreed by the Department and the College.

7.2 The Department Review Panel shall:

   7.2.1 Review the Department Report prior to the Department Review meeting
   7.2.2 Provide feedback and guidance on the basis of the Department Review Report during the Department Review meeting
   7.2.3 Request further information to aid decision making where necessary
7.2.4 On conclusion of the Department Review meeting provide a clear indication of approved action points and issues requiring referral to a Management Board meeting.

8. The Department Review Report

8.1 Each Department shall produce a Department Report, which forms the basis of the Department Review meeting. A template report (QA GA3) is available to Departments to assist in this process. Departments may choose to circulate supplementary information in advance of the review event.

8.2 The Department Report shall normally include the following:

- 8.2.1 Department introduction - full and part time staff, chief activities etc.
- 8.2.2 The assessment of the Department by customers / faculties
- 8.2.3 Revenue (if applicable) / cost performance analysis
- 8.2.4 A review of the Department's use of existing resources and expected future requirements
- 8.2.5 Future plans for the development of the Department

8.3 The Department Report shall be circulated to attendees by the Chair of the Department Committee at least one week prior to the meeting.

9. The Department Review Process

9.1 The Management Board shall agree and communicate suitable dates for Department Reviews at the beginning of each calendar year.

9.2 The Management Board shall determine the membership of the Department Review Panel in line with 7.1 above.

9.3 The Department being reviewed shall be asked to produce a Department Report in preparation for the Department Review.

9.4 The Department Report forms the basis of the Department Review and shall be circulated to the Department Review Panel by the Chair of the Department Committee at least one week prior to the meeting.

9.5 The Chair of the Department Committee shall provide a short summary of the Department Report at the beginning of the Department Review meeting and the key points for discussion and agreement shall form the basis of the meeting.

9.6 Where applicable the Chair of the Department Committee shall review, in his/her introduction to the meeting, the action plan drawn up for the previous year, indicating whether planned actions were achieved and providing an evaluation of their effectiveness.
9.7 The Department Review Panel may request that additional information be provided and the meeting reconvened before agreement is made on particular points

9.8 The Department Review meeting will normally take place over a two-hour period

9.9 The Secretary to the Panel shall record all action points agreed during the programme of the meeting and shall provide a summary on conclusion of the meeting

9.10 A report of the Department Review Panel consisting essentially of the Department Report, the comments of the Department Review Panel and the actions agreed during the Department Review meeting, will be compiled by the Secretary in consultation with the Chair of the Department Review Panel.

10. Records and Follow Up

10.1 A copy of all Department Reports and any reports of subsequent action will be held centrally by the Office of the Director of Academic Programmes

10.2 A summary report shall be submitted by the Chair of the Department Committee to the Academic & Professional Council for formal approval

10.3 The Department Report shall inform the Management Board in drawing up Departmental and Faculty budgets for the following year

10.4 The action plan agreed at the meeting will be formally reviewed at the next Department Review meeting.

11. Responsibilities

11.1 Department Committee

- Appoints a Chair and a Secretary, collects necessary data and information and produces a Department Report [6.1]

11.2 Chair of Department Committee

- Circulates Department Report to the Department Review Panel at least a week prior to the Faculty Review meeting [9.4]
- Provides a summary of the Department Report at the outset of the Department Review meeting [9.5, 9.6]
- Where applicable, reviews agreed action points from the last Department Review
- Submits a summary report to the APC
11.3 Department Review Panel

- Reviews the Department Report produced by the Department Committee [7.2.1]
- Provides feedback / guidance on basis of report and requests further information where necessary [7.2.2, 7.2.3]
- Provides clear direction on approved action points [7.2.4]

11.4 Management Board

- Agrees Department Review dates and membership of Department Review Panel [4.2, 9.1, 9.2]
- Participates in Department Review Panel [section 7.2]
- Incorporates outcome of Department Review into Department and Faculty budgets [10.3].

11.5 Secretary to Department Review Meeting

- Records any action points agreed at the meeting and provides a summary on conclusion [9.9]
- Prepares a report following the Department Review meeting in consultation with attendees [9.10]

11.6 Office of Director of Academic Programmes

- Retains copies of Department Reports and any subsequent action plans [10.1]
Griffith College Dublin

Quality Assurance Policies, Procedures, Practices and Guidelines

QA G4 Programmatic Review Procedure


Document No: QA G4

Issue Version: 4.0

Issue Date: 10.12.10


Circulated for comment to: Academic & Professional Council

Effective From: September 2005

Responsible for Implementation: Director of Academic Programmes

Next Review: August 2015

Modified:

1. **Objective of this Document**

1.1 To outline the purpose of and process for carrying out a Programmatic review of an academic programme.

2. **Purpose of Programmatic Review**

A programmatic review provides the opportunity to conduct a critical evaluation of

- All programmes within a faculty/department
- OR
- All programmes with a field of learning

3. **Objectives of Programmatic Review**

The specific objectives of a programmatic review are to:

- Analyse the continued effectiveness and efficiency of each validated programme, including details of learner numbers, retention rates and success rates
- Review the development of the programmes in the context of the requirements of employers, industry, professional bodies, the Irish economy and International developments
- Evaluate the response of the faculty / department to market requirements and educational developments
- Evaluate the feedback mechanisms for learners and the processes for acting on this feedback
- Evaluate the physical facilities and resources provided and required for continued the provision of the programme(s)
- Evaluate the formal links which have been established with industry, business and the wider community in order to maintain the relevance of the programme(s)
- Evaluate feedback from employers of the programmes’ graduates and from those graduates
- Review any research activities in the field of learning under review and their impact on teaching and learning
- Evaluate projections for the following five years in the programme(s)/field of learning under review

4. **Scope**

4.1 Each programme, or group of linked programmes is subject to programmatic review normally no less frequently than every five years.

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68 Based on Objectives in Provider Monitoring Policy and Procedure F.1.2-1-2, Page 12
4.2 Whilst this procedure addresses HETAC’s programmatic review requirements, it draws on best practice and is equally suited to any programme undergoing an extensive and cumulative review by a validating body.

4.3 The use of the word programme refers interchangeably to each programme, whether individually or collectively covered by the programmatic review process.

5. Responsibilities

5.1 Programme Committee
5.2 Quality Assurance Office
5.3 Head of Faculty
5.4 Director of Academic Programmes
5.5 Peer Review Group
5.6 Chair of Peer Review Group

6. Introduction

6.1 A programme is subject to review normally no less frequently than every five years. The purpose of the Programmatic Review is for the Programme Committee (chaired by the Programme Director) to report on the overall health of a programme in terms of structure, content, currency and quality as well as the learning environment which contributes to its delivery. All linked or related programmes within a suite/field of learning/discipline area will be reviewed as part of the programmatic review process. The Programmatic Review builds on the ongoing and annual review and monitoring processes.

6.2 Whilst the need for programme changes may be addressed iteratively over the five-year period, the Programmatic Review provides an opportunity to take an overall perspective on the development of the programme over the previous five years, to consider whether it is continuing to meet current stakeholder needs and whether or not it will continue to address these needs into the future.

6.3 The relevant Head of Faculty/Programme Director shall be informed by the Quality Assurance Office, normally an academic year in advance that a Programmatic Review is due.

6.4 The programmatic review will typically be completed six months before any new intake on the programme.

6.5 A terms of reference for the programmatic review must be agreed with HETAC prior to the review (See draft in Appendix III).

6.6 The outcome of the Programmatic Review process is the production of:

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69 See The Role of Programme Committees (QA D3)
• Revised Programme Document/s;
• Self-Evaluation Report justifying the rationale for any changes made to the programme/s and detailing feedback received and statistics reviewed, which have informed these decisions
• Implementation plan for any changes agreed, which will include an equivalency comparison table

These documents are then forwarded to a Peer Review Group who shall visit the College to discuss the findings with the Programme Committee and other Faculty / College representatives. The Peer Review Group shall then verify its findings for submission to the validating body.

6.7 The Programmatic Review is an 11 step process:

Step 1 : Agree terms of Reference with HETAC
Step 3 : Update and Programme Documents affected
Step 4 : Produce Implementation Plan
Step 5 : Engage with Peer Review Group leading to Peer Review Group Report
Step 6 : Respond to Peer Review Group Report
Step 7 : Seek APC endorsement and send a formal request to HETAC for revalidation of programmes reviewed
Step 8 : On Receipt of Order(s) of council, faculty to formally report this to APC.
Step 9 : QA office to inform service departments of new programme schedules. These include marketing, registration, admissions, accounts, and exams.
Step 10 : Publish ToR, SER, Update Programme Documents, Implementation Plan, PRG Report and College Response
Step 11 : Faculties notify continuing and prospective learners of the changes to be imposed.

7. Feedback & Statistics

7.1 The Programme Committee (chaired by the Programme Director) shall review feedback which has been gathered since the most recent validation / programmatic review of the programme (or programme suite).

7.2 Additional feedback shall be sought to ensure that information is as up to date as possible. Specifically, the Programmatic Review shall be informed by the following external sources of feedback:

7.2.1 Industry feedback (Gathering External Feedback Procedure QA F3)
7.2.2 Graduate feedback (Gathering External Feedback Procedure QA F3)
7.2.3 External Examiner feedback (External Examiner’s Report QA EA2)

7.3 The following internal sources of feedback shall also be sought:
7.3.1 Current learner feedback (Learner Feedback Procedure QA F2)
7.3.2 Lecturer feedback (The Role of Programme Committees QA D3)

7.4 In terms of statistics, each Programme Committee shall have access to programme, stage and module statistics previously generated within the faculty since the last programmatic review.

8. **The Self-Evaluation Report**

8.1 The purpose of the Self-Evaluation Report is to

- provide an overview of developments within the faculty, and the College where appropriate, since the most recent validation / programmatic review of the programme (or programme suite),
- to describe the faculty’s approach to the programmatic review,
- to evaluate the programme statistics and feedback, the resources supporting the programme, and, in the context of reviewing the evidence available to them, detailing the rationale for the changes proposed for the programme.

The Self-Evaluation Report incorporates a strengths, weaknesses, opportunities and threats analysis.

8.2 The Self-Evaluation Report shall meet the requirements outlined by HETAC and included in Appendix II *Programmatic Review Self-Evaluation Report Guidelines*

8.3 The Self-Evaluation Report shall be evaluative in nature and avoid unnecessary description

8.4 The Self-Evaluation Report shall be finalised with the approval of the Programme Committee and the Director of Academic Programmes.

9. **Revisions to the Programme Document**

9.1 Programmatic review is an opportunity for a comprehensive and reflective review of programmes. Whereas ongoing and annual reviews will ensure that necessary enhancements and adaptations are made on a timely basis, extensive changes to programmes will normally be made at programmatic review. Programme change outside of Programmatic Review is dealt with in QA D4 with reference to HETAC’s Core Validation Policy and Criteria, section 1.2. The Programme Committee shall take the opportunity of the programmatic review to review previous changes and consider the programme’s appropriateness in terms of future developments

9.2 As part of this evaluation the Programme Committee shall discuss and debate a number of key questions regarding the programme and module learning
outcomes, the programme syllabus, teaching, learning and assessment strategy, and reading lists. Starting Points for Conducting a Programmatic Review Appendix 1, provides suggestions for the type of questions which the Programme Committee should include in its evaluation.

9.3 The Programme Committee’s views regarding the programme must be informed by the internal and external feedback which it has received (see Section 5) as well as module and progression statistics

9.4 Having come to a view on necessary revisions to the programme the Programme Committee shall produce a short summary (typically 2 pages maximum) of their considerations which shall be submitted by the Chair of the Programme Committee to the Director of Academic Programmes

9.5 The Director of Academic Programmes may request a meeting with the Programme Committee or he / she may review the summary with the Chair of the Programme Committee

9.6 The Director of Academic Programmes may request that further consideration is given to the summary and if so the process outlined in 6.2 to 6.5 shall apply

9.7 Once the Programme Committee and the Director of Academic Programmes have agreed the proposed changes the Programme Committee shall ensure that the Programme Document is amended as necessary

9.8 A completed Programme Document shall be submitted to the Director of Academic Programmes for final approval.

10. The Implementation Plan

10.1 Once the Programme Document has been amended an Implementation Plan, which will include an equivalency comparison table, must be completed in relation to the programme

10.2 The plan will propose a date at which all recommended changes, across all stages of a programme, will be implemented.

10.3 The implementation date must be clearly stated in the plan

10.4 The plan must outline how changes proposed will be implemented for:
- Current / progressing learners
- Repeating / continuing learners
- Deferred or returning learners
- Others

11. The Peer Review Group

The peer review group shall be independent of the College. It shall comprise experts from relevant fields of learning, who are capable of making national and international
comparisons with regard to the specific suite of programmes. At a minimum it shall comprise the following:

- Chairperson – experienced in higher education and training; preferably with knowledge of programmatic review
- Secretary
- Academics (minimum 2), experts in relevant field of learning
- Representatives from industry/relevant profession
- Learner representative
- HETAC representative where appropriate

Attempts will be made to consider and provide for gender balance and international input, in particular the possibility of an academic from another jurisdiction.

The College well seek to ensure that panel members are free from (real or apparent) conflicts of interest and will seek to conduct panels in line with best practice such as that outlined in HETAC’s Participating in an evaluation panel as an expert assessor: Guidelines 2009.

11.1 The Head of Faculty / Programme Director shall provide a list of proposed members of the Peer Review Group to the Academic & Professional Council at least one month prior to the scheduled meeting

11.2 The Quality Assurance Office shall circulate the agreed Peer Review Group with (i) the amended Programme Document and (ii) the Self Evaluation Report at least two weeks before the scheduled meeting, together with an agenda for the day and details relating to any fee payment applicable.

12. The Functions of the Peer Review Group (PRG)

The Peer Review Group shall in the context of the validation policy and criteria:

- Study the self-evaluation report
- Visit the College and meet with teaching staff, learners (past and present if possible), administrative staff, employers and any other category of internal and external stakeholders
- Clarify and verify details in the SER
- Consider how well the identified aims and objectives of the College are being met
- Consider programme changes proposed in the context of all other information provided and recommend acceptance or otherwise of the proposals
- Consider the quality assurance arrangements which affect the programme(s) under review
- Present its findings at the end of the visit
- Prepare a report on the findings of the PRG, to include recommendations for the College in respect of the suite of programmes under review
12.1 The Peer Review Group shall normally visit the College for a half day period\(^{70}\)

12.2 The Programme Committee and other faculty and College members shall attend the meeting to discuss the documentation which has been forwarded to the Peer Review Group

12.3 The Group shall be given time, if requested, at the beginning and end of the meeting to discuss their views on the meeting and to finalise their commendations and recommendations. These commendations and recommendations shall then be communicated by the Chair of the Group

12.4 Should the Group recommend changes to the Programme Document the Programme Committee may:

12.4.1 Discuss and accept the arguments for the changes and make the relevant amendments to the Programme Document

12.4.2 Discuss and reject the arguments for the changes to the Programme Documents

12.5 The basis for either accepting or (in particular) rejecting the changes recommended by the Peer Review Group must be clearly stated in the Peer Review Group Report.

13. **The Peer Review Group Report**

13.1 The Secretary appointed to the Group shall forward a draft Report to the Chair of the Group to provide an opportunity to review and amend if necessary within five (5) working days

13.2 The Secretary shall then circulate the remainder of the Group and allow five (5) working days for them to confirm the contents of the report / suggest amendments etc. The Group shall be asked to document their response to the Report so that these responses can be appended to the Report

13.3 The Report and the Group’s responses shall be circulated internally to the meeting attendees for review.

13.4 Should a difference of opinion occur as to the contents of the Report, the Secretary shall ask the Chair of the Group to discuss this with the other members and come to a resolution. If for any reason a resolution cannot be found, the Secretary shall highlight the areas of the Report which have resulted in a difference of opinion. The nature of this disagreement shall be documented and appended to the Report.

\(^{70}\) This period of time may be extended if the Panel is reviewing a number of programmes during the same session.
13.5 The Peer Review Group Report shall be issued within one month of the meeting and will:

13.5.1 address the quality of the provision and make recommendations for improvement and/or change, based on a combination of the SER and findings during the site visit and meeting with relevant stakeholders.

13.5.2 include a recommendation: positive, negative or conditional, in respect of the continuing validation of the programme(s) which are the subject of the review

13.5.3 specify the duration of revalidation recommended, not to exceed five years

13.5.4 include proposed programme schedules

14. Submission to the Validating Body

14.1 A formal response to the report should be prepared. This plan shall address the findings and recommendations in both the SER and in the report of the PRG

14.2 Once the Peer Review Group Report has been agreed by all parties, the Quality Assurance Office shall forward (i) the Programme Document, (ii) the Self Evaluation Report, (iii) the Peer Review Group Report, and the (iv) the formal response, to the Academic and Professional Council of the College (APC) for a decision on whether, or not, to request revalidation from HETAC.

14.3 Once the APC decides to apply for revalidation, the Quality Assurance Officer shall forward (i) the Programme Document, (ii) the Self Evaluation Report, (iii) the Peer Review Group Report, (iv) the Formal Response to the report, and (v) the Implementation Plan to the validating body.

14.4 The validating body will review the documentation and subsequently submit it to a sub-committee of Council for final approval

14.5 Pending approval by the validating body, all changes can normally be implemented for the next academic year.

14.6 Once approval is received from the validating body, the Quality Assurance Officer shall publish the SER, together with the peer review report, the College response and implementation plan as soon as is practical.71

15. Responsibilities

15.1. Programme Committees

71 Provider Monitoring Policy and Procedure, P.17
- Carry out evaluation of programme
- Review relevant internal and external feedback and statistics
- Produce a short summary of deliberations based on feedback and statistics
- Amend Programme Document when summary of deliberations is agreed
- Produce implementation plan
- Approve the final version of the Self-Evaluation Report
- Attend External Evaluation Meeting
- Discuss any proposed changes by Peer Review Group
- Record response to Peer Review Group Report

15.2. Quality Assurance Office

- Informs Head of Faculty / Programme Director that a programme is, or programmes are, due to be programmatically reviewed
- Agrees Terms of Reference with HETAC following discussions with Head of Faculty / Programme Director
- Circulates relevant documentation to Peer Review Group
- Provides a Secretary to the Peer Review Group
- Publish resulting documents

15.3. Head of Faculty / Programme Director

- Submits short summary of deliberations to Director of Academic Programmes for consideration
- Finalises Self-Evaluation Report in consultation with the Programme Committee and the Director of Academic Programmes
- Proposes members of the Peer Review Group at least three months prior to the scheduled meeting

15.4. Director of Academic Programmes

- Reviews summary of deliberations and discusses with Programme Director and / or Programme Committee
- Approves completed Programme Document
- Approves Self-Evaluation Report

15.5 Peer Review Group

- Visits College for the period of time appropriate to the number of programmes under review
  - Discusses documentation with Programme Committee
- Makes commendations and recommendations
- Records their response to the Peer Review Group Report
15.6 **Chair of Peer Review Group**

- Communicates Group’s commendations and recommendations
- Attempts to resolve any differences arising regarding the Peer Review Group Report with the Secretary to the Peer Review Group
Appendix I: Starting Points for Conducting a Programmatic Review

Questions to consider having evaluated the feedback / evidence available on your programme:

- What are we doing?
- Why are we doing it?
- How are we doing it?
- Is our approach effective?
- How do we know?
- Are we listening to the voices of the learner, the graduates and the employers of our graduates?
- What changes to we need to make?
- Are we closing the loop and learning from feedback?

