



SETANTA
College

SETANTA COLLEGE

Quality Assurance Handbook

2019 Edition

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INTRODUCTION

Nature of the Company

Setanta College (SC) was founded in 2006 as a result of an ever-increasing demand from the sporting industry in Ireland to upskill and educate current and would-be sport coaches in the practice of strength and conditioning (S&C). The nature of the educational model provided is blended where it delivers Level 6 and Level 7 certificate and degree programmes with Learners attending face to face workshops at the College based on the grounds of Limerick Institute of Technology (LIT) in Thurles, Co Tipperary. At the Thurles campus, and in collaboration with LIT, Setanta College designed the 'sportslab' which is a world leading sport performance teaching, training and research centre and opened in 2015.

The current Level 6 and Level 7 programmes offered at Setanta College are validated through Quality Qualifications Ireland (QQI) and constitute the main programmes of study for its Learners based in Ireland.

SC also partners other third level institutes and universities. In partnership with Limerick Institute of Technology, Setanta College supports the delivery of the Bachelor of Science in strength and conditioning a 4 year full-time programme offered at the LIT campus in Thurles. SC supports the full-time Bachelor of Science in sports strength and conditioning which is delivered at the University of South Wales (USW).

The College works directly with a number of sporting organisations and associations such as World Rugby, Gaelic Players Association, Rugby Players Ireland and Women's Gaelic Players Association in facilitating player education as well as coach education through the pathway of programmes of study offered by Setanta College.

The College works closely with partners within the sport and exercise technology industry as well as research focused institutes. To this end Setanta College offers bespoke educational and research support to several companies world-wide and is active in innovative sport and exercise research with Tyndall Institute based in University College Cork (UCC).

At the local community level, Setanta College offers health, fitness and wellness programmes of study for the Fire Services and conducts applied research in the field for the Fire Services.

Company structure

Setanta College is a private company limited by shares and currently employs sixteen full-time and twenty-two part-time staff. The shareholders of the company are Desmond Ryan and Dr Liam Hennessy who is the principal shareholder. The directors of the company are Dr Liam Hennessy, Mr Des Ryan and Mr Thomas Callanan the latter is a non-shareholding director and is also the company secretary.

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College Activities

The domain of operation of the College's programmes of study is within Performance Science which has wide application across strength and conditioning, sports science, sports coaching, physical activity and health and wellness.

Its current primary area of expertise is in the field of strength and conditioning. Strength and Conditioning has now become a recognised professional discipline within a sporting and general fitness and exercise context. The S&C coach is now embedded not only within professional sport as a key athlete-player support but also within amateur sport, within youth athletic development and within a wider community based general exercise setting. Thus, the College now provides short introductory courses for health and fitness professionals. This typifies the wider concept of strength and conditioning as well as sports and performance science where aspiring coaches, teachers, parents, health and fitness specialists as well as professional and amateur sport coaches and athletes are the core of our Learner population.

The discipline of S&C, sports and exercise science and sport and exercise coaching is informed by scientific principles applied in a practical manner. Central to the College's strategic thinking is that the application of these principles will expand into other areas such as performance science, health and wellness and general physical activity.

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SECTION 1: GOVERNANCE AND MANAGEMENT OF QUALITY

1.1 Governance Structure

Setanta College's governance infrastructure has been established to ensure that it is governed and managed effectively, with clear and appropriate lines of accountability for each area of responsibility.

A governance structure (Figure 1.1) is in place to ensure that there is adequate oversight of the financial and operational activities of the organisation and that all legal, policy and ethical requirements are complied with.

Through the application of its governance structure, the College ensures that Quality Assurance and standards of academic oversight are in place and that decisions regarding admission, assessment and progression of any individual Learner are maintained completely separate from those regarding financial and other commercial considerations.

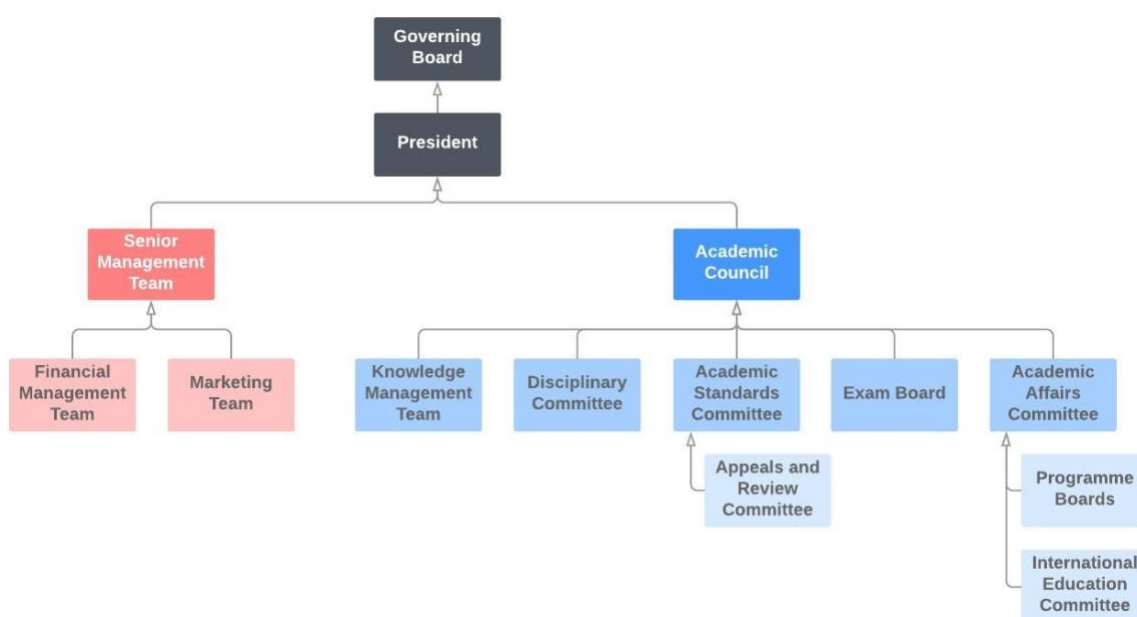


Figure 1.1. Setanta College Governance Structure describing Management and Academic Bodies.

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1.1.1 Governing Board

The Governing Board has overall accountability for the governance of the College. The identification and selection of the members of the Governing Board is guided by the considerations around composition and size of Governing Authorities in Higher Education.

Membership within the Governing Board includes six external members, four of whom have a strong academic background. Two external members also have commercial and legal expertise. The chair is an independent member with an academic background in governance. This composition of external membership reflects an independence and externality within the Board. It ensures that the College's vision, mission and goals and strategic actions are independently informed and take cognisance of the need to ensure strong academic governance.

The Governing Board includes two share-holding directors of Setanta College and one non share-holding director. The Governing Board is the Board of Directors in the context of company legislation and in that regard complies with all requirements of the Companies Act (2014).

The Governing Board supports the College President in ensuring that the College is stable and in good financial standing, with a reasonable business case for sustainable provision. In that context, the College President and the Commercial Director report routinely to the Governing Board in terms of financial and organisational sustainability. Likewise, the College Registrar reports to the Governing Board on issues relating to Academic Affairs, programme and staff performance and quality of programme delivery.

Terms of Reference of the Governing Board

Role	The role of the Governing Board is to provide strategic guidance and to monitor the activities and effectiveness of the management of the College.
Responsibilities	<ul style="list-style-type: none">Review compliance to statutory and common law dutiesAdvise on industry trends and future programme developmentEnhance public confidence within the sport and exercise industryEnhance public and stakeholder confidence in the quality of education at the College.Oversee strategic developmentAdvise on strategic planningOversee compliance with quality assurance proceduresOversee budgetary/financial governance of the organisationReview risk assessment and mitigation reports and devolve responsibility to both the Senior Management Team and Academic Council where immediate action is required.
Membership	External Chair of the Academic Council

	College President College Commercial Director College Registrar External Academic members x 4 External members x 2 (Commercial & Legal Experience)
Quorum	Minimum of four excluding two share-holding directors
Meetings	Three times a year

1.1.2 Senior Management Team

The Senior Management Team (SMT) is comprised of the Commercial Director, College Registrar and Academic Director. This team brings together senior academic, compliance and commercial positions, to help ensure that the College has a coordinated, clear and strategic direction. This team is responsible for the day to day running of the College, implementation of the Strategic Plan and also serves to complement the work of the Academic Council and Academic Affairs Committee.

Terms of Reference of the Senior Management Team

Role	The Senior Management Team is responsible for overseeing the day-to-day management and academic development of the College
Responsibilities	Develop and implement the College's strategic plan Oversee the operational management of the College Consider and monitor human resources requirements Oversee marketing and brand awareness Manage resources to make sure that appropriate and effective facilities and services are available and scheduled to ensure the quality of delivery to Learners Manage access facilitation for Learners with disabilities Monitor progress against strategic goals Manage the College Risk strategy
Membership	Academic Director Commercial Director (Chair) College Registrar
Meetings	Formal monthly meetings with informal meetings on an ongoing basis
Reports to	Governing Board

1.1.3 Academic Council

The Academic Council of Setanta College has overall responsibility for implementing the educational strategy as set by the Governing Board. It will manage and support the Academic Boards and Committees of the College.

Terms of Reference of the Academic Council

Role	The Academic Council is responsible for the implementation of the academic standards and quality assurance policies and procedures of Setanta College
Responsibilities	<p>Ensure academic monitoring and review</p> <p>Ensure coherence of academic policies with strategic plan</p> <p>Review and approve new programme(s)</p> <p>Manage sub-groups and review of same as appropriate</p> <p>Review outcomes of all academic appeals with a view to identifying any policy changes required</p> <p>Approve External Examiner(s)</p> <p>Review External Examiner's Report</p> <p>Review Examination Board minutes</p> <p>Review and approve implementation of all quality assurance policies, procedures and amendments</p> <p>Take appropriate actions following review external examiner report and examination board minutes</p> <p>Approve proposed amendments to QA policies and procedures with regards to assessment</p> <p>Review risk assessment and implement mitigation actions in relation to Academic affairs</p> <p>Review Learner deferral considerations</p>
Membership	<p>Chair of Academic Council (external)</p> <p>Academic Director</p> <p>Head of Learner Services</p> <p>Programme Leaders</p> <p>Programme Administrator</p> <p>College Registrar</p> <p>Learner Representative</p> <p>Educational Technology Manager</p> <p>Quality Assurance Officer</p>
Quorum	Minimum of five, excluding the College President
Decision-making	By vote. Each member excluding the College President will have an equal vote. Chair will have casting vote.