Influences on your thinking:

- Self evaluation should focus on qualitative analysis, with quantitative analysis/statistical evidence underpinning conclusions reached
- External Market / Industry Forces: PEST (Political, Economic, Social, Technological)
- Internal Findings:
  o What worked educationally, what’s needed, etc
  o Learner Performance, Assessment
  o Programme Structure, Organisation, Sequencing.
- International Best Practice: Education / Learning
  o Innovations, Trends
  o Authoritative Sources

Areas for Questions / Changes / Recommendations:

- Learner Performance
- Teaching, Learning and Assessment
- Learner Support / Guidance
- Quality Management
- Culminating in a SWOT analysis

Evaluative Output Required:

Original Programme Document
Self Evaluation Report
New Programme Document

e.g. We found “X” was happening
We propose to address this by “Y”
This is outlined in the New Programme Document in pp XX-XX
Appendix II: Programmatic Review Self-Evaluation Report Guidelines

The following is the HETAC recommended structure for the SER

Part A General Detail

1. Table of Contents

2. Methodology underpinning the review, including details on:
   - The groups (including their composition) with responsibility for the review
   - A schedule of meetings which forms part of the review
   - A schedule identifying tasks and those responsible for them
   - A timetable for the review

3. Background information on the School/Department/Unit under review, including, the mission statement, the organisational/management structure, the organisation of the education and training activity

4. Review of Access, transfer and progression

5. Analysis of learner profile and target learner groups

6. Review of resources – human and physical

7. Review of links with business, industry, professional bodies and other stakeholders as appropriate

8. Review of research activity within the scope of the programmatic review

9. Review of teaching, assessment and learning

10. Review of assessment strategies

11. Summary of the outcome of the review of programmes (based on details provided in Part B)

12. Summary of the outcome of the review of modules (based on details provided in Part C)

13. Recommendations for improvement

14. Appendices
   - Staff curricula vitae
   - Relevant reports
   - Other as appropriate
**Part B  Review of Programmes**

For each programme included in the review the following detail is required (see HETAC’s validation criteria)

1. General programme details, to include:
   - Award title
   - Programme title
   - Level of award
   - Credit number
   - Standard which provides the framework for the programme

2. Membership of the programme board and programme board reports

3. Review of the following reports – programme board reports, external examiner reports, learner surveys, other stakeholder reports and statistics relating to demand for the programmes

4. Review of entry standards, performance by learners on the programme, attrition rates etc.

5. Review of programme aims, objectives and intended programme learning outcomes (minimum and other)

6. Review of programme design, to include embedded awards

7. Review of arrangements for access, transfer and progression, to include progression for graduates

8. Review of programme assessment strategy (to include minimum intended programme learning outcomes)

9. Review of teaching, assessment and learning strategies

10. Proposed changes to programme design (as detailed in Part C), including proposed Programme Schedules

**Part C  Review of Modules**

For each module the following information should be provided:

- Proposed changes to modules
- Minimum intended learning outcomes
- Module assessment strategies
- Module descriptor
Appendix III: Draft Terms of Reference suggested by HETAC

Scope

These terms of reference apply to all programmes/ the programme offered by the Department/ School of ________________ which are due for Programmatic Review and those validated since the last Programmatic Review in ______ year. It does not include the following programmes

as these programmes are/were . . . . .

Programme approval required from . . . .

Programme(s) under review

The programmes under review and listed below fall into x number of categories:
1. Programmes due for programmatic review
2. Recently validated programmes
3. Recently validated programmes requiring review to conform with new policies
4. Other

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<th>Recently validated programmes requiring review to conform with new policies (e.g. Assessment and Standards)</th>
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Special considerations for Griffith College (some possible examples below)

1. The introduction of a new programme structure(s)
2. The revision of credit weightings
3. The implementation of Assessment & Standards (2009)
   The programmes under review should comply with Assessment & Standards, e.g. there should be a programme and module assessment strategy for each programme and these should enable the learning outcomes to be assessed. The review of the assessment strategies for each programme should ensure validity, reliability, consistency and fairness of the assessment methods employed.
4. Approval for a new minor (Title, level and credit number)
5. Approval of new centres for delivery (Locations, resources, proposed intakes, etc)
6. Change of award-type, e.g. from minor to special purpose
7. The addition of new delivery modes for (programme title(s))

Organisation of the programmatic review

Membership of peer review group

Name, title/ position – Institution/Organisation

Proposed timeline

Preparation of the self-evaluation report (SER)

Consideration and approval of the SER by the Academic Council (or equivalent oversight body)

Submission of SER to the peer review group

Submission of a report by the peer review group (programmatic review report), to include recommendations for the College (to be issued within one month)

Consideration of the report of the peer review group by the Academic Council, followed by the preparation of a formal response and implementation plan

Submission of the programmatic review report to HETAC, together with the response and implementation plan of the College, and a formal request for revalidation.
Griffith College Dublin

Quality Assurance Policies, Procedures, Practices and Guidelines

QA G5 Institutional Review Procedure

Title: Institutional Review Procedure & SED Guidelines

Document No: QA G5

Issue Version: 3.0

Issue Date: 18.03.05

Related Documents: Programmatic Review Procedure (QA G4)

Circulated for comment to: Academic & Professional Council

Responsible for Implementation: Management Board

Effective From: September 2005

Next Review: August 2015

Modified:

1. Objective

1.2 To outline the common purpose of and process for institutional reviews carried out by external validating bodies.

2. Scope

2.1 This procedure outlines the process to be followed when compiling an Institutional Review for submission to a validating body.

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 Validating Body
3.2 College President
3.3 Management Board
3.4 Quality Assurance Office
3.5 Institutional Review panel
3.6 Chair of Institutional Review Panel
3.7 Secretary to Institutional Review Panel

4. Introduction

4.1 Institutional Reviews are carried out intermittently. The maximum period of time between institutional reviews shall normally be five years.

4.2 As distinct from a Programmatic Review, the emphasis of the Institutional Review is towards the institutional context in which validated programmes are delivered.

4.3 The institutional review shall normally examine the following areas:

4.3.1 the methods by which the College secures the quality of its programmes and the academic standards of its awards and, as a consequence, the effectiveness of internal quality assurance structures and mechanisms

4.3.2 the level of appropriate resourcing of validated programmes

4.3.3 the College strategic development plans

4.4 The outcome of an institutional review may be published on an external web site e.g. the QAA or HETAC website

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72 Any internal strategic reviews carried out by the College shall inform and be informed by the Institutional Review
4.5 The validating body shall normally agree an appropriate date for an institutional review with the President of the College who shall in turn liaise with the relevant College staff. The College shall normally be given a minimum of six months notice that an institutional review is to be undertaken.

5. **The Institutional Review SED**

5.1 The primary preparation for the institutional review shall be the composition of an Institutional Self-Evaluation Document undertaken by the College management in conjunction with individual faculties and departments.

5.2 The Self-Evaluation Document shall incorporate the following headings:

- 5.2.1 Organisational Structure
- 5.2.2 The Institutional Review Process
- 5.2.3 Learner Support & Guidance
- 5.2.4 Learning Resources
- 5.2.5 Staff Development
- 5.2.6 Quality Management & Enhancement
- 5.2.7 Appendices

5.3 Indicative content has been included in *Appendix I Institutional Review Self-Evaluation Guidelines*.

5.4 As with the SED produced by individual faculties for a Programmatic Review, the Institutional SED should draw heavily on information derived from internal processes e.g. Faculty Reviews and Departmental Reviews.

5.5 It is essential that the Institutional SED, whilst normally authored by one individual (to be designated by the Management Board), is informed by all parties and accurately reflects College opinions. Relevant sections of the document shall therefore be discussed with individuals prior to authoring and drafts shall be circulated for review prior to finalisation.

5.6 The Institutional SED shall normally include a number of appendices which shall include both quality assurance and institutional documents e.g. policies, procedures, College enrolment / progression statistics etc.

5.7 The Institutional SED should be evaluative in nature and avoid unnecessary description.

5.8 The Institutional SED shall be submitted to the APC for final approval.

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*Where a validating body does not carry out a distinct Programmatic Review, the faculty being validated may be required to produce an additional document for submission which shall be similar to the Programmatic Review in format.*
5.9 The Quality Assurance Office shall ensure that the external panel receive the Institutional SED at least 10 to 15 working days prior to the scheduled Institutional Review meeting.

6. The Institutional Review External Panel & Meeting

6.1 The Institutional Review Panel shall be determined by the validating body and made known to the College within a reasonable timeframe prior to the Institutional Review meeting date. The panel shall normally consist of members from the validating body and other external members, primarily from other educational institutions. A Chair shall be identified and the validating body shall appoint a Secretary to the panel.

6.2 The Institutional Review meeting shall normally take at least one full day.

6.3 The validating body shall provide an agenda within a reasonable timeframe prior to the scheduled meeting and shall indicate who the Institutional Review Panel wishes to meet during the programme of the day. The agenda may include a time allocation to view the College’s facilities.

6.4 The Institutional Review External Panel shall be given time, if requested, at the beginning and end of the meeting to discuss their views on the discussion and to finalise their commendations and recommendations.

6.5 The Institutional Review External Panel’s main purpose shall be to discuss the Institutional SED with College members and satisfy itself in terms of the College’s provision of:

   6.5.1 a suitable environment for delivering higher education programmes, including appropriate human and physical resources
   6.5.2 clear academic structures which encourage collaborative development
   6.5.3 a quality assurance system that is robust, functioning and understood and which can maintain and enhance the delivery of academic programmes

6.6 On concluding the meeting, the Chair of the Institutional Review Panel shall formally communicate the Panel’s recommendations and commendations which shall be recorded by the Secretary.

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74 The College may be asked to appoint a member to the Institutional Review External Panel. This member would be external to the College and without an interest in the College’s activities.

75 An internal meeting shall take place on receipt of the agenda to discuss all issues raised.

76 The visiting Panel may also request that a selection of learners meet with them to discuss various aspects of their learning experience.

7.1 The Secretary appointed to the Institutional Review External Panel shall compose the Institutional Review Report within a reasonable timeframe of the meeting and shall normally first forward it to the Chair of the Panel to provide an opportunity to review and amend if necessary. He/she shall then circulate it to the remainder of the Institutional Review Panel.

7.2 The Secretary shall then normally issue the report to the President of the College who shall circulate it internally for review.

7.3 Representations to the Secretary by the Chairman shall normally constitute (i) the correction of factual errors or (ii) a response to the Report through a suffix.

7.4 Should the College be satisfied with the Report, the Secretary shall formally submit it to the validating body.

7.5 Any recommendations made during the Institutional Review meeting, recorded in the Institutional Review Report and agreed by the College shall be actioned within any agreed timeframe.

8. Responsibilities

8.1 Validating Body

- Communicates date of Institutional Review to College President [4.5]
- Forms Institutional Review Panel, appoints Chair and Secretary and informs College [6.1]
- Circulates agenda prior to meeting [6.3]

8.2 College President

- Relays date of Institutional Review to internal staff [4.5]
- Circulates Institutional Review Report on receipt from Secretary to Panel [7.2]
- Reverts to Secretary if points of divergence in Report [7.3]
- Avails of validating body’s appeals procedure if necessary [7.3]

8.3 Management Board

- Carries out Institutional SED [5.1, 5.2]
- Determines author of Institutional SED and ensures collaboration / reflection of College views [5.3]
- Ensures any action agreed as part of the Institutional Review process are followed through [7.5]
8.4 Quality Assurance Office

- Ensures Institutional Review Panel receive SED within required timeframe [5.6]

8.5 Institutional Review Panel

- Carries out an evaluation of the Institution and satisfies itself against certain criteria [4.3, 6.5]

8.6 Chair of Institutional Review Panel

- Formally communicates Panel’s commendations and recommendations [6.6]
- Responds to President of College regarding divergences communicated regarding Institutional Review Report [5.3]

8.7 Secretary to Institutional Review Panel

- Writes Institutional Review Report within reasonable timeframe of meeting and circulates it to the Panel and the College [7.1, 7.2]
- Refers points of divergence communicated to him / her by the Chairman of the College regarding the Institutional Review Report [7.3]
- Formally submits Report to validating body [7.4]
Appendix I: Institutional Review Self-Evaluation Guidelines

Section I: Organisational Structure

(i) College Mission Statement
   - Strategy / Rationale
   - Links to industry
   - Dissemination across College

(ii) Staffing
   - Staff Developments
   - Faculty Roles: Programme Directors / Administrators / Full Time Lecturers
     Year Heads / Part-Time Lecturers

(iii) Organisation and management
   - Organisational Chart

(iv) Operating Procedures
   - Board of Directors
   - Management Board
   - Academic & Professional Council
   - Faculty Committees
   - Programme Committee Meetings
   - Programme Director Meetings
   - Programme Administrator Meetings
   - Communication / Consultation
   - Minuted / action plans

(v) Courses provided
   - Programme Additions / Deletions
   - Undergraduate
   - Postgraduate

(vi) Development of College
   - Brief overview of growth / changes in direction etc.
   - Industry influences / links with industry
   - Demographic considerations
   - Link back to Mission Statement
Section II: The Institutional Review Process

(i) Overview

- Aims and objectives of Institutional Review Process
- Link to College Mission
- Monitoring fulfilment of aims and objectives
- Ensuring quality systems are effective
- Importance of communication with stakeholders
- How Institutional Review Report was devised

(ii) Inputs to Institutional Review process

- Feedback reviewed
- Statistics
- Collaborative review
- Use of annual review systems (ACR, AFR, PR etc.)
- How Institutional Review Report was devised

Section III: Learner Support & Guidance

(i) Objectives of Learner Support and Guidance

- Link to College Mission
- Contribution to learning

(ii) Academic Learner Support

- College ethos
- Language support
- Consultation hours
- Access to Faculty members
- Clear system of recourse
- Provision of academic and operational information to learners

(iii) College Learner Support Mechanisms

- Communication: handbooks, guidelines, online services etc.
- Induction
- Learner Services
- Learners’ Union
- College facilities
- Learner Representative System
- Counsellor
(iv) Evaluating Learner Satisfaction

- Lecturer Assessment
- Facilities Assessment
- Independent Departmental Assessments e.g. Library assessment form etc.
- Class Representative Meetings
- Annual Marketing Review

(v) Maintaining and Improving Quality of Service

- Programme Reviews
- Faculty Reviews
- Departmental Reviews
- Focus on Contribution to Learner Learning
- How do we know it works / how could it be better

(vi) Planned Developments

Section IV: Learning Resources

(i) Objectives of Learning Resources

- Link to College Mission
- Contribution to learning

(ii) Information technology

- Use of IT facilities to facilitate learning
- Contribution to learning
- Open Labs: PCs / laptops

(iii) Teaching accommodation

- Current teaching accommodation
- Development plans
- Use of teaching accommodation

(iv) Technical and administrative support

- IT Services
- Administrators
- International Office
- Content Management System (communication source / assisting learning)

(v) Library and information resources

- Library resources / materials
- Library operating procedures
- Reader services
- Library Development Plan

(vi) Learning materials

- Resources

(vii) Evaluation

- Departmental Reviews
- How do we know it works / how could it be better

(viii) Planned developments

- IT Development Plan
- Library Development Plan
- Action Plan for development

Section V: Staff Development

(i) Objectives of Staff Development

- Link to College Mission
- Contribution to learning

(ii) Staff development opportunities (Full-time)

- Further Study Support
- Conferences / Seminars / Workshops
- Internal Training
- Faculty specific staff development take up

(iii) Staff development opportunities (Part-time)

- Internal Training
(iv) Lecturer Support – Faculty

- Lecturer Plenary Meeting
- Facilitation
- Ongoing feedback

(v) Lecturer Support – College

- General induction
- Printing / Copying Facilities
- Lecturers’ Room
- Research Assistance

(vi) Evaluation

- Appraisal & Development process

(vii) Planned developments

- Staff Development Plan

Section VI: Quality Management & Enhancement

(i) Objectives of Quality Assurance

- Link to College Mission
- Contribution to learning
- Quality Ethos
- Quality Assurance Policy

(ii) Mechanisms for programme management, monitoring and evaluation

- QA Organisational Chart / QA Responsibilities
- Decision Making Procedures
- Overview of College Procedures
- Communication Structures
- Programme Reviews / Faculty Reviews / Departmental Reviews
- Meeting Structure: Faculty / Year Head / Lecturer etc.
- Class Representative Meetings
(iii) Incorporation of relevant feedback

- Faculty use of feedback
- College use of feedback
- Identification of areas requiring development

(iv) Mechanisms for implementing change

- Closing the loop
- Faculty change mechanisms
- College change mechanisms
- Responsibilities

(v) Future Plans

- Further College QA Developments
- Quality Improvement Initiatives

Section VII: Appendices

(i) Library Development Plan
(ii) IT Development Plan
(iii) Staff Development Plan
(iv) QA Development Plan
(v) Handbooks – (content pages)
1. Objectives

1.8 To set out the Quality Assurance Review procedure

1.9 To describe the roles of the parties involved in the Quality Assurance Review procedure.

5. Scope

5.1 All College wide Academic and Professional Quality Assurance Processes are subject to Annual Review

3. Responsibilities

3.37 Quality Assurance Sub-Committee
3.38 Head of Academic Programmes
3.39 Quality Assurance Officer
3.6 Academic & Professional Council

4. Frequency and Timing

4.3 Quality Assurance is subject to continuous review throughout the academic year.
4.4 The Quality Assurance Report is an annual report reviewing how QA policies and procedures have been implemented during the academic year.
4.5 The final report shall be approved by APC each year, normally prior to the next academic year.

5. Objectives of Quality Assurance Reviews

The objectives of Quality Assurance Reviews include:

5.7 To provide an opportunity for the managers of quality processes to reflect on the effectiveness of the mechanisms which seek to maintain academic and service provision quality levels.

5.8 To act as a source of information for the wider College on the operation of its academic and service provision

5.9 To incorporate action planning in support of continuous improvement

5.10 To provide a report on the health of quality assurance operations to the Academic & Professional Council

5.11 To advise periodic reviews of quality assurance procedures.
6. **The Quality Assurance Sub-Committee**

6.2 The Quality Assurance Sub-Committee of APC is a standing Sub-Committee of the Academic and Professional Council. It is chaired by the Head of Academic Programmes and included in its remit is the responsibility for ensuring the timely review of QA processes.

6.3 Quality Assurance Sub-Committee’s membership normally consists of:

6.3.1 Head of Academic Programmes (Chair)
6.3.2 Director of Academic Programmes
6.3.3 Quality Assurance Officer (Secretary)
6.3.4 Head of Central Administration and Examinations
6.3.5 Head of Centre for Promoting Academic Excellence
6.3.6 Representative Head of Faculty

6.3 It is the responsibility of the QA Sub-committee to:

i. Collect the data and information necessary to prepare the Quality Report

ii. Produce the Quality Review Report.

7. **The Quality Assurance Review Report**

7.1 The Head of Academic Programmes with the support of the Quality Assurance Officer will produce a Quality Assurance Review Report.

7.4 The Quality Assurance Review Report shall normally include the following:

7.4.1 Response to action points from previous quality review
7.4.2 Commentary on the effectiveness of QA processes (see 9.2)
7.4.3 Action points to be addressed in the next academic year

7.5 Data for the Quality Review Report will be drawn from many sources including the indicative sample list below:

- Analyses of Assessment results obtained by students
- Lecturer Assessment Forms
- Facilities Assessment Forms
- Course Committee Meetings
- Module Assessment Forms
- Course Director / Faculty Head / QA Sub-Committee and Academic and Professional Council meetings
• External Examiner Reports (annual)
• Verifier Reports (annual)
• Annual Course Reports

8. **The Academic and Professional Council**

8.1 The role of the Academic and Professional Council is to:

8.1.1 Review the Quality Review Report
8.1.2 Provide feedback and guidance to the QA Sub-Committee
8.1.3 Approve the Quality Review Report

9. **The Quality Review Process**

9.8 The Quality Review Process is ongoing and is managed by the Quality Assurance Standing Sub-Committee of the Academic and Professional Council.

9.9 The Review enables reflection on College Quality Processes set out in the QA Manual. The Review Report will examine processes under the following headings:

- Academic Management
- Modifications to QA Policies
- QA in Other Centres
- Course Design, Development and Approval
- Student Recruitment, Admissions and Registration
- Programme Management
- Assessment
- Programme Monitoring
- Programme Review
- Information Provision
- Distance Provision

9.10 The QA Sub-Committee shall convene to evaluate the effectiveness of the College’s QA processes under these headings.

9.11 The Head of Academic Programmes shall provide an evaluative commentary on the College’s Quality processes under each heading identified in the Schedule for Review.

9.12 The Head of Academic Programmes, with the assistance of the Quality Assurance Officer shall compile the report

9.13 The report shall be circulated to APC members two weeks in advance of the Academic and Professional Council Meeting at which it is to be considered
9.14 APC members provide feedback to the QA Sub-Committee

9.15 The Report is tabled at APC for approval at the September APC

10. **Records & Follow-Up**

10.1 A copy of The Quality Review and any reports of subsequent action shall be held centrally in the office of the Head of Academic Programmes

10.2 The Academic & Professional Council shall refer matters identified through the Quality Review Report to the Management Board as required

10.3 The action plan agreed at the Quality Review meeting prior to the academic year shall be reviewed at the Quality Review meeting at the beginning of the second semester.

11. **Responsibilities**

11.1 Quality Assurance Sub-Committee

- Collect the data and information necessary to prepare the Quality Report [6.3]
- Produce a Quality Review Report [6.3]

11.2 Head of Academic Programmes

- Produce a Quality Assurance Review Report, which forms the basis of the Quality Assurance Review meeting [7.1]
- Maintains copy of report [10.1]

11.3 Quality Assurance Officer

- Assists in compilation of report [9.5]

11.4 Academic & Professional Council

- Review the Quality Review Report [8.1.1]
- Provide feedback and guidance to the QA Sub-Committee [8.1.2]
- Approve the Quality Review Report [8.1.3]
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REVIEW MEETING: ____________________________

DATE APPROVED BY APC: ____________________________
SECTION I: SIGN OFF ON PREVIOUS YEAR'S PROGRAMME REVIEW

ACTION PLAN

Please insert below the action plan agreed at the previous Programme Review Meeting and the outcome of the action plan.

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SECTION II: LEARNER ENROLMENT, PROFILE AND PERFORMANCE

Note: Please include a separate grid for enrolment, classification and progression figures, if the programme you are reviewing:

(i) has a second intake or  
(ii) has a cohort of learners that have been admitted to the programme as part of a collaborative agreement  

(a) Learner Enrolment 20xx-20xx (Full-Time):

<table>
<thead>
<tr>
<th>Mode</th>
<th>Total</th>
<th>Male</th>
<th>Female</th>
<th>Irish</th>
<th>Other EU</th>
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Learner Enrolment 20xx-20xx (Part-Time):

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<th>Mode</th>
<th>Total</th>
<th>Male</th>
<th>Female</th>
<th>Irish</th>
<th>Other EU</th>
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</table>

(b) Three-Year Comparison of Total Enrolment (Full-Time):

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<th>20xx-20xx</th>
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</table>

Three-Year Comparison of Total Enrolment (Part-Time):

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<td>Stage 4</td>
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</tbody>
</table>
(c) **Commentary on Comparison of Total Enrolment:**

Has there been a notable increase or decrease in learner numbers over the three year period identified in (a) and (b)? If so, what are the reasons for this change? [Supporting evidence may be appropriate in responding to this question].

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(d) **Award Classification (Full-Time):**

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<th>20xx-20xx</th>
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<tbody>
<tr>
<td>1st Class Honours</td>
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<td>2nd Class Honours (upper)</td>
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<td>2nd Class Honours (lower)</td>
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<td>3rd Class Honours</td>
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**Award Classification (Part-Time):**

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<td>1st Class Honours</td>
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<td>2nd Class Honours (upper)</td>
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<td>Total</td>
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(e) **Commentary on Award Classification:**

Has there been a notable change in award classifications over the three year period identified in (d) above? If so, what are the reasons for this change?

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(f) Learner Progression 20xx-20xx (Full-Time):

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<tr>
<th></th>
<th>Total</th>
<th>Pass June</th>
<th>Pass Autumn</th>
<th>Withdrew</th>
<th>Deferral</th>
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Learner Progression 20xx-20xx (Part-Time):

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<th></th>
<th>Total</th>
<th>Pass June</th>
<th>Pass Autumn</th>
<th>Withdrew</th>
<th>Deferral</th>
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(g) Module Results 20xx-20xx (Full-Time):

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<tr>
<th>Module Name</th>
<th>No. Taking</th>
<th>% Passed (June)</th>
<th>% Passed (Sept)</th>
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(h) Module Results 20xx-20xx (Part-Time):

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<th>Module Name</th>
<th>No. Taking</th>
<th>% Passed (June)</th>
<th>% Passed (Sept)</th>
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(i) Commentary on Learner Progression / Module Results

Has there been a notable change in award classifications over the three year period as identified in (g) and (h) above? If so, what are the reasons for this change? If there are deviations in the average of module results, please attempt to explain this deviation and highlight any corrective action taken / to be taken (if applicable).
SECTION III: FEEDBACK

Please indicate the key issues arising from the following learner feedback mechanisms:

(a) Module and Delivery Assessment

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(b) Facilities Assessment

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(c) Programme Committee Meetings

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(d) Other Forms of Learner Feedback Received by the Faculty

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(e) Please Identify Initiatives to Address Learner Feedback

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Please indicate the key issues arising from the following external feedback mechanisms:

(f) External Examiners
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(g) Quality Audits / Reviews
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(h) Feedback from Industry
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(i) Graduate Destination Survey
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(j) Other Forms of External Feedback Received by the Faculty
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(k) Please Identify Initiatives to Address External Feedback
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SECTION IV: PROGRAMME DEVELOPMENT AND ENHANCEMENT

Incorporating the data and feedback detailed in Section II and III in support of your responses, please comment as fully as possible on the following:

(a) Programme Aims & Learning Outcomes

Have the programme aims and learning outcomes remained relevant? If not, what amendments / additions to programme aims and learning outcomes are required and what is the justification for these changes to the programme? How will these changes be filtered through the module aims and learning outcomes and through the stages of the programme?

(b) Programme Curriculum

Is the curriculum appropriate to the achievement and demonstration of the programme and module aims and learning outcomes? If not, what amendments / additions to the curriculum are required and what is the justification for these changes to the programme?

(c) Teaching, Learning & Assessment Methods

Is the teaching, learning and assessment strategy appropriate to the achievement and demonstration of the programme and module aims and learning outcomes? If not, what modifications to the teaching, learning and assessment strategy are required and what is the justification for these changes to the programme?

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SECTION V: STAFF DEVELOPMENT

Incorporating the information contained in previous sections in support of your response, please comment as fully as possible on the following:

(a) Have staff development initiatives been identified for the next academic year? If so, what is the nature of these initiatives and their intended benefit?

__________________________________________________________________________
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SECTION VI: THE TEACHING & LEARNING ENVIRONMENT

Incorporating the information contained in previous sections in support of your response, please comment as fully as possible on the following:

(a) Have resource requirements in support of this programme been identified for the next academic year? If so, what are the nature of these requirements and the intended benefit of their introduction?

__________________________________________________________________________
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SECTION VII: ACTION AGREED AT PROGRAMME REVIEW MEETING

(a) This section is based on the Programme Review Meeting. It will be drafted at the time of the meeting and subsequently confirmed with all attendees.

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<thead>
<tr>
<th>RELEVANT SECTION</th>
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* In the case of programme modifications please note section 9 of Programme Review Procedure (QA G1): "Programme modifications agreed by the Programme Review Panel are provisional until agreed by the relevant validating body" and refer to the Programme Modification Procedure QA D4.

** This column shall be initialled by the Chair of the Programme Review Panel at the end of the meeting.

(b) Please provide a summary of agreed action to be minuted and approved at the next Academic & Professional Council meeting.

___________________________________________________ ____________
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Approved by Academic & Professional Council

Signed: ________________________  Date: ___________

Chair of Academic & Professional Council
Griffith College
Dublin

QA GA2 Faculty Report Template

FACULTY:

FACULTY COMMITTEE:

FACULTY REVIEW PANEL:

DATE OF FACULTY REVIEW MEETING:

DATE APPROVED BY APC:
**SECTION I: SIGN OFF ON PREVIOUS YEAR'S FACULTY REVIEW**

**ACTION PLAN**

Please insert below the action plan agreed at the previous Faculty Review Meeting and the outcome of the action plan.

<table>
<thead>
<tr>
<th>ACTION PLAN</th>
<th>TIMEFRAME</th>
<th>RESPONSIBLE</th>
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**SECTION II: FACULTY PROFILE**

(a) **Staffing**

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<tr>
<th>Full-Time</th>
<th>Part-Time</th>
<th>Academic</th>
<th>Administrative</th>
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Indicate any changes in staff profile / number in the last twelve months or expected changes in the next twelve months.

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(b) Programmes Delivered by the Faculty

<table>
<thead>
<tr>
<th>Programme Title</th>
<th>Mode of Delivery</th>
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Indicate any changes in programme provision in the last twelve months.

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SECTION III: LEARNER ENROLMENT

(a) Learner Enrolment Figures [please provide these figures per programme]

- Learner Enrolment 20xx-20xx:

<table>
<thead>
<tr>
<th>Stage</th>
<th>Mode</th>
<th>Total</th>
<th>Male</th>
<th>Female</th>
<th>Irish</th>
<th>Other EU</th>
<th>Int</th>
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<td>Stage 1</td>
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- Three-Year Comparison of Total Enrolment:

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</table>

(b) Learner Enrolment Commentary

Please include the identification of main sources of learners / key determining factors supporting learner choice of programme / changes and trends illustrated through learner enrolment figures.

________________________________________________________________________
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SECTION IV: MARKETING / MARKET ANALYSIS

Incorporating Section III, please comment as fully as possible on the following:

(a) Competitor Analysis

Include the identification of key market competitors and comment on their relative strengths and weaknesses.

________________________________________________________________________
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(b) Initiatives in Respect of Marketing

Please identify any effective initiatives taken in the marketing of your programmes in the last twelve months and expected developments in the next twelve months.

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SECTION V: RESOURCES

(a) Resource Utilisation

Please provide an overview of the key resources used by the Faculty and an approximate % of usage:

(i) Teaching Accommodation

<table>
<thead>
<tr>
<th>Room / Lab / Studio etc.</th>
<th>Overall Faculty Usage</th>
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<tbody>
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</table>

(ii) Teaching Resources

<table>
<thead>
<tr>
<th>Software / Identify Any Other Teaching Resources Utilised</th>
<th>Overall Faculty Usage</th>
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(b) Resource Commentary

Please provide a brief commentary on the Faculty's current use of resources and planned developments / requirements regarding faculty resources.

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SECTION VI: FINANCIAL PERFORMANCE

(a) Revenue / Cost Performance Analysis

Please provide this breakdown per programme and clearly identify the period to which it refers.

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(b) Commentary on Revenue / Cost Performance Analysis

Please provide any additional information, which may assist in the interpretation of the figures illustrated above. Comment on the financial trends in the faculty over the last three years.

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(c) Projections

Indicate any predicted changes in the financial performance of the faculty over the next twelve months and the reasoning behind these projections.

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SECTION VII: DEVELOPMENT PLANS

In the sections below, please identify any development plans for the Faculty. Indicate briefly the expected resource and financial implications and the implementation timeframe. Explain as fully as possible the rationale behind these proposed developments.

(a) Programme Developments


(b) Other Development Plans


SECTION VIII: ACTIONS ARISING FROM FACULTY REVIEW MEETING

(a) This section is based on the Faculty Review Meeting. It will be drafted at the time of the meeting and subsequently confirmed with all attendees.

<table>
<thead>
<tr>
<th>RELEVANT SECTION</th>
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* This column shall be initialled by the Chair of the Faculty Review Panel at the end of the meeting.
(b) Please provide a summary of agreed action to be minuted and approved at the next Academic & Professional Council meeting.

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Approved by Academic & Professional Council

Signed: ____________________________ Date: ____________
Chair of the Academic & Professional Council
DEPARTMENT:

DEPARTMENT COMMITTEE:

DEPARTMENT REVIEW PANEL:

DATE OF DEPARTMENT REVIEW:

DATE APPROVED BY APC:
SECTION I: SIGN OFF ON PREVIOUS YEAR'S DEPARTMENT REVIEW

ACTION PLAN

Please insert below the action plan agreed at the previous Department Review meeting and the outcome of the action plan.

<table>
<thead>
<tr>
<th>ACTION PLAN</th>
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SECTION II: DEPARTMENT PROFILE

(a) Staffing

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<th>Full-Time</th>
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Indicate any changes in staff profile / number in the last twelve months or expected changes in the next twelve months.
_____________________________________________________________________
_____________________________________________________________________
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(b) Department Objectives

Outline the current objectives of the Department.
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
Do you expect these objectives to change on the short or medium term (i.e. within the next five years)?
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

(c) Department Activities

Indicate the current chief departmental activities
_____________________________________________________________________
_____________________________________________________________________
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411
Do you expect these activities to change in light of any development in objectives that you may have indicated above?

___________________________________________________ __________________
___________________________________________________ __________________
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SECTION III: FINANCIAL PERFORMANCE

(b) Revenue (if applicable) / Expenditure Analysis

___________________________________________________ __________________
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(b) Commentary on Revenue (if applicable) / Expenditure Analysis

Please provide any additional information, which may assist in the interpretation of the figures illustrated above. Comment on the financial trends in the department over the last three years.

___________________________________________________ __________________
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(c) Projections

Indicate any predicted changes in the financial performance of the department over the next twelve months and the reasoning behind these projections.

___________________________________________________ __________________
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SECTION IV: FEEDBACK

(b) Please indicate the key issues arising from learner feedback gathered in the preceding academic year (Facilities Assessments etc.)

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(b) Please identify initiatives to address learner feedback

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SECTION V: DEVELOPMENT PLANS

(a) Please identify any development plans for the Department. Explain as fully as possible the rationale behind these proposed developments.

__________________________________________________________________________
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(b) Indicate briefly the expected resource and financial implications and the implementation timeframe for the developments indicated

__________________________________________________________________________
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SECTION VI: ACTIONS ARISING FROM DEPARTMENT REVIEW MEETING

(a) This section is based on the Department Review Meeting. It will be drafted at the time of the meeting and subsequently confirmed with all attendees.

<table>
<thead>
<tr>
<th>RELEVANT SECTION</th>
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* This column shall be initialled by the Chair of the Department Review Panel at the end of the meeting.

(b) Please provide a summary of agreed action to be minuted and approved at the next Academic & Professional Council meeting.

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QA GA4 Module Report: A Lecturer’s Perspective

Faculty:

Module Title:

Module Leader:

Programme

Year:

The college recognises your primary role in delivering this module to our students and we would greatly welcome any observations, comments and/or suggestions that you may have regarding your module as a result of your experience. Please comment freely making any and all suggestions you feel could further enhance the experience for students.

Section 1: Module Content

With reference to the prescribed course document comment on the module content indicating any aspects of the module that went particularly well and any adjustments or improvements you would like to make.

For example,
Is the module content too light or too heavy?
Is the module content up to date? Relevant?
Should certain topics be excluded / included?

Section 2: Learning Outcomes

Please indicate whether the prescribed learning outcomes were achieved to your satisfaction and what (if any) changes you propose to make?

Other questions you may wish to address include:
Whether the learning outcomes are appropriate for the module and the level that the students are at in their programme?
Do they need to be changed or revised? Are they overambitious? Achievable? Are they too basic/advanced?
Section 3: Teaching & Learning

With reference to the prescribed range of teaching and learning strategies please indicate strategies which you found particularly successful and any adjustments you would make.

For example.
What teaching and learning methods were used (for example case studies, lab work, guest lectures, group work, etc)? Were they successful/appropriate? Did they achieve the desired results? Were the students significantly engaged? Any recommendations/suggestions for changes, possible new technologies/approaches which could be used.

Section 4: Assessment Strategies and Weightings

With reference to the range of student assessments outlined for the module in the course document indicate any examples of good practice that worked particularly well and any adjustments you feel may be worth piloting/implementing (i.e. assessment type, revised weighting of course work to exam, etc).

For example
Were the assessment strategies used (e.g. practical work, group assignments, presentations, open book exams, lab reports, etc.) appropriate for the particular module and the stage the students were at? Suggestions of possible changes that could be made?
Were students over assessed?