Meetings	Twice a year and after each Examination Board to ratify results
Reports to	Governing Board via annual report of the Academic Council

1.1.4 Examination Board

Terms of Reference of the Examination Board

Role	The Examination Board meets to consider moderated results following the meeting of the Internal Examiners
Responsibilities	<ul style="list-style-type: none"> Consider Assessment Findings Determine Progression Eligibility Authenticate Assessment results Ratify Assessment Results Review Assessment related penalties Oversee and approve classifications of awards Consider External Examiner(s) report(s) Review assessment statistics, trends and benchmarking
Membership	<ul style="list-style-type: none"> Internal Examiners (Programme Leaders and Academic Director) External Examiner(s) College Registrar (Chair) Programme Administrator Learner Representative (from a different programme)
Quorum	Minimum attendance of three to include the College Registrar, External Examiner and at least one Programme Leader
Meetings	Every Autumn following the meeting of the Internal Examiners
Reports to	Academic Council

1.1.5 Academic Affairs Committee

Terms of Reference of the Academic Affairs Committee

Role	The Academic Affairs Committee meets to ensure that the College's quality assurance policies and procedures are effective, fit for purpose and working correctly
Responsibilities	<ul style="list-style-type: none"> Process any changes to quality assurance documentation and to submit such changes to the Academic Council for adoption Action issues that arise from quality assurance monitoring processes following annual report to the Academic Council meeting

	<p>Monitor the effectiveness of all quality assurance procedures through the various boards and committees of the College</p> <p>Monitor transnational/international programmes quality assurance through the International Education Committee report</p> <p>Complete any functions delegated to it by the Academic Council</p> <p>Reports to Academic Council on all aspects of academic affairs and presents an annual report and recommendations to the Academic Council</p>
Membership	<p>College Registrar</p> <p>Quality Assurance Officer</p> <p>Programme Leaders</p> <p>Teaching and Learning Co-Ordinator</p> <p>Programme Administrators</p> <p>Student Services Manager</p> <p>(including International and Regional Co-Ordinators)</p>
Quorum	At least three members
Meetings	Four times a year
Reports to	Academic Council

1.1.6 Academic Standards Committee

Terms of Reference of the Academic Standards Committee

Role	Review issues arising in relation to Learner conduct during learning and assessment and manage Learner Stage 2 assessment review
Responsibilities	<p>Resolve requests relating to learning and assessment reviews that are deemed formal in nature</p> <p>Make recommendations for dealing with such issues</p> <p>Develop policies and procedures to reduce risk of disciplinary issues arising/developing</p>
Membership	<p>Academic Director (Chair)</p> <p>Programme Leader – not related to the Learner programme of study</p> <p>Teaching and Learning Co-Ordinator</p> <p>Quality Assurance Officer</p> <p>The Learner concerned may choose to address the Committee on the circumstances of the review. In the event of the Learner seeking this opportunity a person of his/her choice may accompany the Learner.</p>
Quorum	Chair and two others
Meetings	As required
Reports to	Academic Council

1.1.7 Programme Board

Terms of Reference of the Programme Board

Role	<p>The Programme Board monitors and reviews all current programmes. Four programme boards currently operate within the academic structure of the College.</p> <ul style="list-style-type: none">• MS Performance Coaching (Irish American University, Accrediting Partner)• BSc Strength & Conditioning (QQI)• Higher Certificate in Strength & Conditioning (QQI)• Certificate in Strength & Conditioning (QQI)
Responsibilities	<p>Develop and review programme content</p> <p>Plan and monitor relevance of examinations and assessment</p> <p>Programmatic Review</p> <p>Approve Assessment Techniques (Methods) and Guidelines</p> <p>Review Learner performance, retention & feedback</p> <p>Monitor and recommend enhancements related to Assessment</p> <p>Monitor programme progression</p> <p>Recommend new programmes to Academic Council</p> <p>Implement CPD programme for Academic staff</p> <p>Adopt recommendations from External Examiner annual reports</p>
Membership	<p>Academic Director (Chair)</p> <p>Programme Leaders</p> <p>Assistant Programme Leaders</p> <p>College Registrar</p> <p>Educational Technology Manager</p> <p>Teaching and Learning Co-Ordinator</p> <p>Quality Assurance Officer</p> <p>Student services manager</p> <p>Learner Representative(s)</p>

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1.1.8 Disciplinary Committee

Terms of Reference of the Disciplinary Committee

Role	To process cases where social and professional standards have been compromised in relation to Learner's staff complaints and Learner's misconduct unrelated to academic performance
Responsibilities	Investigate Learner's staff-related complaints Investigate Learner misconduct Provide annual report to Academic Council
Membership	College Registrar (Chair) Three other members as appointed by the College President (the members will include at least one experienced external academic) The Learner and their own representative may also attend. Note: No member of the committee will have been previously associated with the complaint.
Quorum	Chair and two others
Meetings	As required
Reports to	Academic Council via annual report where appropriate

1.1.9 Appeals and Review Committee

Terms of Reference of the Appeals and Review Committee

Role	Review appeals of examination and assessment grades or appeals against the decisions of the Academic Standards Committee and Examination Boards/Committees
Responsibilities	Consider appeals relating to Learner review of assessment, grade and award Determine the outcome of such appeals following the investigation process Where an appeal is accepted the Appeals and Review committee is required to determine the appropriate actions to be taken.
Membership	The College Registrar (Chair) Chair of the Academic Council Programme Leader from a different programme whence the appeal has originated External Academic with experience of appeals The Learner concerned may choose to address the Committee on the circumstances of the appeal. In the event of the Learner seeking this opportunity a person of his/her choice may accompany the Learner.

Quorum	Chair and two others
Meetings	As required
Reports to	Academic Council via annual report where appropriate

1.1.10 Knowledge Management Committee

Terms of Reference of the Knowledge Management Committee

Role	The Knowledge Management Committee will implement the College's online teaching and learning strategy. This will be done in accordance with best practice in blended learning pedagogy.
Responsibilities	Research and ensure that the College remains at the forefront of Learner focused technology Benchmark the College programmes nationally and internationally Critically evaluate, recommend and provide blended learning tools Provide annual report to the Academic Council
Membership	Educational Technology Manager Multimedia Developers Instructional Designers Academic Director (Chair) Content Creators
Quorum	Minimum of three members including Educational Technology Manager and Academic Director
Decision-making	By vote. Each member will have an equal vote. Chair will have casting vote.
Meetings	Weekly
Reports to	Academic Council via annual report

1.1.11 International Education Committee

Terms of Reference of the International Education Committee

Role	Responsible for the operation of the College's transnational activities reporting directly to the College Registrar
Responsibilities	Oversee consistency in the quality of delivery of programmes to international Learners Review the processes for ensuring compliance for education, employment, health and safety and other requirements of international locations
Membership	International Co-Ordinator Regional Co-Ordinator(s) College Registrar

	Academic Director Programme Leader Teaching and Learning Co-Ordinator Programme Administrator
Quorum	At least three members. Both the International Co-Ordinator and Regional Co-Ordinator are required to be in attendance, either in person or remotely
Meetings	Four times a year
Reports to	Academic Affairs Committee

1.1.12 Roles within the College

Figure 1.2 describes the individual roles within Administration, Academic and Commercial departments within Setanta College.

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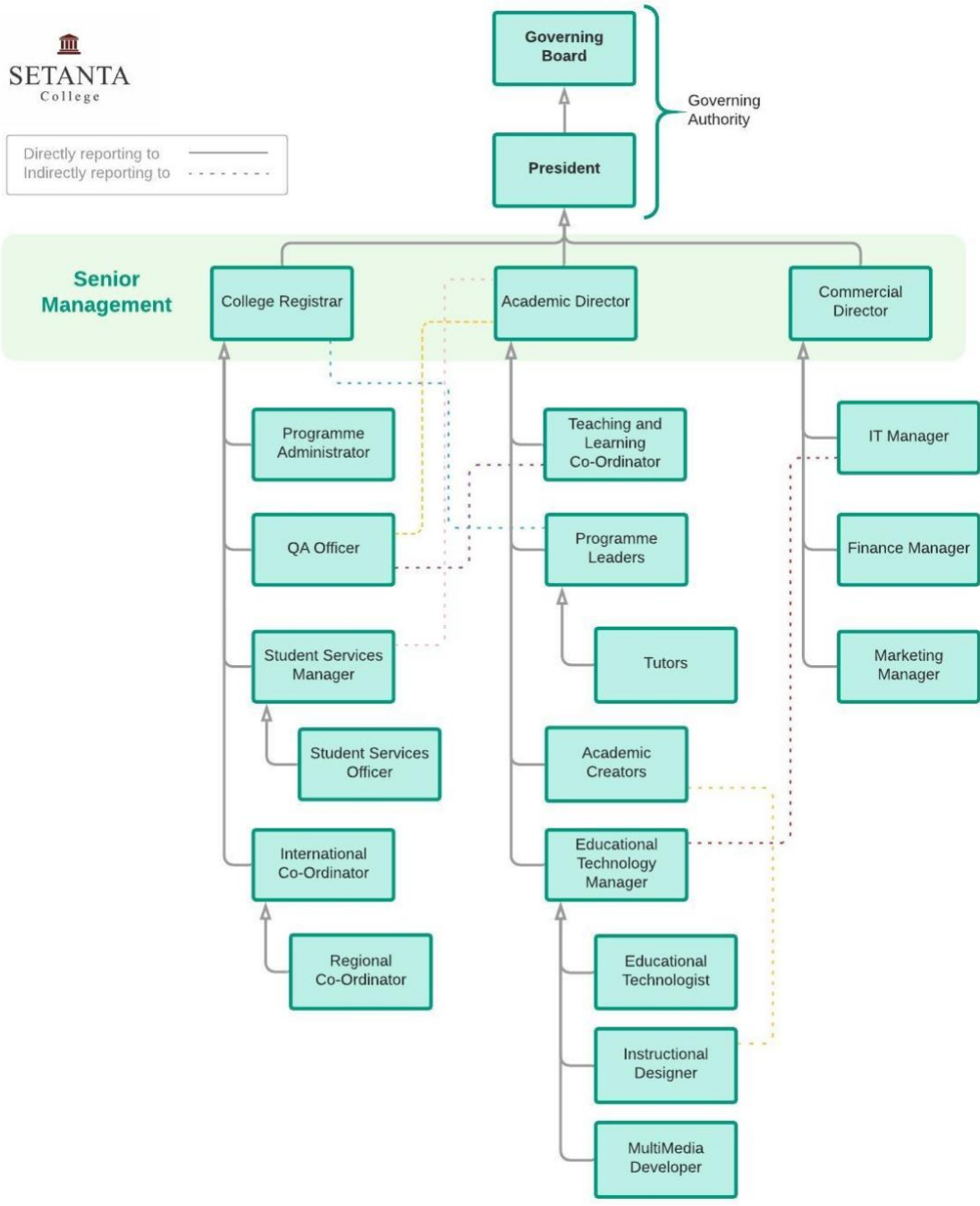


Figure 1.2. Setanta College Organisation Chart describing individual Administration, Academic and Commercial Roles.