Is the current weighting being used appropriate for the module, given the module content, learning outcomes, etc? Any recommendations/justifications for change?
Section 5: Teaching Support

How useful did you find teaching supports in directing/supporting your teaching? (i.e. IT / Moodle / CABS / Library - use of resources /textbooks/references)

Additional Information

Any further recommendations to improve the delivery of the module
QA GA5  Faculty Review Diagram

Feedback / Input
+ Faculty Meetings
+ Course Review
+ New Course Proposals
+ Other Feedback

Faculty Committee

Faculty Report

APC Nominates Faculty Review Panel

Faculty Review Meeting
[Faculty Committee & Faculty Review Panel]

Faculty Report / Action Plan

CD Summary to next APC

☐ Informs Management Board & Board of Directors' strategic planning
☐ Informs budgetary planning
Lecturer / Module Assessment
+ Facilities Assessment
+ Class Rep Meetings
+ External Examiner Reports
+ Student Statistics
+ Industry / Graduate Feedback / Input

APC Nominates Programme Review Panel

Programme Committee Meetings
Programme Report

Programme Modifications Policy + Pro formas

PD Summary to next APC

☐ Informs Management Board & Board of Directors' strategic planning
☐ Informs budgetary planning

Programme Review Meeting
[Programme Committee & Programme Review Panel]

Programme Report / Action Plan
Griffith College Dublin

Quality Assurance Policies, Procedures, Practices and Guidelines

QA H1 Library Acquisition Policy

Title: Library Acquisitions Policy

Document No: QA H1

Issue Version: 4.0

Issue Date: 18.03.05

(issued by the Library annually)
Library User Policy (QA H2)

Circulated for comment to: Academic & Professional Council

Effective From: September 2005

Responsible for Implementation: Senior Librarian

Next Review: August 2015

Modified:

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**

2.3 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**

3.8 Senior Librarian

3.9 Library Staff

3.10 Lecturers

3.11 Management Board

3.12 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 Senior
Librarian.

5. Communicating Acquisition Requests to the Library

5.1 All lecturers (new or returning) are obliged to 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 him / her self 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 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 77.

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]

---

77 See Programme Review Procedure (QA G1) Faculty Review Procedure (QA G2) Programmatic Review Procedure (QA G4)
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]
Library User Policy

Title: Library User Policy

Document No: QA H2

Issue Version: 4.0

Issue Date: 18.03.05

Related Documents: Library Acquisitions Policy (QA H1)
Library Policies and Procedures Manual (issued by the Library annually)

Circulated for comment to: Academic & Professional Council

Effective From: September 2005

Responsible for Implementation: Senior Librarian

Next Review: August 2015

Modified:

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

3.13 Library Users
3.14 Senior Librarian
3.15 Management Board
3.16 Library Staff
3.17 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**

8.2 The Library Services & ICT Committee shall review the operation of its usage policy and shall incorporate feedback into its Departmental Review.

8.3 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]
Griffith College Dublin

Quality Assurance Policies, Procedures, Practices and Guidelines

<table>
<thead>
<tr>
<th>QA H3</th>
<th>Terms &amp; Conditions of Use of College Network</th>
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<tbody>
<tr>
<td>Title:</td>
<td>Principles of Terms &amp; Conditions of Use of the College Network</td>
</tr>
<tr>
<td>Document No:</td>
<td>QA H3</td>
</tr>
<tr>
<td>Issue Version:</td>
<td>5.0</td>
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<tr>
<td>Issue Date:</td>
<td>18.03.05</td>
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</table>
| Related Documents: | Terms & Conditions of Use of the College Network *(issued by the IT Services Department annually)*  
Learner Disciplinary Procedure (J5) |
| Circulated for comment to: | Academic & Professional Council  
IT Services Department |
| Effective From: | September 2005 |
| Responsible for Implementation: | IT Services Manager |
| Next Review: | August 2015 |
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**

2.4 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 endeavour to 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 Should an interim change\(^{78}\) be made to the “Terms & Conditions of Use of the College Network” the IT Services Department shall do its utmost to communicate these changes to all staff and learners.

4.9 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]

\(^{78}\) An “Interim change” refers to a change made to the “Terms & Conditions of Use of the College Network” during a calendar year which is outside the normal review cycle and subsequent to learner registration / staff appointment.
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]
Griffith College Dublin

Quality Assurance Policies, Procedures, Practices & Guidelines

QA I1   Full Time Staff Selection Procedure

Title:   Full-Time Staff Selection & Appointment Procedure

Document Number:   QA I1

Issue Version:   3.0

Issue Date:   03.02.05

Related Policies:   Performance Review & Staff Development Principles (QA I2)
                    Sample Interview Assessment Form (QA IA1)

Circulated for Comment to:   Academic & Professional Council
                             HR Manager

Effective From:   September 2005

Responsible for Implementation:   HR Manager

Next Review:   August 2015

Modified:

1. **Objectives**

To outline the selection and appointment procedure for full-time faculty staff

To detail the additional processes which take place in the selection and appointment of full-time faculty staff with lecturing responsibilities.

2. **Scope**

This procedure applies to the selection and appointment of full-time faculty staff only.

3. **Responsibilities**

3.1 Human Resource Manager
3.2 Recruiter
3.3 Management Board
3.4 Director of Academic Programmes
3.5 Chair of APC
3.6 Interview Attendees

4. **Introduction**

4.1 It is the policy of the College to seek to ensure that, as a result of the consistent application of its selection and appointment procedures, the best candidate for a position is appointed

4.2 The College recruitment procedures are compliant with equality, freedom of information and other relevant employment legislation currently in force

4.3 For the purpose of this procedure, the person requesting the recruitment of a staff member to a faculty shall be referred to as “the recruiter”.

5. **Selection and Appointment Procedure**

5.1 Prior to beginning the recruitment process - if filling an existing position which has been vacated - it may be necessary for the recruiter to address the following questions critically and in consultation with the HR Manager and the relevant member of the Management Board:

5.1.1 Is it necessary to fill the position on a permanent basis or can it be filled on a part-time / temporary / contract basis?
5.1.3 Can the position be filled by means of the redefinition of other positions?
5.1.4 Is it necessary to fill the position at all?

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79 The College reserves the right not to offer a position to a candidate regardless of whether or not he / she fulfills the job specification criteria
If it is agreed that the position is to be filled, and agreement has been secured from the relevant member of the Management Board, the recruiter, with the assistance of the HR Manager shall first agree a job specification. At a minimum, the job specification shall normally include:

5.2.1 Information regarding the position, such as title, department, reporting relationship
5.2.2 A broad statement of the purpose / objective of the role
5.2.3 An overview of the organisational environment
5.2.4 A list of the principal duties and responsibilities
5.2.5 The selection criteria / person specification (both essential and desirable)

5.3 The HR Manager shall then advertise the position, first internally and then externally

5.4 The HR Manager reviews applications and, in conjunction with the recruiter, shortlists candidates for a first interview. The short-listing process consists of:

5.4.1 Reading each application and rating individual applicants according to the essential and desirable selection criteria
5.4.2 Noting additional information required either before or at the interview
5.4.3 Noting briefly the reasons for not short-listing each unsuccessful applicant

5.5 Those involved in the process of short-listing applicants should avoid:

5.5.1 Making negative assumptions or decisions on the basis of perceived over-qualification or, conversely, giving positive advantage to an applicant with qualifications above the stated requirement
5.5.2 Making negative assumptions about overseas qualifications with which they are unfamiliar
5.5.3 Recommending for interview any applicant, whether internal or external, who does not meet the essential criteria
5.5.4 Predetermining the number of applicants to be interviewed
5.5.5 Selecting candidates in a manner that could be construed as unfair discrimination under equality legislation

5.6 The HR Manager contacts the short-listed candidates for a first interview and informs them of the format of the interview process. In addition to the interview, the applicant may be asked to give a brief presentation, complete an assessment of a particular skill etc. This process shall be administered by the HR Department

5.7 Normally the first interview shall be serviced by an interview panel consisting of the HR Manager and the recruiter. The interview panel shall:

---

80 Should none of the applications received fulfill the essential criteria the HR Manager and recruiter shall consider whether or not the job specification should be reviewed prior to re-advertising the position
81 The panel may, exceptionally, choose to interview the candidates separately but must ensure under these circumstances that the interview questions are divided between the interviewers.
5.7.1 Ask the same questions to all candidates interviewed
5.7.2 Base their questions on the selection criteria as specified in the position description and focus on the skills, experience and knowledge required for the job
5.7.3 Independently assess candidates immediately after the interview (See Appendix 1 The Interview Assessment Form: Guidelines for Completion and Sample Interview Assessment Form (QA IA1))

5.8 As a result of this process, and any additional assessment undertaken (see 5.6) a shortlist of candidates shall be compiled by the interview panel. Those successful and unsuccessful at this point shall normally be contacted by the HR Department within five working days of attending the interview and feedback shall be provided if requested

5.9 The second interview shall be attended by an interview panel normally consisting of the recruiter, another member of the faculty, and a member of the Management Board and shall operate as indicated in 5.7

5.10 As a result of this process, an applicant is normally identified as being the most suitable and, pending references – and verification of qualifications where necessary – the applicant shall provisionally be offered the position, normally within ten working days of the interview. At this stage the next most suitable applicant should also be agreed by the interview panel

5.11 In this case, the HR Manager shall check the references of the individual and shall communicate the results to the recruiter. At least two verbal references shall normally be sought

5.12 If the HR Manager and the recruiter are satisfied with the candidate’s references the candidate shall be informed and two copies of the contract shall be issued\(^{82}\), one for signature and return and one for the candidate’s files, along with relevant College staff information

5.13 If the HR Manager and the recruiter are not satisfied with the candidate’s references the HR Manager shall communicate this to the candidate and the offer shall be withdrawn, the HR Manager shall then apply the procedures set out in section 5.10 to 5.13 to the next most suitable candidate, continuing this process until a suitable candidate with satisfactory references is found

5.14 If a suitable candidate has not been identified, the HR Manager and the recruiter shall determine a suitable programme of action which may include advertising the position for a second time

5.15 Unsuccessful applicants shall normally be contacted by the HR Department within ten working days of attending the second interview, but not until the references of the chosen candidate have been checked and found to be satisfactory.

\(^{82}\) In the exceptional event that a contract is issued prior to checking references it shall always state clearly that the position is offered “pending references deemed satisfactory by the College”.

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6. Selection & Appointment of Staff with Lecturing Responsibilities

6.1 The recruitment of full-time staff with lecturing responsibilities shall follow a similar procedure to that described above, with the following variations:

6.1.1 The first interview shall always be attended by the recruiter and shall include a requirement that the candidate carry out a “mock lecture”. In this instance the candidate shall be provided with an overview of the expected format of the mock lecture by the HR Manager. The recruiter, along with a number of invited interview attendees\textsuperscript{83}, shall create a classroom environment and evaluate the candidate against an agreed criteria.

6.1.2 The Director of Academic Programmes shall attend the second interview with the Programme Director, or, in an instance where a Programme Director position is being recruited for, the Director of Academic Programmes and the Chair of the Academic & Professional Council shall normally attend the second interview.

7. Selection & Appointment Records

7.1 Communication with candidates shall be documented by the HR Manager.

7.2 Any documentation pertaining to the selection and appointment of candidates, or otherwise, shall be stored securely and confidentially by the HR Department for a two year period.

8. Responsibilities

8.1 HR Manager

- Discusses staffing requirement with recruiter and member of Management Board [5.1]
- Assists recruiter in devising job specification [5.2]
- Advertises vacancy internally and externally [5.3]
- Short-lists candidates in conjunction with recruiter [5.4]
- Contacts short-listed candidates with details of first interview process [5.6]
- Acts as member of interview panel for first interview [5.7]
- Contacts successful and unsuccessful candidates [5.8, 5.13, 5.15]
- Checks candidate references [5.11]
- Generates contract and forwards to successful candidate [5.12]
- Completes Interview Assessment Form immediately after interview [5.7.3]
- Provides evaluation criteria to staff attending mock lecture [6.1.1]
- Retains all documentation relating to selection and appointment [7.1, 7.2]

\textsuperscript{83} It is extremely important that if the other staff members invited, participate in the evaluation of a candidate, that the same staff members evaluate all other candidates conducting a mock lecture for the same appointment.
8.2 Recruiter

- Discusses staffing requirement with the HR Manager and member of Management Board [5.1]
- Devises job specification with the assistance of the HR Manager [5.2]
- Short-lists candidates in conjunction with HR Manager [5.4]
- Acts as member of interview panel for first interview [5.7, 6.1.1]
- Acts as member of interview panel for second interview [5.9]
- Completes Interview Assessment Form immediately after interview [5.7.3]

8.3 Management Board

- Relevant member discusses / agrees staffing requirement with the HR Manager and recruiter [5.1, 5.2]
- Relevant member attends second interview [5.9]

8.4 Director of Academic Programmes

- Attends second interview of academic staff [6.1.2]

8.5 Chair of Academic & Professional Council

- Attends second interview of academic staff [6.1.2]

8.6 Interview Attendees

- If invited to attend a mock lecture, other members of staff evaluate the lecturer against a set criteria [6.1.1]
Appendix 1:

THE INTERVIEW ASSESSMENT FORM: GUIDELINES FOR COMPLETION

For every candidate interviewed, an *Interview Assessment Form* will be supplied by the HR Department to be completed by each member of the interview panel. These forms will be held on the candidate’s file by the HR Manager.

The intention of this form is to mirror the essential criteria stated on the original Job Specification and to allow the Panel members to draw together all the assessment strands and make a choice between the candidates.

Each member of the Panel will fill out the *Interview Assessment Form* immediately after an interview. This is done by grading the candidate against the criteria detailed in the Job Specification and emerging with an overall score. In order to ensure that this will lead to the identification of the most appropriate candidate, consideration may be given (by the HR Manager in conjunction with the recruiter) to the weighting of criteria prior to the interview process.

The candidate will score medium to high if they meet all the essential criteria and high if they meet all the essential criteria and a number or all of the desirable criteria. A candidate who does not meet the essential criteria will have a low score and should not be appointed to the post.

The HR Manager (or the recruiter in the case of the second interview) records the individual scores for each candidate at the end of the interview process. Where there is consensus there will be no need for further discussion. However, a discussion is necessary if there is not agreement on the scores for a candidate. The discussion should centre around the extent to which the specification for the job is met as opposed to subjective impressions. Where, following discussion, individual interviewers change their scores, the changes to their initial decisions are recorded in the Additional Notes section.

The final decision of the Interview Panel is recorded on the *Interview Assessment Form* by each member of the Panel. The result should form a fully transparent process providing valuable information to candidates, should they request feedback on their interview performance.

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84 The HR Department will insert the essential criteria and the desirable criteria into the *Interview Assessment Form* before circulating it to the Interview Panel.
Griffith College Dublin

Quality Assurance Policies, Procedures, Practices and Guidelines

QA I2  Performance Review & Staff Development

Title: Performance Review & Staff Development Principles

Document No: QA I2

Issue Version: 1.0

Issue Date: 10.06.05

Circulated for comment to: Academic & Professional Council
HR Manager

Effective From: September 2005

Responsible for Implementation: Management Board

Next Review: August 2015

Modified:

1. Objective

1.7 To outline the principles upon which the College’s Performance Review and Staff Development processes shall be based.

2. Scope

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

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

3.1.4 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.
Title: Staff Development Practices

Document No: QA I3

Issue Version: 1.0

Issue Date: 28.06.06

Circulated for comment to: Academic & Professional Council
HR Manager

Effective From: September 2005

Responsible for Implementation: Management Board

Next Review: August 2015

Modified:

1. **Objective**

1.8 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\(^{85}\) 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

\(^{85}\) Programme Review Procedure (QA G1), Faculty Review Procedure (QA G2), Department Review Procedure (QA G3), Performance Review & Staff Development Principles (QA I2)
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.
GRiffith College Dublin
QA IA1 Sample Interview Assessment Form

Candidate’s Name: ________________________   Interviewer’s Name: ________________________
Position: ________________________  First / Second Interview: ________________________
Date of Interview: ________________________

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Scoring: 1= Does not meet job specification  2=Meets Job Specification  3= Exceeds Job Specification

[Print on back of form]
ADDITIONAL NOTES:

Please indicate if the scores you assigned to this candidate changed as a result of discussion with other panel members after the interview.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

OVERALL RECOMMENDATION:

Please indicate if your overall recommendation is to offer this candidate the position:

Yes

No

SIGNATURE:

Please indicate, by signing below, that you are satisfied with the manner in which this interview was conducted.

____________________________________
Intervener Signature
Griffith College Dublin

Quality Assurance Policies, Procedures, Practices and Guidelines

QA J1 Learner Charter

Title: Learner Charter

Document No: QA J1

Issue Version: 1.0

Issue Date: 17.06.05

Related Documents: Fulfilling the Learner Charter: The Role & Responsibilities of Learners and the College (QA J2)

Circulated for comment to: Academic & Professional Council

Responsible for Implementation: All Staff

Next Review: August 2015

Modified:

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.
Fulfilling the Learner Charter: The Role & Obligations of Learners and the College

QA J2

Title: Fulfilling the Learner Charter: The Role & Obligations of Learners and the College

Document No: QA J2

Issue Version: 3.0

Issue Date: 8.04.05

Related Documents: Learner Charter (QA J1)
Learner Code of Conduct (QA J3)

Circulated for comment to: Academic & Professional Council

Effective From: September 2005

Responsible for Implementation: All Staff & Learners

Next Review: August 2015

Modified:


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This document reflects Nottingham Trent University’s Student Charter.

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450
1. **Objective**

1.9 To set out the rights and obligations of the College and those learners who are fully registered on its programmes, in line with the College Learner Charter (QA J1).

2. **Scope**

2.6 Learners of the College are located on a number of campuses. This document applies to all locations and all staff and learner members.

2.7 The rights and obligations on the part of the College outlined in this document apply to fully registered learners observing the Learner Code of Conduct (QA 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 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 we achieve and maintain 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 (QA 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 QA 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 participants’ 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 QA 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 (QA 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 QA 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 QA 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 (QA 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 orientation 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 Dublin

Quality Assurance Policies, Procedures, Practices and Guidelines

QA J3 Learner Code of Conduct

Title: Learner Code of Conduct

Document No: QA J3

Issue Version: 1.0

Issue Date: 8.04.05

Related Documents:
- Learner Disciplinary Procedure (QA J5)
- Complaints Procedure for Learners (QA J4)
- Academic Misconduct Procedure (QA J6)
- Appeals Procedure (QA E15)

Circulated for comment to: Academic & Professional Council

Effective From: September 2005

Next Review: August 2015

Modified:

1. Objectives

1.10 To set down the code of conduct expected of the College’s learners

1.11 To highlight what is considered misconduct under this code.

2. Scope

2.8 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.

2.9 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 & 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 classes and commit to the learning process.

5. **Learner Misconduct**

5.1 The essence of misconduct under the Learner Code of Conduct is 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 intimidatory 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 (QA J5).
### Griffith College Dublin

#### Quality Assurance Policies, Procedures, Practices and Guidelines

**QA J4 Complaints Procedure of Learners**

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**Circulated for comment to:**

Academic & Professional Council

**Effective From:**

September 2005

**Responsible for Implementation:**

Quality Assurance Officer

**Next Review:**

August 2015

**Modified:**


[^1]: This procedure incorporates Nottingham Trent University’s Complaints Procedure for Learners

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[^1]: This procedure incorporates Nottingham Trent University’s Complaints Procedure for Learners
1. **Objective**

1.12 To inform learners of how to go about communicating (informally and formally) any issues they may experience whilst a learner of the College.