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1.1.13 Roles and Responsibilities of College President

	College President
Purpose	The College President is the principal officer of the College. The key role of this position is to control and direct the activities of the College and staff
Responsibilities	<ul style="list-style-type: none"> • Responsible for the efficient and proper daily management of the College • Ultimate accountability and responsibility for all departments and affairs institution-wide • The College President is entitled to attend both Senior Management Team and Academic Council meetings
Reports to	Governing Board

1.1.14 Roles and Responsibilities of Academic Director

	Academic Director
Purpose	Overall responsibility for the academic leadership and direction of the College.
Responsibilities	<ul style="list-style-type: none"> • Ensure that Learners are enrolled in the approved programme for which there are studying • Oversee the procedures for Learner access and admission • Assist in procedure for Learner deferral and withdrawal • Ensure that learning materials and methods are consistent to the programme aims and outcomes • Lead the knowledge management committee in content development and instructional design • Ensure that procedures for assessment and moderation are implemented • Audit reports on programme and Learner evaluation • Ensure that inputs are made to appropriate committees for programme changes, external reports and research monitors • Ensure that approved programme evaluation and review processes are carried out • Work with the teaching faculty in devising and reviewing programme schedules • Prepare a range of reports crucial to Quality Assurance processes including monitoring reports, annual programme reports and external moderation reports • Liaise with external partners • Manage Learner complaints process where requested • Chair Academic Standards Committee
Reports to	Senior Management Team Academic Council

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1.1.15 Roles and Responsibilities of Commercial Director

Commercial Director	
Purpose	Overall responsibility for commercial activities and legal compliance of the College.
Responsibilities	<ul style="list-style-type: none"> • Responsible for the daily operation, effectiveness and continuous improvement of the overall College marketing department • Undertake the daily operation and running of the College in the College President's absence – but may not sit on Academic Council • Oversee the accounting and finance function of the College • Develop and maintain key strategic academic and industry related partnerships
Reports to	Senior Management Team

1.1.16 Roles and Responsibilities of College Registrar

College Registrar	
Purpose	To deliver major aspects of academic administration and Learner support and for ensuring that there is an effective Quality Assurance system in place.
Responsibilities	<ul style="list-style-type: none"> • Effectively manage the College Registrar's office • Manage oversight of academic quality and standards, academic records and examinations • Secure resource allocations for the delivery of approved programmes. • Maintain current regulations, programme files and links with QQI, accrediting bodies and education partners • Organise academic requirements for conferring degrees and award ceremonies • Liaise with agencies to facilitate external programme validation from accrediting bodies • Act as Secretary of Academic Council and set the agenda of the Academic Council • Assist Governing Board members, Directors, consultants, senior management group and Academic Director in their duties • Document all meetings and following up on the actions required (AR's) from all board and committee meetings • Deal with and direct College and programme enquiries • Oversee all Learner communications from pre-entry throughout their Learner experience • Maintain records, reports and audit trails • Act as the main point of contact with QQI, accrediting bodies and education partners • Work closely with the programme tutors on issues such as; workshops, materials and resources, Learner evaluations and appeals procedures • Plan for and secure the needs and resources required for the smooth running of flexible and distributed learning resources

	<ul style="list-style-type: none"> • Manage the assessment processes to ensure the integrity of all academic decisions regarding admission and progression • Manage Learner Complaints end stage procedure • Oversee Learner requests for deferral and withdrawal • Appoint ad-hoc appointees and other board/committee members • Data Protection Controller • Liaise with external partners.
Reports to	Governing Board, Senior Management Team and Academic Council

1.1.17 Roles and Responsibilities of Programme Leader

	Programme Leader
Purpose	The Programme Leader informs and guides a programme's teaching and learning strategies and management
Responsibilities	<ul style="list-style-type: none"> • Prepare draft summative assessment tasks in line with the module and programme aims and outcomes • Develop assessment briefs and marking schemes in conjunction with module tutors • Review and suggest revision of assessment strategies and methods • Ensure that all programme related documents are up to date • Attend Programme Board, Academic Council Meetings and Examination Board meetings each year • Manage Learner academic related complaints process • Manage initial stages of Assessment Recheck and Review procedures • Sit on relevant Boards and Committees where required and invited • Attend and review 3 module workshops throughout the academic year • Meet lead module tutors for the programme once per year • Complete a Programme Review Report for relevant programme for the 2nd Programme Board (November) of each year • Oversee internal moderation and verification of assessments • Appoint Internal Verifier where required • Prepare Tutor continued professional development plan
Reports to	Academic Director and College Registrar

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1.1.18 Roles and Responsibilities of Teaching & Learning Co-Ordinator

Teaching & Learning Co-Ordinator	
Purpose	To oversee the teaching and learning strategy of the College:
Responsibilities	<ul style="list-style-type: none"> • Contribute to the College strategy, policies and procedures and approach to teaching, learning and assessment for all programmes. • Contribute to programme development specifically in relation to the teaching and learning strategy • Sit on relevant boards and committees including Programme Board and Academic Council • Work in conjunction with the Quality Assurance Officer with respect to Teaching & Learning policy requirements • Manage where required Learner complaints procedure • Oversee reasonable accommodation policy and report on same • Delivers report to the Academic Affairs Committee
Reports to	Academic Director

1.1.19 Roles and Responsibilities of Quality Assurance Officer

Quality Assurance Officer	
Purpose	Has specific responsibility for implementing Quality Assurance procedures
Responsibilities	<ul style="list-style-type: none"> • Manage and implement Quality Assurance systems and procedures designed to enhance and monitor the effectiveness of all College programmes. • Work closely with the academic leadership and programme leaders in implementing all Quality Assurance requirements in the College. • Contribute to programme development specifically in relation to the teaching and learning strategy. • Evaluate the effectiveness of the Quality Assurance policies and procedures within the College • Prepare and present reports on: Academic Integrity • Attend Academic Council and Programme Board meetings • Sit on Academic Standards and Appeals and Review Committees • Manage where required Learner complaints procedure
Reports to	College Registrar

1.1.20 Roles and Responsibilities of International Co-Ordinator

International Co-Ordinator	
Purpose	Ensures the operation of all programmes that are offered Internationally and acts as a conduit between Learners and module tutors and the head base in Ireland
Responsibilities	<ul style="list-style-type: none"> • Identify suitable locations to deliver the practical workshops • Appoint and manage key teaching staff to deliver programmes in international locations • Supervise the work of the regional co-ordinators

	<ul style="list-style-type: none"> • Contribute to processes for ensuring consistency of delivery and assessment across all jurisdictions. • Participate in continued professional development programme. • Partake in programme moderation if required • Act ethically and professionally.
Reports to	College Registrar

1.1.21 Roles and Responsibilities of Programme Administrator

	Programme Administrator
Purpose	Ensures the operation of all programmes and acts as a conduit between Learners and module tutors
Responsibilities	<ul style="list-style-type: none"> • Provide support to tutors in all aspects of planning and programme delivery. • Act as a primary point of contact for current and prospective Learners. • Provide Learner/Learner support as appropriate. • Manage Learner/Learner registrations. • Co-ordinate and approve venues in accordance with training specifications. • Manage training material requirements and logistics associated with same. • Oversee Moodle support and software licencing. • Act as Internal verifier for examination board Learner results where required.
Reports to	College Registrar

1.1.22 Roles and Responsibilities of Student Services Manager

	Student Services Manager
Purpose	Maintaining a strong supports link between the College and its Learners
Responsibilities	<ul style="list-style-type: none"> • Develop, deliver and review Learner welfare and support programme that enhances the Learner experience • Oversee work of Student Support Officer • Maintain Learner accounts and records • Monitor Learner activity and direct interventions when appropriate • Manage and organise the conferring ceremonies and graduation under the direction of the College Registrar • Organise Learner services; induction, learning resources and support, health, counselling, career guidance, equal opportunity, financial advice, research support • Provide academic results notices and transcripts • Prepare all necessary documents for workshops • Report to the module tutor any Learner queries • Support the Academic Director in Learner access and admissions
Reports to	College Registrar

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1.1.23 Roles and Responsibilities of Student Services Officer

	Student Services Officer
Purpose	To support the work of the Student Services Manager
Responsibilities	Assisting in: <ul style="list-style-type: none">• The Development, delivery and review of Learner welfare and support.• Organising Learner services; induction, learning resources and support, health, counselling, career guidance, equal opportunity, financial advice, research support.• Providing academic results notices and transcripts.• Preparing all necessary documents for workshops.• Reporting to the module tutor any Learner queries.
Reports to	Student services manager

1.1.24 Roles and Responsibilities of Regional Co-Ordinator

	Regional Co-Ordinator
Purpose	To ensure the operation of all international based programmes. The Regional Co-Ordinator is the contact for Learners on these same programmes:
Responsibilities	<ul style="list-style-type: none">• Interact with local authorities on best practice on employment law, health and safety, liaising with the local accrediting bodies.• Provide support to international based tutors in all aspects of planning and programme delivery abroad.• Act as a primary point of contact for international based current and prospective Learners.• Provide support to international based Learners as appropriate.• Co-ordinate and assess international venues in accordance with training specifications.• Manage training material requirements and logistics associated with same.• Participate in continued professional development programme.• Partake in programme moderation if required• Act ethically and professionally.
Reports to	International Co-Ordinator

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1.1.25 Roles and Responsibilities of Module Tutor

Module Tutor	
Purpose	Coaching, lecturing and assessing enrolled Learners on all College programmes in accordance with stated learning outcomes for individual modules and the overall programme outcomes.
Responsibilities	<ul style="list-style-type: none"> • Reports on programme delivery, assessment and moderation matters • Act as the first point of contact for the Learner with an issue relating to the programme of study and its components. • Plan and implement programme teaching, delivery, resources, learning and assessment strategy relevant to the level of the programme and appropriate to the Learner cohort. • Respond to the Learner with respect to research supervision. • Provide constructive feedback to Learners on assessed work within a specified time. • Attend the Programme Board and review relevant module with the academic director, taking into account self and peer review, Learner feedback, and external examiner feedback. • Contribute to research where appropriate • Participate in continued professional development programme. • Partake in programme moderation • Act ethically and professionally. • Act as assessor for practical based assessments or written classroom assessments.
Reports to	Programme Leader

1.1.26 Roles and Responsibilities of Educational Technology Manager

Educational Technology Manager	
Purpose	To manage the implementation of the College's online teaching resources in accordance with best practice in blended learning pedagogy
Responsibilities	<ul style="list-style-type: none"> • Manage the research surrounding new blended learning standards. • Design, develop and deliver the formatted lectures and presentations (instructor-led, blended, online) to support academic staff and Learners in the effective use of digital technologies to enhance teaching and learning • Design, develop and integrate high quality online learning materials, suitable for assessment methods and a range of delivery approaches, in collaboration with academic staff • Act as a subject matter expert in the area of technology enhanced learning and instructional design • Consult and collaborate with Academic Director on projects related to the design and development of online course materials and resources • Communicate frequently and effectively with various project collaborators to ensure that goals are met and objectives are being fulfilled

	<ul style="list-style-type: none"> • Work with the IT Manager and the Academic Director to develop and achieve annual strategic goals. • Cultivate an environment that encourages creative and independent use of instructional technology throughout the College
Reports to	Academic Director

1.1.27 Roles and Responsibilities of Instructional Designer

	Instructional Designer
Purpose	Instructional Designers will create clear and concise learning material for enrolled Learners
Responsibilities	<ul style="list-style-type: none"> • Design, build and test multimedia components of programme content • Work closely with learning designers, to develop interactive elements to add creative visuals to programme content delivered via blended learning • Design and ensure functionality of programme templates • Ensure that programme modules are produced at a consistently high standard • Develop video lectures and assessments in collaboration with content creators and the Academic Director • Storyboard and review onscreen graphics with Educational Technologists.
Reports to	Educational Technology Manger

1.1.28 Roles and Responsibilities of Educational Technologist

	Educational Technologist
Purpose	To implement the College's online teaching resources in accordance with best practice in blended learning pedagogy
Responsibilities	<ul style="list-style-type: none"> • Assist in all aspects of administration and support of the College's online learning portal • Research and learn new methods to keep up-to-date with blended learning standards • Assist with designing, developing and delivering lectures and presentations (instructor-led, blended, online) to support academic staff and Learners in the effective use of digital technologies to enhance teaching and learning • Act as a subject matter expert in the area of technology enhanced learning and instructional design • Consult and collaborate with programme leaders on projects related to the design and development of blended course materials and resources • Communicate frequently and effectively with various project collaborators to ensure that goals are achieved and objectives are being fulfilled

	<ul style="list-style-type: none"> • Guide faculty in the design or redesign and development of learning goals, content and instructional strategies for enhanced blended modules and programmes • Proof read academic content in consultation with the Academic Creators.
Reports to	Educational Technology Manager

1.1.29 Roles and Responsibilities of Multimedia Developer

	Multimedia Developer
Purpose	To create engaging course content for Learners of the College and to assist with the learning process. This department also creates multimedia assets for the marketing team, used in the promotion of courses online
Responsibilities	<ul style="list-style-type: none"> • Review and create e-learning content • Plan, organise, and conduct video shoots • Edit video content • Develop module e-learning schedule and required specifications • Lead innovation pipeline on new e-learning trends and developments.
Reports to	Educational Technology Manager

1.1.30 Roles and Responsibilities of the Academic Creator

	Academic Creator
Purpose	To assist in the development of module and programme content.
Responsibilities	<ul style="list-style-type: none"> • Contribute to the planning of module and programme content • Provide programme and module content as directed by the Academic Director or Programme Leader • Ensure compliance of content presentation with the blended learning format as managed by the Educational Technology Manager • Review created content by fellow Academic Creators
Reports to	Educational Technology Manager and Academic Director

1.1.31 Roles and Responsibilities of Learner Representative

	Learner Representative
Purpose	The purpose of the Learner representative is to inform and provide a Learner's perspective to the relevant board/council. The Learner representative is ideally a current senior Learner within the Diploma or Degree stage. The same expectation of confidentiality applies to the Learner representative as it does to all attending members.
Responsibilities	<ul style="list-style-type: none"> • Attend the Academic Council meetings* • Provide Learner feedback and perspective to the relevant Board/Council • Attend Programme Board meetings* • Attend Examination Board meetings**

	<p>*May attend remotely</p> <p>“Attendance at the Examination Board may be confined to those sections where the Learner representative does not have a conflict of interest within the item of discussion such as when the broadsheet of results include the attending Learner representative.</p>
Reports to	Academic Council, Examination Board & Programme Board

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1.2 Policy for Risk Management

1.2.1 Definition

Risk management can be defined as the process of identifying, assessing, responding to and reviewing in a structured, comprehensive and ongoing manner, the challenges that an organisation may face.

1.2.2 Purpose

This policy outlines the risk management structure and processes in place within Setanta College which aims to support informed decision making in relation to what may be considered an acceptable level of defined and approved risk.

1.2.3 Scope

The Risk Management policy applies to operational, reputational, academic, financial and strategic functions within Setanta College.

1.2.4 Policy for Risk Management

Setanta College is committed to ensuring that good risk management permeates through the organisation as a whole. It is recognised that it is not possible to eliminate risk but it is possible to manage it in a conscious and structured manner. In its risk management processes and procedures Setanta College will be conscious of both the positive and negative aspects of risk and will regard risk as something to be managed and mitigated rather than as something to be feared or ignored.

Overview of Risk

The College risk management process supports the overall governance of the organisation. The policy and procedures in place provide for a systematic approach in identifying, assessing and mitigating potential risks. It ensures that risk is reviewed on a regular basis and effective decision making is taken to mitigate the identified risk.

Risk Evaluation

There are two key elements to the evaluation of risk –

- i. The likelihood of the risk being realised
- ii. The impact on the organisation in the event of the risk coming to pass

Figure 1.3 below describes the likelihood and impact relationship of risk management.

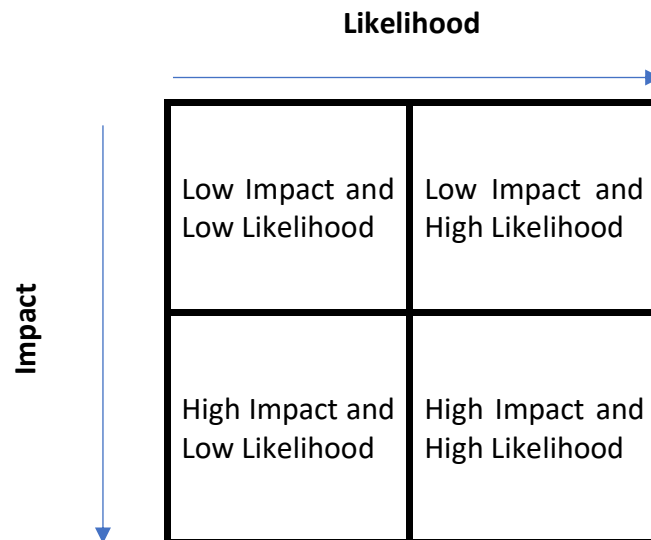


Figure 1.3 Risk: Likelihood and Impact relationship

The relationship between likelihood or risk and impact of risk is summarised in the model above. There are, of course, continuums and different intermediate categorisations are also possible. However, it does indicate the principle of evaluation and will help identify the risks which need to be prioritised i.e. those with a high likelihood and high impact (lower right quadrant in Figure 1.3 above).

Setanta College will evaluate all identified risks by their impact and likelihood and will prioritise the risks to be addressed first on the basis of this evaluation.

Categorisation of Risk

A review of risks is undertaken across five key areas including:

- Strategic – those related to the overall strategic direction of the organisation
- Operational – the day to day operation of the organisation
- Academic Affairs and Programmes – those related to the academic standards, procedures or Learner performance
- Financial – those which may impact on the financial stability of the organisation
- Reputational – those which may impact on the public perception and standing of the organisation.

Risks relating to each of these areas are documented within the live risk register. Those responsible for each risk area are identified as well as the potential mitigation strategy and actions required. This also informs the internal audit process.

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1.2.5 Procedures for Risk Management

Risk evaluation is a regular item on all meeting itineraries of the various units/bodies of the College. These academic, administration and management units report to the Academic Council (Academic) and Senior Management Team (administration and management) with respect to Risk evaluation and recommend Risk mitigation actions. The procedures are summarised in Figure 1.4 below.

Figure 1.4 Risk categories, stakeholders and responsible bodies. Note the Governing Board has overall responsibility for risk management and may devolve the responsibility to both the Senior Management Team and Academic Council to action where more immediate action is required. Academic staff and Learners report into the Academic Council while the non-academic units report into the Senior Management Team.

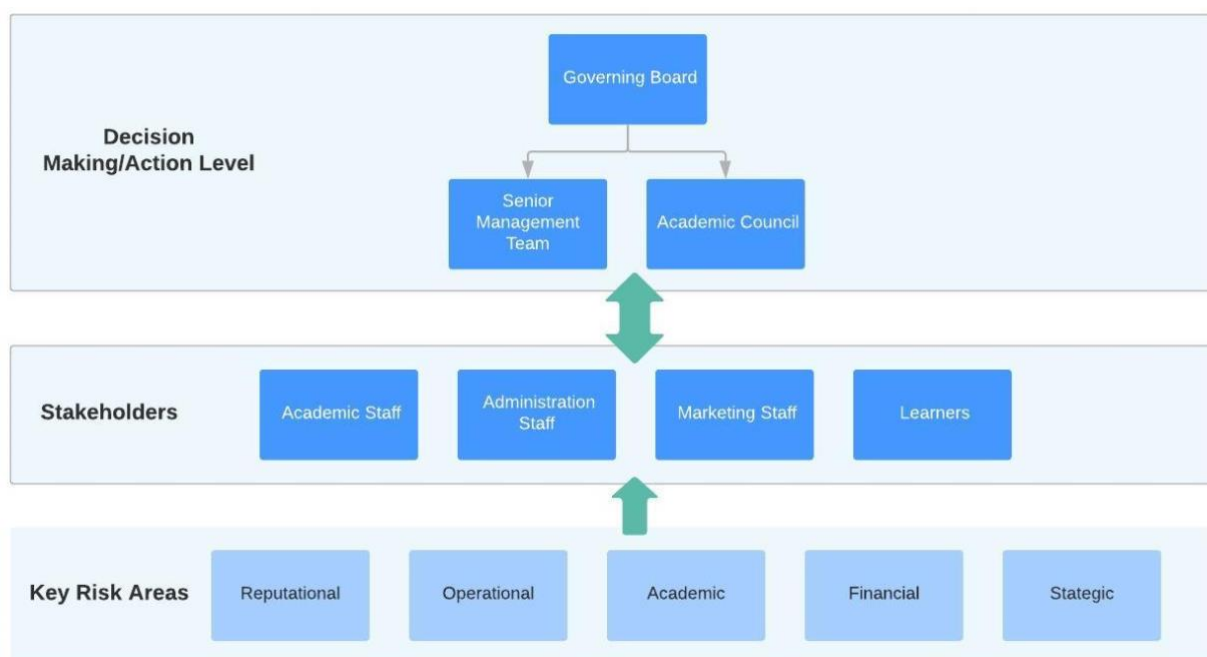


Figure 1.4 Risk Management summarised

Figure 1.4 describes a top-down and bottom up framework that facilitates an organisational wide overview of the potential risks within the organisation. It includes input from key partners and stakeholders. It addresses key procedures such as the assessment, review and agreement of actions to be taken which are associated with an identified risk. Risk management procedures are seen as something that pervade all of the activities of the College and relate to the culture and the consciousness of all within it. The issue of risk is embedded within the organisational culture and the issue of risk will –