2. **Scope**

2.1 It is important to note that separate procedures exist for the following circumstances:

2.1.1 All academic matters relating to examination and assessment performance and outcomes are covered by the Appeals Procedure (QA E15) and Academic Misconduct Policy (QA J6)

3. **Responsibilities**

3.40 Learner
3.41 Quality Assurance Officer
3.42 Director of Academic Programmes
3.43 Programme Directors
3.44 Department Managers
3.45 College staff
3.46 Complaints Hearing Panel

4. **Introduction**

4.1 The College aims to identify and quickly resolve any difficulties which may be experienced by a learner or a cohort of learners during the programme of their studies.

4.2 Ongoing feedback, whether formal or informal, is actively sought throughout the year by a number of means. Amongst the methods of feedback available to learners are:

4.2.1 Discussion with faculty members
4.2.2 Programme Committee Meetings
4.2.3 Class representative meetings
4.2.4 Learner feedback questionnaires (e.g. module delivery and facilities)
4.2.5 The Student Support e-mail address (qa@gcd.ie)

4.3 The College fully accepts that circumstances may lead to the necessity for this Complaints Procedure for Learners to be enacted, however, it hopes that learners will first avail of one of the means of articulating feedback identified above to ensure that any issue arising can be dealt with at source and at the most beneficial time.
4.4 In the exceptional event that an issue remains unresolved at this level, this procedure describes how learners can bring on-going matters of concern about their learning experience to the attention of the College and enable investigation of those concerns.

4.5 This procedure aims to be simple, clear and fair to all parties involved, with informal resolution an option at any point.

5. **Right of Attendance and Representation at a Complaints Hearing**

5.1 In section 7 below reference is made to the learner / staff right to attend and be represented at a complaints hearing. The following points are relevant:

5.1.1 A learner or staff member who is a party to a complaints proceeding has the right to attend the hearing convened for the purpose of adjudicating the complaint, to be represented, to hear the evidence presented, to challenge the evidence on cross-examination and to present his / her own evidence.

5.1.2 A representative at a hearing may be a fellow learner / staff member, a relative, a friend, an adviser or a legal representative.

5.1.3 A representative may speak on behalf of the learner / staff member.

5.1.4 A learner or staff member may choose to be accompanied by a translator provided by the College or to appoint a translator of their choosing.

5.1.5 A learner or staff member who chooses not to be represented shall be requested at the hearing to confirm in writing that he /she has been informed of his / her right of representation and has declined to exercise it.

5.1.6 If a learner or staff member fails to attend the hearing, the hearing shall proceed in the absence of the learner or staff member.

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88 Any costs associated with legal representation of the learner or staff member shall be borne by the learner or the staff member respectively, unless the Complaints Hearing Panel so otherwise determines.

89 Any costs associated with the appointment of a translator by the learner or staff member (other than one provided by the College) shall be borne by the learner or the staff member respectively, unless the Complaints Hearing Panel so otherwise determines.
6. **Conditions re: Complaints Procedure for Learners**

6.1 Third Party Complaints

6.1.1 No investigation of a complaint made on behalf of a learner shall be undertaken without that learner's written agreement to the concerns raised and written consent for an investigation to be carried out.

6.2 Complaints to the College President and Other Senior Members of Staff

6.2.1 Should a complaint be received directly by the President’s Office, or the Office of any Senior Manager, it shall be acknowledged and referred to the Quality Assurance Officer who shall ensure that it enters the Procedure at the appropriate point. If no attempt has been made by the complainant to resolve the complaint locally, the complainant shall be advised by the Quality Assurance Officer to first seek resolution through Part I of the Formal Procedure or through one of the means identified in 4.2.

6.3 Vexatious or Malicious Complaints

6.3.1 The College may consider invoking the Learner Disciplinary Procedure (QA J5) in those cases where complaints are found to be vexatious or malicious. A vexatious or malicious complaint is defined as a complaint which is patently unsustainable, having been put forward so as to abuse the process of the Complaints Procedure for Learners, or, for example, to attempt to defame the name or character of another person.

6.4 Complaints made by Learners under the Age of 18

6.4.1 If a complaint is made under the Formal Procedure (see section 7 below) by a learner who is under the age of 18, the College shall notify the parents or guardians of the learner in writing, and keep them informed of the progress of the complaint, unless it is the learner's express wish that this should not be done. The College shall permit the parents or guardians of the learners to act on the learner's behalf during the process, provided the learner has confirmed agreement in writing beforehand.

6.5 Group Complaints

6.5.1 Where a complaint is brought by a group of learners, one person should be prepared to identify him / herself as spokesperson and correspondent for the purposes of the Formal Procedure (see section 7 below), and each member of the group must be able to demonstrate that he / she has been personally affected by the matter which is the subject of the complaint. In addition, all complainants must agree in writing to the spokesperson acting on his / her behalf.

7. **Complaints Procedure**

7.1 Formal Procedure: Part I
7.1.1 It is anticipated that most complaints can be resolved through direct contact between the learner and the Department / Faculty or Service. This being the case, resolution should be sought by the learner first from the Department / Faculty / Service in which the complaint arose, by expressing the complaint to the most appropriate member of staff (e.g. Department Manager, Year Head, Programme Director, Service Manager etc.). A learner should normally expect to receive a written or verbal response within ten working days.

7.2 Formal Procedure: Part II

7.2.1 If the response to the complaint is not considered by the learner to be satisfactory, he/she may invoke Part II of the Formal Procedure by completing the Learner Complaint Form (attached as Appendix I), and submitting it to the Quality Assurance Officer. The form should detail the learner’s grounds for complaint. The learner should include a statement of what has been done by the learner to attempt resolution within the relevant Department, Faculty or Service and why he/she feels that action taken by the Department, Faculty or Service following notification of the complaint has been inadequate. The Quality Assurance Officer shall acknowledge receipt of the complaint form within five working days.

7.2.2 The Quality Assurance Officer shall attempt resolution at this stage either by correspondence between the parties, negotiation with the Department Manager, Year Head, Programme Director, Service Manager or other senior members of staff, or facilitation of a conciliation meeting between the learner concerned (who may be represented as indicated in section 5 above) and the Department / Faculty / Service. The circumstances of the complaint shall dictate which of these methods is considered most likely to result in a resolution of the complaint to the satisfaction of the learner. Should a complaint concern services related to the work of the Quality Assurance Officer the Director of Academic Programmes shall assign a senior manager to oversee the Formal Procedure.

7.2.3 It is anticipated that Part II of the Formal Procedure would normally be completed, with a response in writing from the Quality Assurance Officer, within one calendar month of the receipt date of the completed Learner Complaint Form. The Quality Assurance Officer shall keep all parties informed of progress and the reason for any delay in proceedings if applicable.
7.3 Formal Procedure: Part III (Appeal Stage)

7.3.1 If the response to the complaint following completion of Part II of this procedure is not considered by the learner to be satisfactory, he/she may invoke Part III (Appeal Stage) of the Formal Procedure by a request in writing, within ten working days from the date of the notification of the outcome of the correspondence, negotiation or meeting referred to in Part II. The request should be addressed to the Quality Assurance Officer outlining why the outcome of Part II is felt to be unsatisfactory. Taking into account the substance of the complaint and the previous attempts at resolution the case shall be referred to a Complaint Hearing Panel.

7.3.2 The Complaint Hearing Panel shall be formed by the Director of Academic Programmes, on behalf the APC, and shall be chaired by a Programme Director or a Department Manager from outside the Faculty or Department in which the learner is enrolled (in the case of a complaint about a programme related matter), or a Head of Service / Department from another service area (in the case of a complaint about a service). The Panel shall consist of two other members of academic or support staff, drawn from Faculties, Departments or Services unrelated to the complaint, and a representative from the Learners’ Union. A minute taker shall be assigned to the Panel. The Panel shall inform the Quality Assurance Officer when its formation and composition has been defined. (Notes for Guidance on the conduct of a Complaint Hearing are attached as Appendix II)

7.3.3 If the complaint relates to the actions of an individual member of staff, rather than the Faculty, Department or Service, that individual has the right to be informed of the substance of the complaint and to attend and be represented (as indicated in section 5)

7.3.4 The Complaint Hearing Panel shall meet, normally within ten working days of the referral from Part II and, following a period of reflection, communicate its conclusions to the learner and the Faculty, Department or Service normally within 15 working days. The Quality Assurance Officer shall keep all parties informed of progress and shall explain reasons for any necessary extension of the timescale, for example, if an adjournment in the proceedings is necessary.

8. Outcomes of the Complaints Procedure for Learners

8.1 Any conclusions and recommendations shall be communicated in writing to the complainant and the relevant Service, Department or Faculty. A summarised version of Part II and III outcomes shall be made available to the next Academic & Professional Council meeting under reserved business.

8.2 Should a complaint be upheld, the Quality Assurance Officer or the Chair of the Complaint Hearing Panel may make recommendations to the Programme Director, Department Manager or Head of Service and relevant members of the Senior
Management Team. Recommendations may also be made to College committees in respect of quality assurance procedures or policies

8.3 It is the responsibility of the Department, Faculty or Service to act on the recommendations made by the Complaint Hearing Panel

8.4 In a case where a complaint has been made against an individual staff member and been upheld, the College President or a nominee may invoke the relevant staff disciplinary procedure.

8.5 If a complaint is not upheld, the complainant shall be informed in writing with reasons for its rejection.

9. Confidentiality

9.1 Complaints shall be handled sensitively and with due consideration to confidentiality for both learners and staff. Any person named in a complaint shall be informed of the substance of the complaint and shall have the right to reply as part of the investigation. Information contained within the complaint shall be made available only to those members of staff involved in its resolution. The Programme Director, Department Head or Head of Service shall also be informed of the complaint.

10. Monitoring, Evaluation and Review

10.1 A report on each case which comes before the Complaint Hearing Panel shall be prepared by the Quality Assurance Officer for the Director of Academic Programmes and the Quality Assurance Office to assist in monitoring the effectiveness of the Complaints Procedure and to identify relevant quality assurance issues

10.2 The Complaints Procedure for Learners is part of the College’s quality assurance procedures. Complaints are considered useful feedback and, where appropriate, shall be used to facilitate improvements to services and facilities. This shall be achieved by annual reporting through Programme Reviews and Departmental Reviews as appropriate to ensure that outcomes and recommendations arising from the Formal Procedure are actioned.
Appendix I: Complaints Form for Learners

COMPLAINTS FORM FOR LEARNERS

This form is to be completed under Part II of the Formal Procedure detailed in the Complaints Procedure for Learners (QA J4). Advice on completion of the form can be obtained from the Quality Assurance Officer. PLEASE COMPLETE IN BLOCK CAPITALS OR TYPE.

PERSONAL DETAILS

Full Name:

Student Number:

Programme & Stage:

Address for Correspondence in connection with the complaint (in the case of a group complaint, please attach a list of complainants on a separate sheet of paper):

Contact Telephone Number:
**OUTLINE OF COMPLAINT**

**Please Note:** As part of the investigation of your complaint, any member of staff mentioned in this form shall be made aware of the complaint, as shall the Head of the Department, Faculty or Service involved.

If you have written a formal letter of complaint to anyone else in the College please indicate names and dates.

Please attach additional sheets to this form if necessary.

**Please provide an outline of the complaint, including dates of actions:**

Please explain what steps you have taken, together with dates, to resolve your complaint locally as per the Formal Procedure I:
Please explain why you are dissatisfied with the response you have received from the Faculty, Department or Service:

Please indicate, in your opinion, what response would have best resolved your complaint:

DECLARATION

I declare that the information provided in this form is true and that I would be willing to answer further questions relating to it if requested.

Signed: __________________________
Date: __________________________
Appendix II: Guidance on the Conduct of a Complaint Hearing

1. Purpose

1.1 The purpose of the Complaint Hearing shall be to hear both the complaint and the response. Taking into account previous attempts to resolve issues the Complaint Hearing Panel shall determine whether the learner's complaint is justified and whether the Department, Faculty or Service has provided a reasonable response or resolution.

2. Documentation

2.1 The Complaint Hearing Panel shall have access to all previous documentation in connection with the complaint, in addition, the complainant and the Department, Faculty, Service are each asked to produce an A4 synopsis of their case for distribution during the programme of the Hearing to the Panel and the other party.

2.2 Other documentary evidence may be tabled at the discretion of the Chair.

3. Process

3.1 A Complaint Hearing shall be convened by the Director of Academic Programmes following a request in writing by the learner who has brought the complaint, as Part II of the Formal Procedure of the Complaints Procedure for Learners.

3.2 The Complaint Hearing Panel shall be chaired by a Programme Director or a Department Manager from outside the Faculty or Department in which the learner is enrolled (in the case of a complaint about a programme related matter), or a Service Department Manager from another service area (in the case of a complaint about a service). The Panel shall consist of two other members of academic or support staff, drawn from Faculties, Departments or services unrelated to the complaint, and a representative from the Learners’ Union. A minute taker shall be assigned to the Panel. The Panel shall inform the Quality Assurance Officer when its formation and composition has been defined.

3.3 The learner and staff member shall be entitled to be represented as detailed in section 5 of the Complaints Procedure for Learners (QA J4).

3.4 The Order of Proceedings at a Complaints Hearing is as follows:

3.4.1 Introduction of those present

3.4.2 Outline of the purpose of the Complaint Hearing

3.4.3 Reference to any witness statements by complainant and /or Department, Faculty, Service

3.4.4 An A4 synopsis summarising the main points of their case shall be distributed by both parties.
3.4.5 Complainant and/or representative presentation shall follow (approx. 15 minutes/max. 20 minutes)

3.4.6 The Panel and Department, Faculty, Service shall be given the opportunity to question complainant’s and/or representative’s presentation

3.4.7 Faculty/Service/Department presentation (approx. 15 minutes/max. 20 minutes)

3.4.8 The Panel and the complainant and/or representative shall be given the opportunity to question the Department, Faculty or Service’s presentation

3.4.9 The Complainant and/or representative shall sum up (5 minutes) [new evidence is not admissible at this time]

3.4.10 The Department, Faculty or Service shall sum up (5 minutes) [new evidence is not admissible at this time]

3.4.11 The Complaints Hearing Panel shall adjourn and consider its submission in private

3.4.12 Either side may be required to be available to provide further information or clarification of matters to the Complaints Hearing Panel.

4. Conclusions and Recommendations

4.1 At the end of the process, and following a period of reflection, the Complaint Hearing Panel will come to a conclusion, and, if appropriate, make recommendations to the Department, Faculty or Service.

4.2 Any conclusions and/or recommendations shall be communicated in writing to the complainant and the Faculty, Department, Service within the specified time scale and submitted to the next Academic & Professional Council meeting.
Griffith College Dublin
Quality Assurance Policies, Procedures, Practices and Guidelines

QA J5 Learner Disciplinary Procedure

Title: Learner Disciplinary Procedure

Document No: QA J5

Issue Version: 2.0

Issue Date: 29.04.05

Related Documents:
- Learner Code of Conduct (QA J3)
- Academic Misconduct Procedure (QA J6)
- Appeal Procedure (QAE15)

Circulated for comment to: Academic & Professional Council

Effective From: September 2005

Responsible for Implementation: Director of Academic Programmes

Next Review: August 2015

Modified:

1. Objective

1.1 To set out the College Learner Disciplinary Procedure and learners’ rights under this procedure.

3 Scope

3.1 The Learner Disciplinary Procedure is applicable to all learners of the College.

3.2 Academic Misconduct shall be dealt with separately and as part of the Academic Misconduct Procedure (QA J6).

3. Responsibilities

3.1 Learner
3.2 Department Manager / Head of Faculty
3.3 Chair of Disciplinary Board
3.4 Secretary of Disciplinary Board
3.5 Disciplinary Board
3.6 Director of Academic Programmes
3.7 College President

4. Introduction

4.1 The College is committed to fair, equitable and appropriate disciplinary procedures.

4.2 The Learner Disciplinary Procedure shall be invoked where a learner has allegedly acted contrary to the Learner Code of Conduct (QA J3) or has allegedly carried out some such other activity which has been harmful to the College (other than academic misconduct which shall be dealt with under the Academic Misconduct Procedure QA J6).

4.3 The Learner Disciplinary Procedure is intended to ensure a speedy and efficient resolution of issues. The aim is to prevent unnecessary delay whilst ensuring a full and fair assessment of the particular circumstances of an individual case.

4.4 Learners are asked to familiarise themselves with the expectations of the College as described in the Learner Code of Conduct, the Learner Handbook and in individual College policies and procedures to which they are subject, as well as the details of the Learner Disciplinary Procedure and their rights under this procedure.

5. Definitions of Misconduct

5.1 In terms of misconduct, the College recognises that there is a distinction between a minor infringement, a major infringement and gross misconduct as defined below:
5.1.1 **Minor Infringement**: Minor Infringements include, but are not limited to, noise, disorderly conduct and minor damage.

5.1.2 **Major Infringement**: Major Infringements include but are not limited to, repeated minor offences, injury or threats to the person, harassment, bullying, abusive or dangerous behaviour, nuisance, damage to property, malicious tampering with and/or disabling of security and safety systems.

5.1.3 **Gross Misconduct**: Gross Misconduct includes, but is not limited to, assault causing serious harm (including sexual assault), serious or repeated harassment, extreme nuisance, serious damage to property and use of illegal substances.

6. **Standard of Proof**

6.1 For the purpose of this Learner Disciplinary Procedure and having regard to the gravity of the matter for decision, a learner shall be deemed to have acted contrary to the Learner Code of Conduct or otherwise carried out some such other activity which has been harmful to the College in circumstances where the adjudicating body is satisfied that the proof presented in support of the charge is beyond all reasonable doubt.

7. **Right of Attendance and Representation at a Disciplinary Hearing and Appeal Hearing**

7.1 In sections 9.6.1, 9.6.5.2, 14.4, 14.9 and 14.13 below reference is made to the learner’s right to attend and be represented at a disciplinary hearing and an appeal hearing. The following points are relevant:

7.1.1 A learner who is the subject of a disciplinary proceeding or who has requested an appeals hearing has the right to attend the hearing convened for the purpose of adjudicating the disciplinary hearing/appeal hearing, to be represented, to hear the evidence presented, to challenge the evidence on cross-examination and to present his/her own evidence.

7.1.2 A representative at a hearing may be a fellow learner, a relative, a friend, an adviser or a legal representative.

7.1.3 A representative may speak on behalf of the learner.

7.1.4 A learner may choose to be accompanied by a translator.

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90 Any costs associated with legal representation of the learner shall be borne by the learner unless the Chair of the Disciplinary Board so otherwise determines.

91 Any costs associated with the appointment of a translator by the learner (other than one provided by the College) shall be borne by the learner, unless the Chair of the Disciplinary Board so otherwise determines.
7.1.5 A learner who chooses not to be represented shall be requested at the hearing to confirm in writing that he/she has been informed of his/her right of representation and has declined to exercise it.

7.1.6 If a learner fails to attend the hearing, the hearing shall proceed in the absence of the learner.

8. Suspension During Investigation

8.1 The College retains the right to suspend a learner suspected of misconduct whilst the investigation into the incident(s) is taking place. Such investigations shall be conducted as quickly as possible.