- Be on the agenda of all Board Meetings and Management Meetings and the members of the various Boards and Senior Management team will take seriously their role in managing risk

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- Be regularly reviewed so that the changing risk environment is responded to
- Be a normal conscious and integrated part of project development and project management so that it happens as a matter of course at project level
- Be part of induction and training so that new members of the organisation are informed of the importance of risk consciousness as soon as they join the organisation
- Be constantly in the consciousness of those in the organisation responsible for risk mitigation
- Not be seen as negative giving rise to fear and inaction but as something to be confronted, managed and responded to.

Risk Register

A Risk Register is a mechanism through which risks, their categorisation, evaluation, mitigation measures and their implementation can be recorded in a concise and consistent manner. It can be reviewed quickly and easily and provide an effective summary of the risk status of an organisation. It is a key mechanism for risk management in conjunction with the various processes outlined above.

The College Risk Register, will be updated on a regular basis and will be comprehensively reviewed by the Senior Management Team and the Governing Board at least once in every 12 months. See Resource 1 for Risk Register template.

Managing Risk Abroad

Because the College intends to deliver its programmes at locations outside of Ireland, it must consciously consider the nature of the risks which may apply in such circumstances. There are currently two categories of programme delivery to those who are not based in Ireland.

Delivery to those who do not live in Ireland but who avail of the on-line learning environment and who come to Ireland to participate in the necessary face-to-face learning processes. The risks associated with this category of Learner are relatively small as they will be experiencing the same learning and assessment processes as will those Learners who are based in Ireland. The principal additional challenges which need to be addressed relate to the recognition of the Irish qualification in their own country and ensuring that they have the linguistic and other capabilities to engage in the programme of study in an appropriate way.

Delivery to those who do not live in Ireland but who avail of the on-line learning environment and who participate in face-to-face learning environments in their own countries. The risks associated with this category of Learner include those relating to the category above but additional risks are related to the quality of the face-to-face learning environment in their own country; the quality of the lecturers/tutors delivering the face-to-face learning experience in their own country; ensuring the compliance with the laws of the country with regard to matters such as employment law, health and safety legislation and similar.

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In order to address these issues, the College intends to take a number of steps –

The risks to the quality of learning experience of international Learners will be included on the Risk Register and suitable mitigation measures and responsible people identified.

A number of new positions will be established within the College. These will include an International Co-Ordinator who will ensure that all of the Quality Standards of the College are applied in an international learning context and Regional Co-Ordinators who will be based on the ground in the various learning jurisdictions and who will be responsible for ensuring compliance, quality and control in the regional learning environment (See Policy 11.1 for Transnational Programmes).

In order to ensure that similar approaches are being taken in each region and that the quality of provision remains high –

- Regional Co-ordinators will be expected to have regular on-line calls with the International Co-Ordinator and the International Learning Committee
- Regional delivery staff will be required to complete the same Quality Assurance records as staff based in Ireland
- Regional delivery staff will be expected either to come to Ireland for induction once a year or to attend an induction session in the region which will be delivered by College staff based in Ireland
- The International Co-Ordinator will visit each of the active regions at least once a year to meet with delivery staff and inspect facilities
- Templates for the requirements for learning facilities and staff will be developed and provided to Regional Co-Ordinators
- Templates for engagement with education, employment, health and safety and financial regulators in regional environments will be developed and provided to Regional Co-Ordinators
- Where assessments are being carried out at remote locations, these assessments will be recorded and reviewed by programme leaders/topic specialists to ensure consistency of marking

In addition, where necessary and appropriate, regional marking averages across all modules will be reviewed by programme leaders and lecturers and where patterns of inconsistency are identified these will be addressed.

In order to ensure that Learners have the capacity to participate in programmes –

- The level of spoken English as well as written English required by Learners will be regularly reviewed and entry requirements adjusted to take account of these reviews
- Equivalence of qualifications will be regularly reviewed by the International Co-Ordinator and Regional Co-Ordinators using internationally agreed criteria
- Evidence of capacity to participate may be required to be demonstrated through practical exercises or examinations

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In order to ensure that the specific experience of international Learners is assessed – Feedback processes for International Learners will be tailored to ensure that their specific experiences are captured and that the specific experience of learning from an organisation which is not based locally is capable of being reviewed.

1.2.6 Responsibility of this policy

The Senior Management Team and Academic Council evaluate and action risk mitigation following input from staff, and other key stakeholders (see Figure 1.4 Risk Management summarised, above). Overall responsibility resides with the Governing Board who may also devolve responsibility to both the Senior Management Team and Academic Council to action where more immediate action is required.

1.2.7 Policy Control

Policy Area	Governance and Management of Quality
Policy Title	Policy for Risk Management
Approval Date	3/9/2019
Effective Date	3/9/2019
Review Date	1/9/2020
Relevant Supporting Policies	<ul style="list-style-type: none"> - Assessments and Standards (Revised 2013) - Quality Assuring Assessment Guidelines for Providers Revised 2013 (Version 2 - revised 2018) - Statutory Quality Assurance Guidelines for Providers of Blended Learning Programmes (QQI March 2018) - Qualifications and Quality Assurance Education and Training) Act 2012 - Core Statutory Quality Assurance Guidelines (2016), QQI - Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), 2015.
Monitoring Procedures	<ul style="list-style-type: none"> - Governing Board - Senior Management Team - Academic Council - Quality Assurance Officer – document update

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SECTION 2: DOCUMENTED APPROACH TO QUALITY ASSURANCE

2.1 Quality Assurance Policy for Setanta College

2.1.1 Definition

The term “quality assurance” is used to describe the processes that seek to ensure that the learning environment reached an acceptable threshold of quality. UNESCO defines quality assurance (QA) as “.an ongoing continuous process of evaluating (assessing, monitoring, guaranteeing, maintaining and improving) the quality of an education system, institution or program.”

In an education and training context, Quality and Qualifications Ireland (QQI) outlines that quality assurance has to do with matters such as:

- Whether the education, training, research and related services provided by a provider are fit for their professed purpose
- The trustworthiness of the qualifications awarded being recognised
- The net contribution of the education and training provision to the common good
- Accountability, openness and transparency
- The standards of awards

2.1.2 Purpose

The purpose of this policy is to set the framework within which the Quality Assurance Systems of Setanta College will be developed, monitored, maintained and improved and through which a culture of quality will be developed and maintained within the College.

The policy also has the purpose of complying with the following –

- a) The requirement of QQI as set out in its Core Statutory Quality Assurance Guidelines that the College implements and documents a policy for Quality Assurance
- b) The requirements of QQI as set out in its policies regarding Private Providers, Blended Learning and Collaborative and Transnational Programmes
- c) The requirement of various sporting and well-being bodies which are stakeholders of Setanta College that the training provided for them and their organisations is properly accredited through a quality-assured system

The following documents provide overarching guidance in establishing a Quality Assurance system at the College:

- Sector Specific Independent/Private Statutory Quality Assurance Guidelines (2016), QQI
- Qualifications and Quality Assurance (Education and Training) Act 2012.
- Core Statutory Quality Assurance Guidelines (2016), QQI.
- Assessments and Standards (Revised 2013)
- Quality Assuring Assessment Guidelines for Providers (Revised 2013)
- Effective Practice Guidelines for External Examining (Revised 2015)

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- Statutory Quality Assurance Guidelines for Providers of Blended Learning Programmes (QQI March 2018)
- Policies and Criteria for the Validation of Programmes of Education and Training – QQI 2017
- HET and Apprenticeship Programme Validation Manual – QQI 2018
- Policy and Criteria for Making Awards – QQI 2017

Since Setanta College is part of the European Higher Education landscape, this policy also has regard to the [Standards and Guidelines for Quality Assurance in European Higher Education \(2015\)](#) published by ENQA.

2.1.3 Scope

This policy applies to the policies and procedures of Setanta College and to those who work with or for it including its Learners, management and tutors.

The policy particularly applies to those individuals and structures which have direct responsibility for Quality Assurance within Setanta College. These include –

- The Academic Council
- Programme Boards
- Examination Boards
- College Registrar
- Academic Director
- Quality Assurance Officer
- Programme Leaders
- Chairperson of the Academic Council

2.1.4 Policies for Quality Assurance

Quality Assurance within Setanta College is delivered through –

- a) Strategies
- b) Values and their associated behaviours
- c) Policies
- d) Procedures
- e) Quality Culture Creation
- f) Risk Management

2.1.5 Policies for Strategy Development

Strategy is defined as ‘a general direction set for an organisation and its various components to achieve a desired state in the future. Strategy results from the detailed strategic planning process.

The following is the policy for Strategy Development for Setanta College.

- a. The College will adopt a Strategic Plan incorporating its mission, vision, values, goals, objectives and strategic actions.
- b. The development of the strategy will involve all within the College as well as external stakeholders

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- c. The development of the Strategy will be the responsibility of Senior Management
- d. The adoption of the Strategy will be the responsibility of the Board
- e. The implementation of the Strategy will be overseen by Senior Management
- f. All strategic decisions of the College will be guided by the Strategy and such strategic decisions will be proofed against the Strategy's goals and objectives
- g. Achieving and assuring high quality will be one or more of the goals of the Strategy
- h. The Strategy will form the basis of an Annual Strategic Review of achievements and challenges
- i. The Strategy will be reviewed at least once every three years
- j. The Strategy will be disseminated to all internal stakeholders of Setanta College and its key elements will be published in a manner which is consistent with commercial sensitivity.