8.2 The Chair of the Disciplinary Board shall ensure that the learner is provided with formal notification of the suspension.

8.3 An order of suspension may include a request that the learner should have no contact with a named person or persons.

9. Disciplinary Procedure

9.1 The following section describes the process which takes place when a complainant suspects that a learner has committed some form of misconduct which is contrary to the Learner Code of Conduct or has carried out some such other activity which has been harmful to the College.

9.2 A complainant who suspects a case of misconduct shall gather all available information and/or documentation about the incident and refer the case(s) to his/her Department Manager/Head of Faculty or to the Director of Academic Programmes if the complainant is the Department Manager/Head of Faculty.

9.3 The relevant person shall review all information and/or documentation available and discuss the suspected case of misconduct with the complainant and the learner. If the learner does not wish to challenge that misconduct has occurred the relevant person shall document the outcome of the meeting, detailing the penalty which shall be imposed [see Section 10]. A copy of this document shall be provided to the learner and kept on the learner’s file for the appropriate period of time.

9.4 If the learner wishes to challenge that misconduct has occurred, the relevant person shall make a determination as to whether he/she considers that the suspected breach of conduct can be substantiated.

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92 The title “Department Manager” is intended to incorporate any manager of a Department or Service other than a Faculty.

93 The Department Manager/Head of Faculty /Director of Academic Programmes as relevant are from here forward referred to as “the relevant person”.
9.5 Should the relevant person determine that the suspected misconduct cannot be substantiated, no further action shall be taken and no record of the meeting shall be retained.

9.6 Should the relevant person determine that the suspected misconduct, if substantiated, is a minor infringement (see 5.1.1) he / she shall:

9.6.1 Notify the learner in writing 10 working days in advance of the hearing (or sooner by agreement with all parties) that the Faculty / Department is preparing a disciplinary case against him/her. The relevant person shall indicate the precise charge being made and the basic facts alleged to constitute the alleged offence. He /she shall also indicate the time, place and format of the scheduled disciplinary hearing, request the learner's attendance and inform the learner of his / her right of representation, right to hear the evidence presented, to challenge the evidence on cross-examination and to present his / her own evidence (as detailed in Section 7 above).

9.6.2 A person, other than the relevant person who has investigated the incident and normally with an equivalent role, shall be appointed to act in the capacity of Chair of the Disciplinary Board and shall meet the learner and the complainant together to adjudicate at the disciplinary hearing.

9.6.3 Within 5 working days of the hearing, the Chair of the Disciplinary Board shall notify the learner of the outcome of the hearing. Where the Chair of the Disciplinary Board is satisfied that an incident of misconduct has arisen, he /she shall identify the associated disciplinary penalty [see Section 10 below] and the learner's right of appeal.

9.6.4 In the event of the learner choosing to exercise his / her right of appeal, the application of the disciplinary penalty shall be suspended pending the outcome of the appeal. In the event of the learner not choosing to exercise his / her right of appeal, the disciplinary penalty shall be applied.

9.6.5 Should the relevant person determine that the suspected misconduct, if substantiated, is a major infringement (see 5.1.2) or constitutes gross misconduct (see 5.1.3) then:

9.6.5.1 The relevant person shall appoint a Disciplinary Board to conduct a disciplinary hearing into the allegation. The Disciplinary Board shall consist of a person, other than the relevant person who has investigated the incident and normally with an equivalent role, and two other senior members of staff drawn from outside of the learner’s faculty / department from which a Chair shall be appointed. None of the members of the Disciplinary Board shall have been previously directly involved with the allegation.

9.6.5.2 The relevant person shall notify the learner in writing 10 working days in advance of the hearing (or sooner by agreement with all parties) that

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94 See Section 12 below.
the Faculty / Department is preparing a disciplinary case against him/her. He /she shall also indicate the time, place and format of the scheduled disciplinary hearing, request the learner's attendance and inform the learner of his / her right of representation, right to hear the evidence presented, to challenge the evidence on cross-examination and to present his / her own evidence (as detailed in Section 7 above)

9.6.5.3 The Disciplinary Board shall then meet with the learner and the complainant together to adjudicate at the disciplinary hearing

9.6.5.4 Within 5 working days of the hearing, the Chair of the Disciplinary Board shall notify the learner, in writing, of the outcome of the hearing. Where the Disciplinary Board is satisfied that an incident of misconduct has arisen, the Chair of the Disciplinary Board shall identify the disciplinary penalty [see section 10 below] and the learner's right of appeal

9.6.5.5 In the event of the learner choosing to exercise his / her right of appeal, the application of the disciplinary penalty shall be suspended pending the outcome of the appeal. In the event of the learner not choosing to exercise his / her right of appeal, the disciplinary penalty shall be applied.

10. **Outcomes**

10.1 In the case of *minor infringements*, the Chair of the Disciplinary Board shall issue an oral warning to the learner which shall be effective for six months. A note shall be retained on the learner’s file until the six month period has expired

10.2 In the case of *major infringements*, the Chair of the Disciplinary Board shall issue a written warning which shall normally be effective for 12 months unless otherwise stated at the time of issue. A copy of the written warning shall be retained on the learner’s file until the twelve month period has expired

10.3 In the case of a second *major infringement*, the Chair of the Disciplinary Board shall issue a final written warning that shall normally be effective for the remainder of the learner’s programme of study. A copy of the written warning shall be retained on the learner’s file until he / she has completed his / her programme or has otherwise withdrawn from the College

10.4 In the case of a *major infringement*, the circumstances may be considered so serious as to warrant the issuance of a final warning without prior warnings, such as if during the currency of an oral or first written warning a learner commits a further disciplinary offence, a final written warning may be issued (subject to a disciplinary hearing). A copy of the written warning shall be retained on the learner’s file until he / she has completed his / her programme or has otherwise withdrawn from the College
10.5 A *major infringement* subsequent to the issuance of a final warning shall normally lead to the learner’s expulsion. A permanent record of expulsion shall be retained on the learner’s file.

10.6 In addition to, or in substitution for, an oral or written warning, the Chair of the Disciplinary Board may impose one or more of the following penalties:

- 10.6.1 that the learner gives a written undertaking as to his / her subsequent conduct within the College
- 10.6.2 that the learner gives a written or verbal apology
- 10.6.3 that the learner pays for any damage to property he / she has caused, or recompenses the College for any loss it may have suffered or for any costs incurred directly or indirectly from the learner’s misconduct
- 10.6.4 the withdrawal of privileges, e.g. expulsion from a College service.

10.7 In the case of *gross misconduct* the details of the disciplinary hearing will be reported to the College President and he will normally be asked to invoke his authority in summarily expelling the learner. The President shall inform the authorities of the case as appropriate. A permanent record of expulsion shall be retained on the learner’s file.

11. **Expulsion**

11.1 On the recommendation of the Disciplinary Board, the President of the College, or his nominee, may expel a learner based on cumulative or summary evidence

11.2 An expulsion shall be reported by the President to the next meeting of the Academic & Professional Council following the expulsion, without the identity of the learner concerned being divulged.

12. **Criminal Offences**

12.1 If a learner is alleged to have behaved in such a manner that, if proven in a court of law, he/she would have committed a criminal offence the College may suspend the Learner Disciplinary Procedure and refer the matter to the appropriate authorities.

13. **Illness**

13.1 In cases where illness of whatever nature is perceived to be the cause of the behaviour which would normally warrant the Learner Disciplinary Procedure to be invoked, the College has the right to exclude / suspend the learner until such time as it is satisfied that he/she is fit to resume his/her studies.

14. **Appeals**
14.1 A learner wishing to make an appeal may do so, by invoking the College Appeal Procedure (QAE15)

15. Records and Follow Up

15.1 Documentation pertaining to all alleged, investigated and (if applicable) confirmed instances of misconduct shall be compiled and retained by the relevant person.

15.2 Documentation regarding penalties imposed for proven misconduct shall be retained on the learner’s file for the time periods indicated in Section 10 above.

15.3 Documentation regarding expulsion shall form a permanent record on the learner’s file.

16. Confidentiality

16.1 Where the College is satisfied at any stage within these procedures that misconduct has not taken place, no documentation relating to the alleged misconduct and the associated investigations shall be retained in the learner’s file.

16.2 The disciplinary process, once entered into, is confidential to all parties. Therefore, it is essential that any individuals involved in the process respect this paramount need for confidentiality. Breaches of such confidentiality may lead to disciplinary action being taken.

17. Conduct of Disciplinary Hearings

For Guidance on the conduct of disciplinary hearings see appendix D of the College Appeals Procedure (QAE15) ‘Guidance on the conduct of Disciplinary and Appeal Hearings’.
Griffith College Dublin

Quality Assurance Policies, Procedures, Practices and Guidelines

QA J6  Academic Misconduct Procedure

Title: Academic Misconduct Procedure

Document No: QA J6

Issue Version: 15.0

Issue Date: 08.09.06

Related Documents:
- Appeals Procedure (QA E15)
- Roles & Responsibilities of Invigilators (QA E10)
- Examination Regulations (QA E9)
- Learner Disciplinary Procedure (J5)

Circulated for comment to: Academic & Professional Council

Effective From: September 2009

Responsible for Policy Implementation: CD/Faculty Head / Examinations Office

Next Review: August 2015

Modified:
1. Objectives

1.1 To define the terminology and settle definitions associated with academic misconduct

1.2 To identify the means of preventing and detecting academic misconduct

1.3 To provide disciplinary and appeals procedures applicable to cases of academic misconduct

1.4 To relate penalties to associated levels of academic misconduct.

2. Scope

2.26 This policy is relevant to staff managing, and learners attending, academic programmes at both undergraduate and postgraduate level

2.2 This policy attempts to deal with academic misconduct in the many forms of assessment. However, it is recognised that experience shows that the circumstances of each case varies both within and across the different faculties. Accordingly the policies are open to review and additional guidance from time to time.

3. Responsibilities

3.47 CD/Faculty Heads
3.48 Lecturers
3.49 Learners
3.50 Invigilators
3.51 Senior Examinations Officer
3.52 Faculty Disciplinary Board
3.53 Director of Academic Programmes

4. Introduction

4.1 Any form of academic misconduct is unacceptable. This policy outlines the different categories of academic misconduct and the associated means of prevention and detection. It details the penalties associated with levels of academic misconduct and describes the investigation, disciplinary and appeals procedure associated with cases of academic misconduct. Academic misconduct will in the first instance be the subject of a disciplinary process within the relevant faculty. In cases where it is established by the investigation that there is a case to answer the alleged misconduct will be the subject of disciplinary hearing resulting in a decision as to a disciplinary sanction as appropriate. At the start of each academic year an Appeals Panel will be appointed for the duration of the year, from which an Appeal Board will be selected for each separate appeal. An Appeal Board drawn from the Appeals Panel will adjudicate on each appeal made by learners against disciplinary decisions of Academic Misconduct. It will include a member of staff at CD/Faculty Head level, a member of staff at
lecturer level, a member of staff from the Quality Assurance Office (in default of availability of such a member of staff a person will be appointed in his/her stead by the Chairman of the Appeal Board) and a learner representative all of whom must be external to the faculty concerned in the appeal. The Board will be chaired by the Director of Academic Programmes. The member of staff from the Quality Assurance Office will act as Secretary to the Board.

5. Definitions of Academic Misconduct

5.1 Academic misconduct is an act or omission contrary to the College’s academic regulations which, if undetected, would confer an unfair advantage on a learner in an assessment, under which a learner’s knowledge, skills and performance is measured for progression towards, or for the conferment of, an academic award or a professional qualification.

5.2 Academic misconduct includes, but is not limited to the following:

5.2.1 **Plagiarism**: Plagiarism includes copying or incorporating material derived from pre-existing work (published or unpublished) without the permission of the originator or without an established form of acknowledgement. It includes verbatim quotation, paraphrasing, imitation or other devices, which give the impression of being a learner’s original work. It also includes the exploitation of ideas from others without proper acknowledgement, which mostly occurs in research, project work or assignments.

5.2.2 **Collusion**: Collusion occurs when a learner submits, without appropriate acknowledgement of source, work that is done in collaboration with, or commissioned from, another person. It also occurs when a learner produces work for another learner or permits a learner to copy all or part of his / her own work knowing that the work will be submitted as that of the other learner’s work other than such behaviour is expressly permitted in relation to that particular piece of coursework. *(For guidelines on the prevention and detection of collusion in coursework see appendix 1 Guidelines on the Prevention and Detection of Collusion in Coursework)*

5.2.3 **Misrepresentation**: Misrepresentation is a statement or conduct in assessment, which intentionally conveys a false or wrong impression of material significance in the context of the work under assessment. Misrepresentation does not include unintentional inaccuracy.

5.2.4 **Fraud**: Fraud is defined as deception, which includes, without prejudice to the generality of the foregoing, the invention, distortion, fabrication or falsification of data or other results of research or work of others.

5.2.5 **Impersonation**: Impersonation is the assumption of another person’s identity with the intention of gaining unfair advantage during examinations or any other form of assessment. It also refers to a person who knowingly and
willingly allows his or her identity to be assumed with the intention of gaining an unfair advantage for the person impersonated.

5.2.6 **Cheating**: Cheating is the offence of gaining or seeking to gain an unfair or fraudulent advantage in assessment, where the conduct is of such seriousness as to be regarded as major academic misconduct.

5.2.7 **Unfair Advantage**: Unfair Advantage is the offence of gaining or seeking to gain, conferring or seeking to confer, an unfair advantage by any unlawful device or ill practice.

5.3 The College recognises that there is a distinction between minor academic misconduct and major academic misconduct as defined below:

5.3.1 **Minor Academic Misconduct**: Minor Academic Misconduct refers to plagiarism, collusion and unfair advantage arising from negligence rather than deliberate intent. There are two instances of Minor Academic Misconduct recognised in this policy, those which occur for the first time and those which occur for the second time in the knowledge of the first infringement. A third or further minor academic infringement in the knowledge of the second infringement shall be deemed to be major academic misconduct.

5.3.2 **Major Academic Misconduct**: Major Academic Misconduct refers to flagrant cases of plagiarism and collusion (even those occurring for the first time) and all cases of misrepresentation, fraud, impersonation and cheating. There are three instances of Major Academic Misconduct recognised in this policy, those which occur for the first time, those which occur for the second time in the knowledge of the first infringement and those which occur for the third time in the knowledge of the second infringement.

5.3.3 **Gross Academic Misconduct**: Gross Academic Misconduct refers to particular instances of Major Academic Misconduct for which the only penalty is immediate expulsion. All current instances of such academic misconduct are listed in the Schedule of Gross Academic Misconduct attached to this document. Such instances can only be added to or deleted from this Schedule by the Academic and Professional Council. For each individual case only those instances listed in the Schedule at the time of the alleged incident will apply.

6. **Standard of Proof**

6.1 For the purpose of this Academic Misconduct Policy, and having regard to the gravity of the matter for decision, a learner shall be deemed to have committed one of the forms of academic misconduct defined in sub-section 5.2 of this document, in circumstances where the adjudicating body is satisfied that the charge is proven based
on an assessment of the evidence before it in accordance with the principles of natural justice and fair procedures.

7. **Prevention of Academic Misconduct**

7.1 The College is committed to putting in place measures, which aim to prevent instances of academic misconduct. In order to ensure that all learners are aware of the nature and seriousness of academic misconduct and the consequences thereof, the College shall normally take the following measures:

7.1.1 Include a summary of this policy in the Learner Handbook and post the full policy to the learner intranet

7.1.2 Require learners to sign a registration form which indicates that they are bound by the regulations identified in the Learner Handbook and as updated on the learner intranet

7.1.3 Post warning notices outside examination locations / on learner notice boards indicating inappropriate conduct during examinations

7.1.4 Ensure that information provided to learners on academic misconduct is similarly made available to College staff through the Lecturer Handbook and the lecturer intranet

7.2 In order to ensure that all learners are aware of the nature and seriousness of academic misconduct and the consequences thereof, the Faculty shall normally:

7.2.1 Reproduce this policy in any programme handbook issued to learners

7.2.2 Make specific reference to this policy in programme documents relating to learner assessment

7.2.3 Provide learners with an academic workshop on academic misconduct, prior to issuing the first piece of assessment, to include:

- An overview of this policy
- Guidelines on proper use of academic referencing
- Guidelines on appropriate use of online resources
- The Faculty’s regulations pertaining to coursework submission
- An introduction to the College's regulations pertaining to conduct under examination conditions

7.2.4 Reinforce the content of the academic workshop throughout the academic year

7.2.5 Allocate a clearly defined mark for appropriate academic referencing in the first piece of assessment completed by learners
7.2.6 Require learners to submit all coursework with a prescribed cover sheet, which shall include a signed declaration that the submission is exclusively a result of their own work, unless otherwise permitted by the programme regulations.

7.2.7 Require learners to make available a hard and soft copy of their coursework where it is considered this is necessary to assist in the detection of suspected cases of academic misconduct.

7.2.8 Ensure that information provided to learners on academic misconduct is similarly made available to Faculty staff through faculty meetings and Programme Committee meetings.

8. Learner Right of Attendance and Representation at a Disciplinary Hearing and Appeal Hearing

8.1 In section 9 below reference is made to the learner's right to information, attendance and representation at or prior to a disciplinary hearing and any appeal hearing. The following points are relevant:

8.1.1 A learner who is the subject of disciplinary proceedings is entitled prior to the disciplinary hearing, to a clear statement of the alleged academic misconduct.

8.1.2 A learner who is the subject of disciplinary proceedings or who has requested an appeal hearing has in relation to the hearing to be convened for the purpose of adjudicating the complaint or appeal, the right to attend, to be represented, to request sight prior to the meeting of evidence to be presented at the relevant hearing, to hear and see the evidence presented, to challenge the evidence on cross-examination and to present his / her own evidence.

8.1.3 A representative at a hearing may be a fellow learner, a staff member, a relative, a friend, an adviser or a legal representative.

8.1.4 A representative may speak on behalf of the learner.

8.1.5 A learner may choose to be accompanied by a translator.

8.1.6 A learner who chooses the right not to be represented shall be requested at the hearing to confirm in writing that he /she has been informed of his / her right of representation and has declined to exercise it.

8.1.7 If a learner fails to attend the hearing, the hearing shall proceed in the absence of the learner.

9. Academic Misconduct Process

95 Any costs associated with legal representation of the learner shall be borne by the learner unless the Faculty Disciplinary Board so otherwise determines.

96 Any costs associated with the appointment of a translator by the learner (other than one provided by the College) shall be borne by the learner unless the Faculty Disciplinary Board so otherwise determines.
9.1 The following sub-sections describe the process which takes place when a complainant suspects that a learner has committed one of the forms of academic misconduct, defined in sub-section 5.2 of this document, in a piece of coursework and/or examination.

9.2 Coursework

9.2.1 Investigation of the complaint

9.2.1.1 A complainant who suspects a case of Academic Misconduct shall gather all available information and/or documentation about the incident and refer the case(s) to his/her CD/Faculty Head.