2.1.6 Policy for Policy Development

Policies and procedures are, between them, designed to influence and determine all major decisions and actions, and all activities which take place within the boundaries set by them. A policy is defined as the principles, rules, and guidelines formulated or adopted by an organisation to reach its long-term goals and typically published in a booklet or other form that is widely accessible.

The following is the policy regarding policy development within Setanta College.

- a. Setanta College will develop a programme of policy development which is specific and time-defined
- b. The development of policies within the QA sphere will be undertaken by the person with responsibility for the specific area to which the policy applies
- c. Policies will be developed in a collaborative and inclusive manner with input from all relevant stakeholders
- d. The adoption of policies in the area of QA will be the responsibility of the Academic Council and in other areas of the Senior Management or the Governing Board
- e. Each policy will be recorded in writing and any unwritten set of principles, rules or guidelines which purports to be a policy will have no standing. Unrecorded or unadopted custom and practice will not be deemed to be a policy
- f. Policies will be clear and unambiguous and written in a manner which will ensure that they can be understood easily by all stakeholders
- g. Policies will be tested for their practicality and the extent to which they are capable of being implemented within the structures and processes of Setanta College. Any policy which may not be capable of being implemented in a fair and consistent manner will not be adopted
- h. Policies will contain clear criteria in accordance with which decisions will be made. Where exceptions to a general rule within a policy are possible the criteria which will allow such exception to be invoked will be clearly stated

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- i. Policies will reflect good practice within the sector and the norm of sectoral policies will be considered when policies are being developed or reviewed
- j. The effectiveness of policies will be reviewed on an ongoing basis and where a policy is not achieving its intended outcomes it will be amended outside of its planned review date if necessary
- k. Each policy will have an owner who is responsible for its implementation and for making suggestions for its amendment
- l. Each policy will have a recorded date of adoption, the name of the entity by which it was adopted, the name of the owner of the policy and the date by which a review of the policy must be completed or commenced

2.1.7 Policy for Procedures

Procedures are defined as the specific methods employed to express policies in action in day-to-day operations of the organisation. Procedures are the rules, steps and stages of process which must be followed in order for a specific policy to be deemed applicable.

The following is the policy for procedures of Setanta College –

- a. Setanta College will develop a programme of procedure development which is specific and time-defined, and which is related to the programme for the adoption of policies referred to above.
- b. Each policy shall have an associated procedure for its implementation unless the owner of that policy certifies that no such procedure is required for that specific policy.
- c. The development of procedures within the QA sphere will be undertaken by the person with responsibility for the specific area to which the procedure applies
- d. Procedures will be developed in a collaborative and inclusive manner with input from all relevant stakeholders
- e. The adoption of procedures in the area of QA will be the responsibility of the Academic Council and in other areas of the Senior Management or the Board
- f. Each procedure will be recorded in writing and any unwritten set of principles, rules or guidelines which purports to be a procedure will have no standing. Unrecorded or unadopted custom and practice will not be deemed to be a procedure.
- g. Procedures will be clear and unambiguous and written in a manner which will ensure that they can be understood easily by all stakeholders and that the steps to be taken by them in invoking a policy are clear as is the order in which they must be taken, and the time-lines involved.
- h. Procedures will be tested for their practicality and the extent to which they are capable of being implemented within the structures and processes of Setanta College. Any procedure which may not be capable of being implemented in a fair and consistent manner will not be adopted.
- i. The effectiveness of procedures will be reviewed on an ongoing basis and where a procedure is clear and effective it will be amended outside of its planned review date if necessary

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- j. Each procedure will have an owner who is responsible for its implementation and for making suggestions for its amendment
- k. Each procedure will have a recorded date of adoption, the name of the entity by which it was adopted, the name of the owner of the procedure and the date by which a review of the procedure must be completed or commenced.

2.1.8 Policy for the Creation of a Culture of Quality

The impact of having a quality culture within the working environment is often greatest when it forms part of a coherent, organisation-wide approach. ¹

At the core of a quality focused culture in education is the principle of all staff continuously trying to improve how they work and the quality of support, engagement and outcomes for Learners and stakeholders. This requires a systematic approach based on iterative change, continuous testing and measurement, and the empowerment of frontline staff.² Fundamental to the principle of quality improvement is an understanding that those closest to complex quality problems (frontline staff, Learners and tutors) are often best placed to find the solutions to them.

The delivery of more efficient and higher-quality support requires a significant long-term commitment and cultural change based on quality improvement principles.³

These principles relate to:

- a) Having a very clear rationale for why all stakeholders should commit to the development of a culture of continuous quality improvement
- b) Assessing and ensuring that staff are ready for fundamental change
- c) Fully understanding the implications that a quality improvement approach entails and what it has for the organisation's leadership

The following will be the policy of Setanta College for the creation of a Culture of Quality –

- a. Senior management will honestly assess whether there is a shared vision that delivering programmes and support for Learners and tutors is the organising principle of their work.
- b. Senior management will openly espouse the principles of a quality culture and the principles of a learning organisation and ensure to commit the resources and facilities necessary to create sufficient staff engagement and enthusiasm for adopting new ways of working where necessary to create this culture.
- c. A clear, unifying vision for improving quality at multiple levels within the organisation will be developed to ensure co-ordination and alignment between teams and individuals.⁴ Staff will be engaged and participate in developing this vision so that it becomes part of an organisation-wide strategy that will stand the test of time.

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¹ Dixon-Woods and Martin 2016

² Ross and Naylor 2017

³ Dixon-Woods and Martin 2016

⁴ Alderwick et al 2017

2.1.9 Policy for Risk Management for Quality Assurance

Risk Management is defined as the identification, evaluation, and prioritisation of risks followed by coordinated and economical application of resources to minimise, monitor, and control the probability or impact of negative events.

Setanta College has adopted an organisational Risk Management Policy which applies to the general activities of the organisation. The following is the policy for risk management as it applies to Quality Assurance.

- a. Risks to Quality Assurance will form part of the overall consideration of risks carried out by Setanta College in accordance with its Risk Management Policy and specific attention will be given to the Quality Assurance area which potential risks are being considered.
- b. Each identified risk will have a mitigation measure or measures assigned to it relative to the likelihood and potential impact of the risk being realised.
- c. Each mitigation measure will have an owner assigned to it who will be responsible for ensuring that the mitigation measure as identified is implemented.
- d. The effectiveness of mitigation measures will be reviewed on a regular basis by the owner who will report on this effectiveness to the appropriate body.
- e. Risk Management in the area of Quality Assurance will be a standing item on the agenda of the Academic Council.

2.1.10 Areas for which policies will be developed

- a) Setanta College has ensured that policies have been developed in the following areas and these policies are regularly monitored and reviewed. In line with regulatory and legal policies the College will update and where necessary will create additional policies.
- b) Policy for quality assurance, its governance and management
- c) Design and approval of programmes
- d) Learner-centred learning, teaching and assessment
- e) Learner admission, progression, recognition and certification
- f) Staff, faculty and adjunct faculty recruitment, management and development
- g) Learner supports and the provision of learning resources
- h) Information and data management
- i) Public information and communication to stakeholders
- j) Transnational education
- k) Online and blended learning
- l) Self-evaluation, monitoring and review of programmes internally and externally
- m) Self-evaluation, monitoring and review of the institution internally and externally

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2.1.11 Policy Control Sheet

Policy Area	Documented Approach to Quality Assurance
Policy Title	Quality Assurance
Approval Date	3/9/2019
Effective Date	3/9/2019
Review Date	1/9/2020
Relevant Supporting Policies	<ul style="list-style-type: none"> - Sector Specific Independent/Private Statutory Quality Assurance Guidelines (2016), QQI - Qualifications and Quality Assurance (Education and Training) Act 2012. - Core Statutory Quality Assurance Guidelines (2016), QQI. - Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), 2015. - Assessments and Standards (Revised 2013) - Quality Assuring Assessment Guidelines for Providers (Revised 2013) - Effective Practice Guidelines for External Examining (Revised 2015) - Statutory Quality Assurance Guidelines (April 2016) - Statutory Quality Assurance Guidelines for Providers of Blended Learning Programmes (QQI March 2018) - Policies and Criteria for the Validation of Programmes of Education and Training – QQI 2017 - HET and Apprenticeship Programme Validation Manual – QQI 2018 - Policy and Criteria for Making Awards – QQI 2017
Monitoring Procedures	<ul style="list-style-type: none"> - Induction surveys - Learner feedback - Tutor feedback - Programmatic Review - Cyclical Review

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SECTION 3: PROGRAMMES OF EDUCATION AND TRAINING

3.1 Policy for the Development and Approval of New Programmes

3.1.1 Definition

New programme proposals must be consistent with the College's strategic plan, budgetary constraints and resources. All Setanta College programmes are designed primarily to be delivered through the medium of blended learning. Programmes have also been delivered through partner institutions on campus and this programme delivery method is also factored into programme design and curriculum. The overall principles of programme validation are governed by the Qualifications and Quality Assurance (Education and Training) Act 2012.

3.1.2 Purpose

This policy sets out the College's approach to the design of programmes. It also sets out the principles for curriculum design for such programmes. Programmes seeking validation from QQI require additional steps to our professional programmes. Setanta College will ensure that the QQI Core Validation Policy and Guidelines are adhered to in this regard. Regardless of award type, the same development procedures apply.

3.1.3 Scope

The policy applies to all staff within Setanta College. A programme proposer may originate from with current staff, but a programme proposal can also originate from dialogue with external partners/stakeholders. Whilst principles for Design of Programmes and Curriculum are applied to all Setanta College programmes, this policy is specific to the requirements of the Qualifications and Quality Assurance Act (2012). Further, the following QQI policies inform the process of education and training at the College:

1. Policies and Criteria for the Validation of Programmes of Education and Training, QQI, 2017
2. HET and Apprenticeship Programme Validation Manual, QQI, 2018
3. Policy and Criteria for Making Awards, QQI, 2017
4. Blended Learning Programmes Statutory Quality Assurance Guidelines for Providers of Blended Learning Programmes QQI March 2018

3.1.4 Policy for Development and Approval of New Programmes

Setanta College will develop and deliver programmes that are well-structured, relevant to the needs of Learners, industry and to those professions, and that reflect the standards set out by the National Framework of Qualifications; the College will maintain and implement formal, documented mechanisms for the ongoing monitoring and review of all programmes.

Setanta College will develop and adhere to procedures for the fair and consistent administration of all phases of the Learner "life cycle" and will publish all related criteria and regulations. It is the Colleges intention to constantly identify new trends within the industry of human performance and respond to these trends by incorporating them into new programme development or further enhancement of our current programmes.

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3.1.5 Procedure for Development and Approval of New Programmes

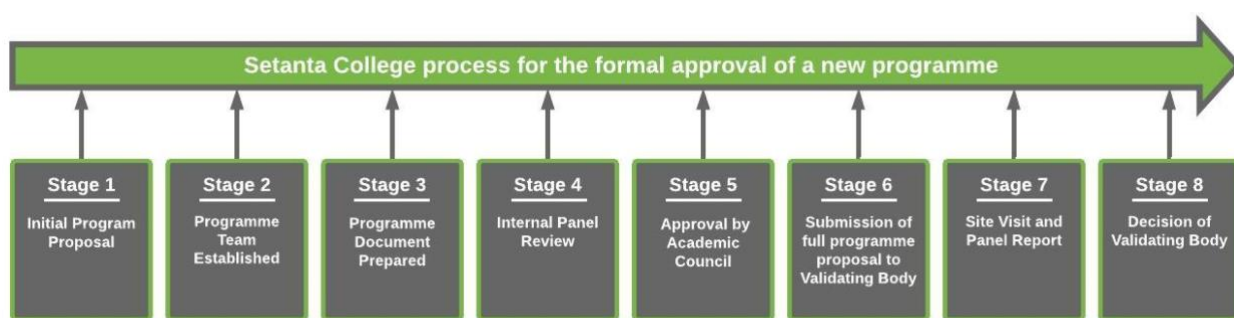


Figure 3.1 Schematic of process for new programme design and approval

Stage 1: Initial programme proposal

The consideration of new proposals is coordinated by the College Registrar. An outline of the proposed programme is submitted for approval by the Senior Management Team initially with regard to its strategic fit and its financial and resource viability. If the programme is to be delivered outside of Ireland, consideration is given at this point to the implications of this and the advice of the International Quality Co-Ordinator and others sought as required

The outline proposal document (**Resource 2: New programme proposal sample**) includes –

1. An overview of the need for the programme
2. A review of other similar programmes
3. An outline of the target group for the programme and the proposed entry requirements
4. Minimum programme/module learning outcomes
5. The applicable QQI awards standards and awards specifications
6. The resources, including overheads, which the programme will require –
 - a. To be developed
 - b. To be delivered
7. An assessment of the availability of those resources within Setanta College and whether additional resources are required
8. An assessment of the numbers which can be accommodated on the programme and the numbers likely to apply over the first three years
9. A calculation of the fee which would need to be charged and an assessment as to whether that fee would be acceptable within the market

These are the factors which will be considered by the Senior Management team in assessing whether to approve the next stage of programme development. The Senior Management team will also consider the College's risk management policy when assessing the viability of any new programme proposal.

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Stage 2: Programme Team established

Following the granting of this approval by senior management a programme team is established. The Academic Director is assigned to prepare the programme document with oversight from the College Registrar. If the programme is to be delivered transnationally, the delivery, assessment and progression implications of this are considered at this stage and incorporated into the programme document.

Stage 3: Programme Document prepared

The timeframe surrounding programmes seeking QQI validation is established based on a QQI PAEC meeting that is at least four months prior to the proposed start date of the programme. The programme team will work back from that point noting key milestones along the process. Generally, it would take a year from the establishment of the programme team to when the outcome is known from the QQI PAEC meeting on whether the programme has gained approval.

Consultation with other providers regarding progression opportunities takes place at this stage also. This process includes the following –

1. Identification of those providers in Ireland and with whom Setanta College has connections internationally who have programmes of study relevant to the graduates of Setanta College programmes
2. Opening of discussions with those providers regarding the extent to which the Setanta College graduates' qualifications will be recognised by those providers as fulfilling the entry requirements for programmes of progression
3. Identification of any conditions which may be applied by those providers with regard, for example, to the award grade required or the modules followed
4. Review of the programme outline to identify any programme amendments which might be appropriate in this context
5. The programme document is structured around the QQI document Policy and Criteria for Making Awards – QQI 2017
6. Development and benchmarking of proposed teaching and learning strategies

3.1.6 Programme Development Model

Setanta College applies the following model in designing academic content for its programmes.

Programme Learning Outcomes

- Describe the essential knowledge, skills and attitudes required by graduates of the programme.

Module Learning Outcomes

- Learning outcomes are clear statements of what the Learner is expected to achieve or acquire at the end of the module and in many cases how the Learner is expected to demonstrate that achievement.

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Unit Objectives

- What Learners will learn, generally at the end of the unit of study.

As stated a key element in the learning outcomes approach by Setanta College is the role of assessment. Assessment choices give clear meaning to the more abstract formulations of the learning outcomes. Stating learning outcomes clearly and providing evaluation based on explicit standards, greatly facilitates Learner learning. Assessment tasks will be seen as a primary means of learning. Assessment methods will provide the opportunity for demonstrating the learning outcomes in an integrated and realistic setting. A learning outcomes approach to education emphasises the fact that Setanta College is providing more than simple lectures online. Rather, Setanta College is providing an online education that aims to develop not only the Learners' knowledge database but also the core cognitive and social abilities that are crucial in today's working environment.

The learning outcomes are stated such that there is a clear implication for the role of assessment.

The emphasis placed on practical applications and the Learner's capability at analysing and interpreting the athlete's needs is paramount. In this Setanta College seeks to ensure that the number of Learners participating on the programme is always manageable and so that individual Learner attention is safeguarded.

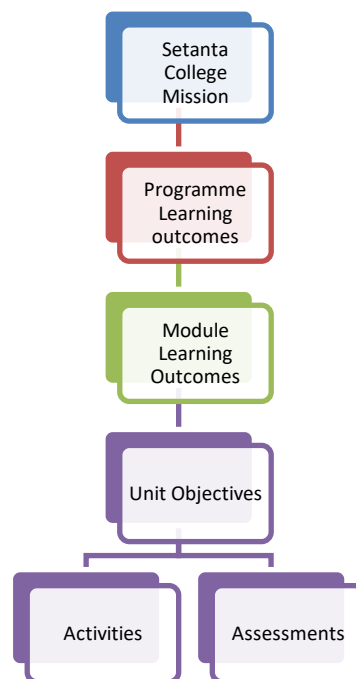


Figure 3.2 Setanta College Programme Development Model

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Stage 4: Internal panel review

The final programme document is reviewed by an internal independent review panel which considers its quality from an academic perspective. External independent representation will be included in this review panel. The programme proposal is amended after considering the recommendations of the internal review panel and is then forwarded to the Academic Council along with all other documentation

- New programme proposal developed in accordance with the new programme validation template
- Proposed programme schedule
- Critical self-assessment report

Stage 5: Approval by Academic Council

The Academic Council considers the internal independent panel's recommendation and decides whether the programme should be entered into the new programme validation process of QQI or another accrediting or certifying body.

Stage 6: Submission of full programme proposal to validating body

The full programme application will be submitted on the current QQI template, with QQI appointing the panel following a full desk review by QQI. One copy of the application for validation should be sent to QQI along with the appropriate fee.

The full application shall include:

- Documentation demonstrating that all pre-requisites for validation have been attended to and complied with
- Programme document and supporting documentation
- Self-evaluation report

Setanta College and QQI will work together to sort out the logistics surrounding the external panel visit. A copy of the full application will be sent to each panel member prior to the panel visit.

Stage 7: Site visit and panel report

The panel will assess the programme proposal document according to validation criteria set out by QQI. Conditions, recommendations and any other pre-requisites of programme validation will be included in a draft report. Its findings and recommendations should relate to the validation criteria. The report will be issued to the College Registrar and the College will be given the opportunity to correct matters of factual inaccuracy.

Upon receiving the final expert panel report the College Registrar meets with the Academic Director to discuss any conditions or recommendations contained within the final expert panel report. A response is prepared by the programme team under the supervision of the College Registrar and submitted back to the expert panel within the time limit set out. Once the panel is satisfied, the following items will be sent into QQI.

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- Electronic copy of finalised programme documentation
- Programme Schedule
- Expert Panel Report and statement
- College response to Expert Panel Report

Once documentation has been submitted to QQI, the Academic Director shall ensure that all procedures laid down by QQI are followed.

Stage 8: Decision of Validating Body

QQI will confirm validation of any successful programme with an official certificate of accreditation. All marketing materials should clearly state “subject to validation by QQI” until such time as the official certificate is issued by QQI.

3.1.7 Responsibility for Development and Approval of New Programmes

The Senior Management Team and the Academic Council take joint responsibility for the approval and monitoring of programme development. Overall responsibility for managing the programme development process and providing the resources to develop the programme lies with the Academic Director. The College Registrar has responsibility for informing the Academic Council of programme developments, organising approval, and arranging the validation process with the awarding body. The Programme Development Team includes the Programme Leader, Teaching and Learning Co-Ordinator, Quality Assurance Officer and relevant Academic Creators* in conjunction with the Academic Director who is responsible for completing the programme submission.

*Academic Creators may or may not be part of the College staff. Current module tutors are likely to be considered Academic Creators if they possess the necessary subject expertise that is the focus of a particular module of study. In circumstances where a knowledge expert (i.e. an Academic Creator) is required and is not within the College Academic staff, then consideration of the engagement of an Academic Creator will be made, and the College Registrar will be informed of this specialist requirement by the Academic Director. The College Registrar will manage the process of engaging an Academic Creator under the direction of the Academic Director. The appointed Academic Creator will report to the Academic Director.

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3.1.8 Policy Control Sheet

Policy Area	Programmes of Education and Training
Policy Title	Development and Approval of New Programmes
Approval Date	3/9/2019
Effective Date	3/9/2019
Review Date	1/9/2020
Relevant Supporting Policies	<ul style="list-style-type: none"> - Policy and Criteria for Making Awards – QQI 2017 - Policies and Criteria for the Validation of Programmes of Education and Training – QQI 2017 - Blended Learning Programmes Statutory Quality Assurance Guidelines for Providers of Blended Learning Programmes QQI March 2018 - HET and Apprenticeship Programme Validation Manual – QQI 2018 - Policy for Collaborative Programmes, Transnational Programmes and Joint Awards Revised 2012 - Policy and Criteria for Making Awards – QQI 2017
Monitoring Procedures	<ul style="list-style-type: none"> - Programme Board Meetings - External Examiner reports - Learner feedback - Tutor feedback - Stakeholder Feedback - Academic Council annual report - Programme Review Report

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3.2 Policy for the Protection of Enrolled Learners

3.2.1 Definition

The legal requirement in Ireland for PEL ensures that Learners enrolled on a programme, of longer than three months duration and where fees have been paid, are not disadvantaged in the event of the programme ceasing prior to completion.