9.2.1.2 The CD/Faculty Head shall review all information and/or documentation available. If the CD/Faculty Head determines that there is no case to answer the incident is closed and no formal records are kept.

9.2.2 If the CD/Faculty Head determines that there is a case to be answered a statement summarising the alleged academic misconduct will be prepared and sent to the learner summoning the learner to a disciplinary hearing to answer the allegation of academic misconduct. This statement shall also state the learner’s rights as set out in section 8 above and shall inform the learner that he/she will be requested at the disciplinary hearing to confirm whether he/she has received sufficient notice of the hearing, that he/she has read and understood the rights as detailed to him/her and to confirm his/her intentions in relation to the exercise of these rights. The disciplinary hearing shall be held no less than 7 days from the date of the notice to the learner or such lesser period as the learner agrees. The disciplinary hearing shall be attended by the CD/Faculty Head, the complainant, the learner and the learner’s representative where the right of representation is exercised. In the event that the CD/Faculty Head is the complainant he/she shall appoint some other member of his faculty to adjudicate at the disciplinary hearing.

9.2.3 At the commencement of the disciplinary hearing the CD/Faculty Head shall request the learner to confirm the position as regards notice of the hearing and the learner’s rights as referred to in section 8 above and shall offer the learner an adjournment of no less than 5 working days in the event the learner requires this for the purposes of further consideration of the exercise of his/her rights.

9.2.4 If having regard to the evidence presented at the disciplinary hearing and the submissions made by or on behalf of the learner, the CD/Faculty Head considers that a case of academic misconduct has been proven, he/she will notify the decision to the learner in writing and the notification will state:

(i) the decision that academic misconduct has occurred
(ii) the penalty which shall be imposed
(iii) the learner’s right of appeal to an Appeal Board
(iv) the period (5 working days) within which this appeal must be lodged by or on behalf of the learner

9.2.5 Should the suspected academic misconduct be properly defined as **Gross Academic Misconduct** two further members from outside the faculty concerned shall adjudicate the case together with the CD/Faculty Head.

9.3 Appeals

A learner wishing to appeal against the decision of the Disciplinary Panel may do so by invoking the College Appeal Procedure (QA E15)

9.4 Examinations

The following sub-section describes the process, which takes place when a complainant suspects that a learner has committed one of the forms of academic misconduct defined in sub-section 5.2 of this document, under examination conditions.

9.4.1 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 occurred or is occurring, or is reliably informed by any other person that academic misconduct is suspected, it is the responsibility of the complainant to:

9.4.1.1 Immediately bring to the learner’s attention the suspicion of academic misconduct

9.4.1.2 Ensure that the learner is prevented from further acts of academic misconduct of which he/she is suspected by confiscating any relevant documentation

9.4.1.3 Permit the learner to complete the examination or assessment

9.4.1.4 Inform the Senior Invigilator and provide a statement of the circumstances relating to the incident - including a note of the work completed before the detection of the alleged academic misconduct and the time that the alleged academic misconduct was detected - for the Senior Invigilator’s Report which shall be referred to the Senior Examinations Officer at the end of the examination

9.4.2 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 CD/Faculty Head

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97 If the item to be confiscated is something other than documentation e.g. a mobile phone, programmed calculator etc. the invigilator shall refer this to the Senior Examinations Officer. The Senior Examinations Officer shall document how the item could have contributed to the alleged academic misconduct, sign the document and ask the invigilator to co-sign the document. The item shall then normally be returned to the learner at the end of the examination.
9.4.3 The CD/Faculty Head shall discuss the suspected case of academic misconduct with the Senior Examinations Officer and, if necessary, with the complainant and shall review all information and / or documentation available. The CD/Faculty Head shall make a determination as to whether he / she considers that the suspected breach of academic conduct can be substantiated.

9.4.4 Should the CD/Faculty Head determine that the suspected academic misconduct cannot be substantiated no further action shall be taken and no record shall be retained. In addition, the first marker shall be asked to take the circumstances into consideration when evaluating the examination script(s).

9.4.5 Should the suspected academic misconduct be assessed by the CD/Faculty Head as a breach of academic conduct the procedure outlined from 9.2.3 to 9.2.5 shall apply.

10. Multiple Assessment Submissions

10.1 Should a learner complete and submit a number of coursework pieces within their first cycle of assessment 98, in respect of more than one of which academic misconduct as defined in sub-section 5.2 of this document, is alleged to apply, the CD/Faculty Head shall have the discretion to treat all incidents of academic misconduct as a single incident.

11. Application of Penalties

11.1 The penalty applicable to confirmed cases of academic misconduct is determined by whether or not the incident constitutes a first or subsequent case of minor or major academic misconduct. The following gradation of penalties aims to ensure that a consistent approach is adopted across all academic programmes:

11.1.1 Penalty for Minor Academic Misconduct, which has taken place for the first time: The learner is given zero in that element of the coursework that was proved to have resulted from academic misconduct. The learner must resubmit only that element of the coursework in which academic misconduct was detected. The result in that element of coursework shall be capped at 40%. If the learner does not resubmit the element within the prescribed timeframe he / she shall receive a fail result for the entire piece of coursework. A record of the offence will be held internally.

11.1.2 Penalty for Minor Academic Misconduct, which has taken place for the second time: The learner is given zero for the entire piece of coursework. The learner must resubmit the entire piece of coursework. The total marks in respect of all coursework in the related module shall be capped at 40%. If the learner does not resubmit the piece of coursework within the prescribed

98 “Their first cycle of assessment” is defined as being the first time the learner submits a number of pieces of coursework pieces without having received feedback on previous coursework.
timeframe he / she shall receive a fail result for the entire piece of coursework. Any subsequent instances of academic misconduct shall be categorised as major academic misconduct.

11.1.3 Penalty for Major Academic Misconduct, which has taken place for the first time: The learner is given **zero for all assessment elements of the module (coursework and examination)**. The learner shall be registered for a second sitting on the module and his / her results arising from this sitting shall be capped at a pass result. A record of the offence is placed on the learner’s file and shall be removed on programme completion should this be the only case of major academic misconduct committed.

11.1.4 Penalty for Major Academic Misconduct, which has taken place for the second time: The **learner is suspended from the programme** until the next semester in which there is the opportunity to retake all modules for that semester. The learner shall be registered for a second sitting on all modules and his / her results arising from these sittings shall be capped at a pass result. A permanent record of the offence is placed on the learner’s file.

11.1.5 Penalty for Major Academic Misconduct, which has taken place for the third time: The **learner is expelled from the College** and shall not be permitted to re-enrol for a five year period. A permanent record of the offence is placed on the learner’s file.

11.1.6 Penalty for Gross Academic Misconduct: The penalty is the same as that for a Major Academic Misconduct which has taken place for the third time.

12. **Records and Follow Up**

12.1 Documentation pertaining to all alleged, investigated and (if applicable) confirmed instances of academic misconduct shall be compiled and retained by the Secretary of the Disciplinary Board in terms of coursework and the Senior Examinations Officer in terms of examinations. An appropriate brief record of these shall also be sent to a Central Administration Office (see 12.3).

12.2 The Academic and Professional Council shall receive annually from each faculty a summary of all cases of academic misconduct occurring without identifying the learners concerned.

12.3 Records relating to each incident (see 12.1) shall be maintained by Programme Administrators on a central database thereby providing a cumulative record of the instances of academic misconduct for each learner for the purposes of determining the appropriate penalty for any new incident.

13. **Confidentiality**

13.1 Where the College is satisfied at any stage within these procedures that academic misconduct has not taken place, no documentation relating to the alleged misconduct
and the associated investigations shall be retained in the learner’s file except as required by law or court order.

13.2 No documentation relating to minor academic misconduct, or first time major academic misconduct, shall be retained on the learner’s file following the completion of his/her programme of study or referred to in any personal reference provided by the College.

Schedule of Gross Academic Misconduct

1. Impersonation at a Written Examination

   Both the learner being impersonated and the person doing the impersonation, if that person is a registered learner at Griffith College, will be charged with Gross Academic Misconduct.

2. A learner submitting an undergraduate project/dissertation or a postgraduate project/dissertation, where the major portion of the work, code or documentation, is directly taken from another source, will be charged with Gross Academic Misconduct.
Appendix 1

Guidelines on the Prevention and Detection of Collusion in Programme work

Please note that these are guidelines and due to the diversity of assessment types used across faculties the strategies used may vary on a faculty by faculty basis.

Prevention of Collusion

• Highlighting in Induction
  - Making it clear to learners in Induction that the practice of collusion in programme work is considered major academic misconduct

• Gradual assignment submission
  - Where a learner would submit coursework in stages. This would allow for close examination of all stages of programme work and as it is common practice at master’s level it would not constitute a radical shift in assessment strategy.

• Making assignments original to the learner
  - Where assignments would be designed to force the learner to relate them to personal experience. This may eliminate the internet as a source of information because the learners must use personal information. This was felt to be appropriate by some faculties and inappropriate by others.

• Having in class tests
  - This strategy is being implemented by the computing faculty when testing the learners’ ability to code in programming modules. It was necessary to implement because of the freely available code on the internet made it very difficult to determine the authenticity of learners’ work when set as assignment work.

Detection

• Statistical comparison of exam results and assignment scores may indicate significant patterns that could support the claim that collusion is happening.
• Qualitative evidence could be generated by looking at the performance of learners in class, (attendance, contribution to tutorials, use of library / moodle, the lecturers’ interpretation of their ability).
• Text comparison of formative work done earlier in the year and the summative work done later on. If there are significant differences in language use, i.e. grammatical structures, lexical choices, and/or a strong deviation in content from prescribed texts / lecture notes / examples, it would point to collusion.
• These methods could provide a sound footing for implementing the deterrents;

Griffith College Dublin
Quality Assurance Policies, Procedures, Practices and Guidelines

QA K1 Procedure for Compiling and Approving Academic Marketing Material

Title: Procedure for Compiling & Approving Academic Marketing Material

Document No: QA K1

Issue Version: 1.0

Issue Date: 20.06.05

Related Documents: Programme Information Provision Policy (QA C1)

Circulated for comment to: Academic & Professional Council Marketing Department

Effective From: September 2005

Responsible for Implementation: Marketing Department

Next Review: August 2015

Modified:

1. Objectives

1.13 To describe the procedure for compiling and approving academic marketing material, namely the College prospectus and the College website

1.14 To indicate the Marketing Department’s contribution to the development of individual faculty / department marketing material relating to academic programmes.

2. Scope

2.1 This procedure applies to the compilation and approval of the College prospectus and the College website

2.2 Section 6 of this procedure refers to the broader development of faculty / department promotional and marketing material related to academic programmes.

3. Responsibilities

3.1 Marketing Department

3.2 Faculties / Departments

4. Procedure for Compiling & Approving the College Prospectus & the College website

4.1 It is the Marketing Department’s responsibility to ensure that the College prospectus and College website:

4.1.1 Reflect, as appropriate, the feedback provided by Faculties and Departments

4.1.2 Reflect the College’s Programme Information Provision Policy (QA C1) and any other related marketing and admissions College policies approved by the Academic & Professional Council

4.1.3 Incorporate any information, logos etc. required by programme validating bodies

4.1.4 Are consistent with each other in terms of content

4.1.5 Are produced in a manner consistent with all branding requirements for the College

4.2 The prospectus shall be formally compiled and updated by the Marketing Department on an annual basis – normally in the period April to July

4.3 During this period the Marketing Department shall actively seek feedback from Faculties and Departments regarding the current content of the prospectus and whether or not (i) information needs to be updated (ii) information needs to be amended / deleted (iii) additional information needs to be included

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Use of the term “Department” from here forward is used to refer to all offices and departments apart from faculties.
4.4 The Marketing Department shall ensure that Faculties and Departments are given at least 10 working days to review a first draft (text only) of the relevant prospectus section and to suggest amendments as required.

4.5 Having made, as appropriate, any suggested amendments, the Marketing Department shall circulate a second draft (full design) and shall ensure that Faculties and Departments are given at least 5 working days to review the second draft of the prospectus and to make any final amendments as required. In cases where no further changes are required at this point, individuals will be asked to sign off on their section of the prospectus to indicate final approval.

4.6 Only those individuals that require further changes shall be circulated with a third draft (full design) - assuming that those changes requested have not affected a related topic - and shall normally be given an additional 5 working days to approve and sign off on the final draft.

4.7 The Marketing Department shall then seek final approval from the appropriate College Director and send the prospectus for publication.

4.8 The Marketing Department shall ensure that corresponding information appearing on the College web site is consistent with that approved for the College prospectus.

5. **Subsequent Changes to Programme and Related Details**

5.1 Any changes to programmes or related details, subsequent to the publication of the prospectus and the corresponding update of the web site, shall be made known to the Marketing Department to ensure that the College web-site reflects the most up-to-date information possible.

6. **A Note on Individual Development of Faculty / Department Promotional & Marketing Material Related to Academic Programmes**

6.1 Faculties or Departments wishing to produce additional promotional and marketing material relating to academic programmes should revert to the Marketing Department for guidance.

6.2 In this instance the Marketing Department shall normally provide the Faculty or Department with a design template in order to maintain a consistent identity across all academic College promotional and marketing material. The Marketing Department shall also communicate any final approval measures in place for ad hoc promotional and marketing material.

7. **Responsibilities**

7.1 Marketing Department
Ensures that the College’s prospectus and website are compiled and approved in accordance with 4.1 above [4.1]
Compiles and updates the College prospectus on an annual basis [4.2]
Seeks feedback from Faculties and Departments [4.3]
Ensures Faculties and Departments are provided with reasonable notice to review drafts [4.4, 4.5, 4.6]
Seeks appropriate final approval for prospectus and arranges publication [4.7]
Ensures information appearing on the College website is consistent with the approved prospectus [4.8]
Provides guidance to faculties or departments wishing to produce additional promotional and marketing material [6.2]
Informs departments / faculties of appropriate approval for ad hoc promotional and marketing material [6.2]

7.2 Faculties / Departments

Provide feedback and review drafts of the prospectus within the appropriate timeframe [4.3, 4.4, 4.5, 4.6]
Inform Admissions & Communications Office of any changes to content subsequent to the approval of the prospectus [5.1]
Revert to Admissions & Communications Office for guidance on the production of individual faculty / department promotional and marketing material relating to academic programmes [6.1]
1. Objective

1.20 To describe the procedure for compiling and approving College handbooks for academic programmes.

2. Scope

2.27 This procedure applies to the College’s provision of handbooks to learners and staff on all academic programmes, specifically the Learner Handbook, International Learner Handbook and Lecturer Handbook.

3. Responsibilities

3.1 Quality Assurance Office
3.2 Faculties
3.3 Service Departments
3.4 Director of Academic Programmes
3.5 Students’ Union
3.5 Management Board

4. Procedure for Compiling & Approving Faculty-wide Handbooks

4.9 It is the Quality Assurance Office’s responsibility to ensure that the Learner Handbook, International Learner Handbook and Lecturer Handbook:

4.9.1 Reflect the feedback provided by the Faculties and Departments
4.9.2 Include or make reference to any relevant policies, procedures or guidelines approved by the Academic & Professional Council
4.9.3 Are consistent with each other

4.10 The current version of each Handbook shall be made available on a shared network throughout the year to provide staff members with an opportunity to include updates as they arise which will be formally incorporated into the next version

4.11 The Learner Handbook, International Learner Handbook and Lecturer Handbook are then formally compiled and updated by the Quality Assurance Office on an annual basis, normally in the period May to July.\(^\text{100}\)

4.12 During this period the Quality Assurance Office shall actively seek feedback from the faculties, service departments, Learners’ Union, the Director of Academic Programmes and the Management Board, regarding the current content of the Handbooks and whether or not (i) information needs to be updated (ii) information

\(^{100}\) The International Learner Handbook is compiled in close collaboration with the International Office. Its focus is primarily the provision of social and legal information to international learners as well as College regulations which pertain to international learners. As a consequence it does not necessarily require annual updating.
needs to be amended / deleted (iii) additional information is to be included (iv) tracked changes on the network copy of the Handbooks remain valid

4.13 The Quality Assurance Office shall ensure that the parties mentioned in 4.4 are given at least 10 working days to review a first draft of the Handbooks and to make amendments as required

4.14 Having made any requested amendments the Quality Assurance Office shall circulate a second draft and shall ensure that the parties mentioned in 4.4 are given at least 5 working days to review the second draft of the Handbooks and to make any final amendments as required

4.15 Depending on time constraints, a third draft of the Handbooks may be distributed. In this case only those individuals that required further changes shall be circulated with the third draft (assuming that those changes requested have not affected a related topic) and shall normally be given an additional 5 working days to approve the final draft

4.16 The Quality Assurance Office shall then send the Handbooks for publication.

5. Responsibilities

5.1 Quality Assurance Office

- Compiles Learner Handbook, International Learner Handbook, Lecturer Handbook normally on an annual basis [4.1, 4.3]
- Actively seeks feedback on Handbooks [4.4]
- Circulates up to three drafts to relevant parties to review and amend as necessary [4.5 – 4.7]

5.2 Faculties / Departments / DAP / SU / MB

- Updates networked version of Handbooks throughout the year to indicate inclusions for next version of Handbooks [4.2]
- Reviews drafts of Learner Handbook and Lecturer Handbook and responds to QA Office within timeframe with amendments / additions or deletions [4.5 – 4.7]
Section L

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 HETAC’s *Policy for Collaborative Programmes, Transnational Programmes and Joint Awards*.

1.3. 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 HETAC’s *Policy for Collaborative Programmes, Transnational Programmes and Joint Awards 2008*.

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 HETAC’s *Policy for Collaborative Programmes, Transnational Programmes and Joint Awards*.

3.2. For the purpose of this policy ‘Programme’ is as defined in HETAC’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. Please see QA 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 HETAC’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 in the European Higher Education Area\textsuperscript{101}
   • Policies, Actions and Procedures for Access, Transfer and Progression for Learners\textsuperscript{102}
   • Provision of Education to International Students\textsuperscript{103}
   • Code of Practice for the Assurance of Academic Quality and Standards in Higher Education\textsuperscript{104}

3.6 Additional Considerations for Transnational Provision

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

   • UNESCO Code of Good Practice in the Provision of Transnational Education\textsuperscript{105}
   • Guidelines for Quality Provision in Cross-Border Education\textsuperscript{106}
   • UNESCO APQN Toolkit: Regulating the Quality of Cross-Border Education\textsuperscript{107}

3.7 Additional Considerations for Joint Awards

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

   • Convention on the Recognition of Qualifications concerning Higher Education in the European Union\textsuperscript{108}
   • Recommendation on the Recognition of Joint Degrees\textsuperscript{109}

\textsuperscript{101} European Association for Quality Assurance in Higher Education, 3\textsuperscript{rd} Edition 2009
\textsuperscript{102} Published by NQAI, 2003
\textsuperscript{103} Published by IHEQN 2008
\textsuperscript{104} Published by QAA, amplified version, October 2010
\textsuperscript{105} The revised code as approved by the ENIC Network at the 12\textsuperscript{th} Annual Meeting in 2005 and adopted by the Lisbon Recognition Convention Committee at its at its 4\textsuperscript{th} session (Bucharest 2007) as a subsidiary text to the Lisbon Recognition Convention.
\textsuperscript{106} Published by OECD 2005
\textsuperscript{107} Published by UNESCO 2006
\textsuperscript{108} Council of Europe ETS 165
\textsuperscript{109} Committee of the Convention, UNESCO 2004
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 (QA C3).

4.2. The College has also established a number of collaborative, transnational partnerships leading to the delivery of HETAC 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 criteria for collaborative programmes, transnational programmes or joint awards shall be consistent with and directly informed by related HETAC 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\(^\text{110}\) and shall require its partner institutions to share a similar...

\(^{110}\) IHEQN 2009
supportive ethos and to provide appropriate learner supports in respect of international learners.

4.9. The College has also welcomed 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:

   i. Quality Assurance of programme development
   ii. Validation by HETAC
   iii. Management of Programme Provision including monitoring
   iv. Revalidation and Programmatic Review

6.2 Quality Assurance 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 QALA1: 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 QALA 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 QALA2 (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 (QALA1) and the Due Diligence Report (QALA2) 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 HETAC 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.

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 HETAC’s *Policy for Collaborative Programmes, Transnational programmes and Joint Awards.* (QA 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 HETAC

6.3.1. An initial draft of the consortium agreement (including programme agreement) shall be submitted to the College APC or its nominated sub-committee and, subject to its approval, be sent to HETAC (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 HETAC (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 HETAC (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.

6.3.5. Please see appendix 5 for a flow chart of the internal and external process of development, approval and validation.

6.4. Management of Programme Provision

6.4.1. Following consideration, approval and validation by HETAC, 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 QA policies in both Griffith College and the Collaborating Partner.

6.4.3. Institutional, or other, reviews of the College by HETAC (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 HETAC 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 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 HETAC, 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 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 HETAC 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 QA 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 HETAC’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:

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111 Particular attention to HETAC Policy for Collaborative Programmes, Transnational Programmes and Joint Awards, section 6 (o) to (bb)
• 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 (QA LA4) (6.2.2)
• Ensures the College internal procedures are observed (QA LA 1, 2, 3 and 4)
• Provides guidance on procedural matters such as the completion of templates (QA 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 HETAC (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 HETAC (and / or other external agencies or professional bodies), with an early draft of the consortium agreement (6.3.1)
• Drafts letter to HETAC (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 HETAC (and / or other external agencies or professional bodies) (6.3.2)
• Signs HETAC (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 HETAC (and/or other external agencies or professional bodies) (6.3.2)
- Signs HETAC (and/or other external agencies or professional bodies), approved consortium agreement (6.3.3)
Appendix 1:

QA LA1: Collaborative national and transnational Provision Proposal Form

The proposer of collaborative national and transnational provision must complete this form and submit it to the Management Board for approval for further investigation. Once approved for further investigation the independent evaluator is

- Collaborative Programme, Transnational Programme or Joint Award Title:

- Faculty Proposing Programme:

- Contributing Faculties:

- Location(s) of Delivery:

- Duration:

- Mode of Delivery:

- Proposed Accreditation Body or Bodies:

- Relevant Professional, Statutory or Regulatory Bodies:

- Target Launch Date:

- Other Key Dates:
Outline of Proposed Collaboration

☐ Relevance to the College Mission

☐ Relevance to the College Collaborative Provision Strategy

☐ Academic Rationale for the proposed Collaboration:

Market Rationale\textsuperscript{112}

☐ Evidence of Market :

☐ Competing Courses (including variants) :

☐ Stage of Maturity of Market :

☐ Anticipated Student Numbers :

☐ Anticipated Life of Collaboration :

☐ Specific Marketing Requirements :

☐ Unique Selling Points of Collaboration :

☐ Potential to Protect Market :

☐ Potential Threats to Market :

\textsuperscript{112} This section is to be completed by the course proposer and informed by the Marketing Department
Financial Rationale

☐ Revenue

(a) Course Fees:

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(b) Anticipated Number of Students:

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(c) Total Fee Income:

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(e) Set-up Costs [Year 1]

(a) Special Requirements (e.g. equipment):
(b) Validation / Approval:
(c) Staff Time / Effort:
(d) Initial Marketing Costs:
(e) Other Costs:
(f) Total:

This section is to be completed by the proposer and informed by the Accounts Department.
## Operating Costs

(a) Marketing (on-going, promotional) costs :

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(b) Lecturing Costs :

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(c) Staffing Costs :

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(d) Material Costs :

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(e) Accommodation Rental :

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(f) Registration Costs :

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(g) Misc. Costs :

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(h) Total Operational Costs :

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Financial Analysis

- Expected Contribution\(^\text{114}\) :

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- Expected Operating Profit (%) :

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- No. of Students for Breakeven :

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\(^{114}\) Expected contribution of the programme to profits before allocation of fixed costs
Appendix 2

QA LA2: Due Diligence Template

This form is to be completed by a nominee or nominees of the College to allow the APC and Management Board to make a determination on whether to advance the proposal for a collaborative programme, transnational programme or joint award with a partner Institution. A due diligence report, once so approved, would then trigger the development of consortium and programme agreements.

The nominee(s) should gather and analyse information under the following headings and subsets.

- **General and academic**
  iv. History and development of the prospective partner
  
v. The mission of the prospective partner
  
vi. The ethos and values
  
vii. The nature and extent of its portfolio of provision
  
ixii. Other

- **Quality assurance**
  iv. The prospective partner's standing with national and other regulators
  
vi. Comparative analysis of the Quality Assurance environment in the country of the prospective partner with the Quality Assurance environment in Ireland with a view to identifying any potential difficulties.
vi. The prospective partner's performance in external evaluations including relevant external evaluations conducted by transnational, national regional and professional and regulatory bodies


viii. Compatibility of the Quality Assurance of the prospective partner with the Quality Assurance procedures of the College.

ix. Other

- **Legal**
  
  iii. The prospective partner's standing, including whether it has been or is engaged in litigation or has been subject to legal actions (civil or criminal)

  iv. Whether the prospective partner(s) may legally enter into a collaborative arrangement to deliver a programme of education and/or training

  v. Other

- **Financial**
  
  iii. The prospective partner's balance sheet

  iv. Recent accounts (under the terms of the non-disclosure agreement)

  v. Published accounts

  vi. Information about its financial performance generally

  vii. Analysis of the local financial environment in the prospective partner’s country, particularly in relation to taxation, currency transfer and/or payment issues that might arise due to local regulations.

  viii. In some contexts, financial due diligence may properly include gathering information from rating and credit control agencies and banks and banking authorities

  ix. Other

- **Transnational**
Additional requirements for transnational provision that may apply to the forms of collaborative provision defined in sections 3.2 of QA L1 Collaborative and Transnational Provision and Joint awards, include:

i. the nature of the location proposed for the branch campus,

ii. local laws and byelaws that apply to the provision of higher education, including planning laws and regulations and any restrictions on the use of the proposed location

iii. the expectations of potential learners for the programme

iv. the proposed award is recognised by regional and state bodies in the country where the proposed partner is operating. Where the award has a professional recognition/accreditation associated with it, this will need to include professional bodies in that country.

v. the availability of support services for learners comparable to those available to learners in Ireland

vi. Where the proposal is to provide the programme(s) through a language other than English or Irish, the proposed arrangements for translating assessment tasks into the target language(s) and assessed work by learners into English or Irish to enable comparisons with equivalent work by students in Ireland.

vii. How these arrangements will be established and operated and their cost, the relevant national quality authority, and/or accreditation or licensing body for higher education (or their equivalents) the external quality assurance requirements likely to be imposed, and whether there are reciprocal agreements with HETAC; whether there is a realistic prospect of the national authority concluding an arrangement with HETAC under which the former will accept HETAC’s quality assurance checks on the College in place of its own.

• Recommendations and Conclusions

Nominee / Nominees: ____________________________

Submitted to APC

Decision: Approved / Rejected / Postponed

Submitted to Management Board

Decision: Approved / Rejected / Postponed
Appendix 3

QA LA3 Consortium Agreement Template

The purpose of this document is to provide a template for the development of consortium agreements as specified in HETAC Policy documents on Collaborative and Transnational Provision. The relevance of this template may vary considerably having regard to the nature of the collaborative arrangement being entered into. In particular where the consortium does not exist as a separate entity, for example where services are provided only by one partner to another, many of the headings below may not apply.

The headings below are a guide and it is the responsibility of those who draft the agreement to ensure that all information requirements outlined in section 6 of HETAC’s Policy for Collaborative Programmes, Transnational Programmes and Joint Awards are addressed.

i. Parties to the consortium

ii. Duration, renewal and termination of the consortium agreement

iii. The approved titles of the collaborative programmes offered through the consortium and the award titles to which they lead

iv. Financial matters (e.g. sharing of costs and income; payment of taxation)

v. Legal matters (e.g. the law under which the agreement is enacted; settlement of disputes; mediation; sharing of liabilities, etc.)

vi. Provision of services for the consortium by members of the consortium (partner-providers) and by service providers

vii. Employment of staff – by the consortium or by one or more partner-providers on behalf of the consortium

viii. Governance and management of the consortium

ix. Leadership of and right to speak for the consortium

x. Quality assurance procedures for the consortium and the programmes to be provided through it including arrangements for the agreement of academic regulations for the consortium and the programmes

xi. Information to be provided by the consortium and the programme team to prospective learners, enrolled learners, and third parties, including national and other authorities

xii. Enrolment of learners

xiii. Responsibilities of the consortium, provider partners and awarding bodies to learners

xiv. Certification of learners’ achievements

• Additional Requirements for Transnational Provision

i. Financial matters (e.g. sharing of costs and income; payment of taxation) including the currency/currencies in which fees and payments are to be made and arrangements for handling currency fluctuations

ii. Legal matters including the jurisdiction and laws where the agreement is enacted; arrangements for the settlement of disputes, mediation, and sharing of liabilities
iii. Quality assurance procedures for the consortium and the programmes to be provided through it that

- acknowledge the requirements of the national quality agency or other licensing authorities in the receiver country (and the countries of other partner-providers, where relevant)
- set out the procedures through which these and the requirements of HETAC and other partner-providers are to be harmonised on a continuing basis
- provide for the appointment (by the consortium or by the awarding body/bodies or both) of external examiners for each programme offered through the transnational consortium

iv. Certification of learners' achievements that is consistent with the requirements of HETAC and the national quality agency or other licensing authorities of the receiver country.
Appendix 4

QA LA 4 Collaborative Provision Development Process Control Sheet
This two page form is to be retained by the proposer and signed off at each stage of development by the appropriate managers (Management Board, academic and professional council or subcommittee thereof, or the College President or nominee thereof. A copy of the form is also to be retained by the Office of the President upon completion (successful or unsuccessful) of the process. If at any stage of the process APC or the Management Board rejects the proposal, grounds for the rejection will be provided to the proposer in the commentary along with recommendations or conditions to satisfy College criteria where applicable.

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<th>Programme(s):</th>
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<th>Joint Award / Dual Award / Single Award</th>
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<th>Date</th>
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<td>Proposer</td>
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<td>APC</td>
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<td>President of College or nominee</td>
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<tbody>
<tr>
<td>APC = Academic and Professional Council</td>
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<td>MB = Management Board</td>
</tr>
<tr>
<td>APCSC = Academic and Professional Council Sub Committee</td>
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<tr>
<td>EAA = External Accreditation Agency or Professional Body, e.g. HETAC</td>
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Appendix 5: Flow Chart of Collaborative Provision Validation Procedure

Proposer presents completed collaborative provision proposal form to DAP.

Control Sheet created and proposal forwarded to the Management Board for initial consideration.

The proposal for collaborative provision is rejected.

The proposal for collaborative provision is accepted and College Nominees are requested to undertake due diligence.

The College Nominee completes the due diligence of the proposed partner provider

As part of due diligence the Programme Approval Sub-Committee of APC assesses academic merit of proposal

A nominee of Management Board completes a process of due diligence on the proposal financials

APC considers the proposal based on reports supplied

MB considers the proposal based on reports supplied

The proposal is rejected by either APC or the Management Board or both. The reports are retained.

The findings of the due diligence process support the proposal and the collaboration proposal is approved.

The consortium agreement is developed. HETAC* are informed and are provided with an early copy of the consortium agreement.

The draft agreement is agreed with the partners, approved by APC and then the Management Board.

The Draft agreement including all other relevant documentation is signed by representatives of the Consortium and submitted to HETAC* for approval and validation. Approval/Validation process is undertaken by HETAC*.

HETAC* grant approval, validating the programme(s). The agreement is signed by the representatives of the Consortium and is legally binding.

Notification of the Collaborative Agreement is published on the College Website

*And or other external agency or professional body
Griffith College Dublin

Quality Assurance Policies, Procedures, Practices and Guidelines

QA L2 Principles of QA for Distance Learning

Title: Principles of Quality Assurance for Distance Learning

Document No: QA L2

Issue Version: 3.0

Issue Date: 29.04.05

Related Documents: QAA Guidelines on the Quality Assurance of Distance Learning

Circulated for comment to: Academic & Professional Council

Effective From: September 2005

Responsible for Policy Implementation: Director of Academic Programmes / Director of Professional Programmes

Next Review: August 2015

Modified:


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115 http://www.qaa.ac.uk/academicinfrastructure/codeofpractice/distance learning (March 1999)
1. Objectives

1.15 To set out a definition of distance learning to which these principles apply

1.16 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 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

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 Programmes of distance learning 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 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 providing institution 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 A providing institution 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 A providing institution 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.
QA LA1 Collaborative national and transnational Provision Proposal Form

The proposer of collaborative national and transnational provision must complete this form and submit it to the Management Board for approval for further investigation. Once approved for further investigation the independent evaluator is

- Collaborative Programme, Transnational Programme or Joint Award Title:

- Faculty Proposing Programme:

- Contributing Faculties:

- Location(s) of Delivery:

- Duration:

- Mode of Delivery:

- Proposed Accreditation Body or Bodies:

- Relevant Professional, Statutory or Regulatory Bodies:

- Target Launch Date:

- Other Key Dates:
Outline of Proposed Collaboration

- Relevance to the College Mission
- Relevance to the College Collaborative Provision Strategy
- Academic Rationale for the proposed Collaboration:

Market Rationale\textsuperscript{116}

- Evidence of Market :
- Competing Courses (including variants) :
- Stage of Maturity of Market :
- Anticipated Student Numbers :
- Anticipated Life of Collaboration :
- Specific Marketing Requirements :
- Unique Selling Points of Collaboration :
- Potential to Protect Market :
- Potential Threats to Market :

\textsuperscript{116} This section is to be completed by the course proposer and informed by the Marketing Department
Financial Rationale

- **Revenue**

  (a) Course Fees:

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(b) Anticipated Number of Students:

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(c) Total Fee Income:

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(f) Set-up Costs [Year 1]

- (a) Special Requirements (e.g. equipment):
- (b) Validation / Approval:
- (c) Staff Time/Effort:
- (d) Initial Marketing Costs:
- (e) Other Costs:
- (f) Total:

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[117] This section is to be completed by the proposer and informed by the Accounts Department.
### Operating Costs

(a) Marketing (on-going, promotional) costs:

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(b) Lecturing Costs:

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(c) Staffing Costs:

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(d) Material Costs:

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(e) Accommodation Rental:

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(f) Registration Costs:

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Financial Analysis

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- Expected Operating Profit (%):

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- No. of Students for Breakeven:

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\(^{118}\) Expected contribution of the programme to profits before allocation of fixed costs
QA LA2 Due Diligence Template

This form is to be completed by a nominee or nominees of the College to allow the APC and Management Board to make a determination on whether to advance the proposal for a collaborative programme, transnational programme or joint award with a partner Institution. A due diligence report, once so approved, would then trigger the development of consortium and programme agreements.

The nominee(s) should gather and analyse information under the following headings and subsets.

**General and academic**

xiii. History and development of the prospective partner

xiv. The mission of the prospective partner

xv. The ethos and values

xvi. The nature and extent of its portfolio of provision

xvii. Student enrolment, progression and retention data

xviii. Quality of the learning environment

xix. Quality of Teaching Staff

xx. The nature and extent of its existing relationships or connections with other institutions or bodies that may potentially affect Griffith College at any stage.

xxi. Other

**Quality assurance**

x. The prospective partner's standing with national and other regulators

xi. Comparative analysis of the Quality Assurance environment in the country of the prospective partner with the Quality Assurance environment in Ireland with a view to identifying any potential difficulties.
xii. The prospective partner's performance in external evaluations including relevant external evaluations conducted by transnational, national regional and professional and regulatory bodies


xiv. Compatibility of the Quality Assurance of the prospective partner with the Quality Assurance procedures of the College.

xv. Other

**Legal**

vi. The prospective partner's standing, including whether it has been or is engaged in litigation or has been subject to legal actions (civil or criminal)

vii. Whether the prospective partner(s) may legally enter into a collaborative arrangement to deliver a programme of education and/or training

viii. Other

**Financial**

x. The prospective partner's balance sheet

xi. Recent accounts (under the terms of the non-disclosure agreement)

xii. Published accounts

xiii. Information about its financial performance generally

xiv. Analysis of the local financial environment in the prospective partner's country, particularly in relation to taxation, currency transfer and/or payment issues that might arise due to local regulations.

xv. In some contexts, financial due diligence may properly include gathering information from rating and credit control agencies and banks and banking authorities

xvi. Other
• **Transnational**

Additional requirements for transnational provision that may apply to the forms of collaborative provision defined in sections 3.2 of QA L1 Collaborative and Transnational Provision and Joint awards, include:

viii. the nature of the location proposed for the branch campus,

ix. local laws and byelaws that apply to the provision of higher education, including planning laws and regulations and any restrictions on the use of the proposed location

x. the expectations of potential learners for the programme

xi. the proposed award is recognised by regional and state bodies in the country where the proposed partner is operating. Where the award has a professional recognition/accreditation associated with it, this will need to include professional bodies in that country.

xii. the availability of support services for learners comparable to those available to learners in Ireland

xiii. Where the proposal is to provide the programme(s) through a language other than English or Irish, the proposed arrangements for translating assessment tasks into the target language(s) and assessed work by learners into English or Irish to enable comparisons with equivalent work by students in Ireland.

xiv. How these arrangements will be established and operated and their cost, the relevant national quality authority, and/or accreditation or licensing body for higher education (or their equivalents) the external quality assurance requirements likely to be imposed, and whether there are reciprocal agreements with HETAC; whether there is a realistic prospect of the national authority concluding an arrangement with HETAC under which the former will accept HETAC’s quality assurance checks on the College in place of its own.

• **Recommendations and Conclusions**

Nominee / Nominees: ____________________________

Submitted to APC

Decision: Approved / Rejected / Postponed

Submitted to Management Board

Decision: Approved / Rejected / Postponed