Providers are legally required to demonstrate compliance with Part 6 of the 2012 Act by informing QQI in writing of the arrangements in place for PEL and setting out how the provider has satisfied itself that the arrangements are adequate and meet the legal requirements, as set out by QQI protocols. The arrangements referred to above, and as outlined in the Qualifications and Quality Assurance (Education and Training) Act, 2012 are: a) an agreement between the provider of the programme and at least 2 other providers that an enrolled Learner may transfer to a similar programme of those other providers

3.2.2 Purpose

The purpose of the policy on protection of enrolled Learners is to facilitate Setanta College reaching workable and tangible PEL solutions across all QQI accredited programmes, for its continuation to completion. Arrangements which facilitate Learners to complete their studies, is the preferred PEL option and approach for QQI and Setanta College, as this accommodation is in the best interests of the Learner

3.2.3 Scope

This policy applies to all enrolled Learners on programmes that lead to a QQI award.

3.2.4 Policy for Protection of Enrolled Learners

Setanta College has Learner protection arrangements in place with respect to enrolled Learners on all QQI validated courses, ensuring Learners' education at Setanta College is protected, and in accordance with the Qualifications and Quality Assurance (Education and Training) Act 2012. The arrangements are with at least two other providers in respect of each QQI course whereby Learners will transfer to similar courses provided by the other providers or will continue their existing course transferred to one of the other providers in the instance of a trigger event.

This is facilitated through membership of the HECA PEL Scheme. The Qualifications & Quality Assurance (Education & Training) Act 2012 stipulates that a provider should put in place for the protection of enrolled Learners on programmes of three months duration or more where moneys have been paid by, or on behalf of the Learner, to the provider for a programme of education and training. This legal requirement is made of individual providers, and each provider is expected to have a PEL policy and set of procedures in place. In addition to this requirement, Setanta College strives to ensure that all its programmes are taught out and finished.

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3.2.5 Procedure for Protection of Enrolled Learners

The procedure for implementing the HECA PEL scheme in the event of the providers capacity to continue programme delivery being compromised is set out in the HECA PEL framework agreement. The HECA PEL committee is responsible for the oversight which will invoke these procedures in response to a trigger event.

3.2.6 Responsibility for Protection of Enrolled Learners

The College Registrar and president are responsible for co-operating with the HECA PEL oversight committee instructions in relation to correction programme information. All programme information and records are maintained in line with HECA PEL oversight committee requirements and that these are securely stored with the College's legal representative. Authorised access confirmation from another independent legal representative is also available.

3.2.7 Policy Control Sheet

Policy Area	Programmes of Education and Training
Policy Title	Protection of Enrolled Learners
Approval Date	3/9/2019
Effective Date	3/9/2019
Review Date	1/9/2020
Relevant Supporting Policies	<ul style="list-style-type: none">- Protection of Enrolled Learners (PEL): Protocols for the Implementation of Part 6 of the 2012 Act Guidelines for Providers- Policies and Criteria for the Validation of Programmes of Education and Training – QQI 2017- HECA PEL Framework Agreement
Monitoring Procedures	<ul style="list-style-type: none">- HECA PEL Scheme membership- HECA PEL Grid- Setanta College PEL Action Plan Letters detailing PEL arrangements with alternate providers

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SECTION 4: ACCESS, TRANSFER, PROGRESSION AND RECOGNITION

4.1 Policy and Procedures on Access, Transfer and Progression

4.1 Definition

"Access, Transfer and Progression" describes the pathways available to Learners to enter and transfer between, and progress from programmes of education and training, which are the main route to achieving awards and qualifications.

Definitions include:

Access - the process by which Learners may commence a programme of education and training having received recognition for knowledge, skill or competence required.

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

Progression - the process by which Learners may transfer from one programme of education and training to another programme.

4.1.2 Purpose

The purpose of this policy is to ensure appropriate Learner Access, Transfer and Progression opportunities for applicants to Setanta College.

4.1.3 Scope

Whilst principles for Access, Transfer and Progression are applied to all Setanta College programmes, this policy is specific to the requirements of the Qualifications and Quality Assurance Act (2012). Such requirements specifically relate to admissions policies, including transfer from other programmes and progression to higher award levels on the NFQ.

4.1.4 Policy Statement

Setanta Colleges policy in this area is informed by the following policies:

- QQI Policy Restatement - Policy and Criteria for Access, Transfer and Progression in Relation to Learners for Providers of Further and Higher Education and Training (NQAI, 2003, Restated 2015)
- Qualifications and Quality Assurance (Education and Training) Act 2012
- Core Statutory Quality Assurance Guidelines (2016), QQI.

It is the policy of Setanta College, as far as is practicable, to admit all applicants who fulfil the minimum academic requirements for its courses and programmes. Setanta College publishes detailed admissions criteria, procedures and regulations for entry to all its programmes on an annual basis. Additional guidelines are published on the entry requirements for those seeking advanced entry onto a programme, and for those seeking additional supports or accommodations for reason of a disability or medical condition. All documentation is published on the Setanta College website and in the Setanta College brochure.

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4.1.5 Procedure for Access

Entry Requirements

Learners wishing to enrol for an academic programme at Setanta College must have achieved at least the minimum requirement for entry onto the programme. The entry requirements for QQI approved Setanta College programmes are:

- The candidate is an active coach or participant in one or more of the fields of sports performance, strength and conditioning, health, fitness and wellness.
- Reasonable accommodations are in place for applicants with a disability that have indicated this in their application process. The Student services manager prior to the course commencement will contact the applicant to facilitate any specific requests or accommodations that are required. Notice will be then given to the tutors of the programme that the applicant has been enrolled in so they are can assist them with these special accommodations (please see policy on reasonable accommodation).

English Language Requirements

It is expected that all Learners applying for Setanta College programmes at undergraduate and postgraduate levels are able to speak, read and write English fluently, so they can play a full role in lectures, tutorials, seminar discussions and examinations. All applicants to Setanta College are informed of this requirement before registering for a programme.

In the case of international Learners where English is not their first language, they will be required to demonstrate a sufficient level of English Language proficiency.

Setanta College accept the following:

- a) IELTS (International English Language Testing System), or equivalent score of TOEFL (Test of English as a Foreign Language) normally IELTS 6.0 which must be dated within 2 years of enrolment onto programme.
- b) CEFR standard (Common European Framework of Reference for Languages) B2+ which must be dated within 2 years of enrolment onto programme.
- c) Successful completion of major award at level 5 or higher mapped to the NQF completed through English.

Applicants with Disabilities

Setanta College is committed to implementing a policy of equal opportunities for Learners with disabilities and supports the [AHEAD Charter for Inclusive Teaching and Learning](#) which is reflected in quality assurance policies and procedures.

Disability” is understood to mean: “a substantial restriction in the capacity of the person to carry on a profession, business or occupation in the State or to participate in social or cultural life in the State by reason of an enduring physical, sensory, mental health or intellectual impairment. ” Disability Act 2005, p.6.

The College will ensure, through the availability of Learner support services, that no Learner is disadvantaged by reason of having a disability, within reason and budgetary limitations. The College welcomes applications from Learners with disabilities and will take every reasonable action, within budgetary limitations, to ensure that specific requirements are met and that all Learners are able to participate as fully as is practicable in the academic and social life of the College.

Types of Support available include:

- Time extensions for assessments
- Technological supports such as voice to text facilities
- Writing accommodations including spelling waiver
- Learning materials provided in accessible, modifiable electronic formats
- Alternative assessment formats, e.g. Viva Voce
- Extended individual tutorial support

The College encourages Learners to disclose their disabilities during the application processor following admission to the College. This is done by notifying the College administration staff.

All Learners are encouraged to disclose their disabilities, as non-disclosure may limit access to appropriate procedures, accommodations and supports for the Learner. The College will ensure that all facilities are accessible to all Learners insofar as is possible. This includes physical accessibility to and within the buildings, as well as access to information. Please view the College's policy on Reasonable Accommodation for more detail.

4.1.6 Responsibility for Access

Overall responsibility for Learner access resides with the Academic Director of the College. The Learner Services Manger will act in an administrative capacity for the Academic Director for all matters pertaining to Learner Access and Admission.

4.1.7 Procedure for Transfer, Progression

Setanta College offers a range of awards on the National Framework of Qualifications. The National Framework of Qualifications (NFQ) defines the relationship between awards: this in itself contributes to improved transfer and progression. The NFQ is based on the European Credit Transfer System (ECTS) which allows for transfer and progression:

- between levels
- between award-types at the same level
- between named awards

Setanta College programmes are normally divided into stages and modules. Stages and modules are sub-programmes within programmes. Conceptually, a stage is a rung on a progression ladder. It may comprise a set of modules at a similar level. Typically, the National Framework of Qualifications level of the intended learning outcomes of constituent modules increases as a Learner progresses through successive stages of a programme. Even where modules are not taken in parallel, the stage concept is important for grouping modules with the same level (NFQ) of learning and requiring a similar level of maturity in the relevant discipline. Full-time Learners study all the modules in a stage in parallel, while part time Learners may study as little as one module at a time.

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Accordingly, Setanta College has adopted an approach based on the principle that Learners achieving an award are eligible to progress to a programme leading to another award at the next level up where there is such an award in the same or a related field of learning and may be eligible to progress to a higher level than that. At the same time, where there is not an award at a higher level in the same or a related field of learning, the framework concept implies that Learners achieving an award are eligible for transfer to a programme leading to another award at the same level.

Where programmes are organised in stages, a Learner, to be eligible to progress to a particular stage, is normally required to demonstrate achievement of the minimum intended learning outcomes of all the preceding stages. This is elaborated in the programme assessment strategy. The approved programme schedule summarises the allocation of credits and grades, as well as any special progression requirements. Subject to any special conditions of the programme, there are three exceptions to the general requirement of passing all the required modules in order to progress to the next stage. These are:

1. Pass by compensation
2. Exemption from part of the programme (with or without the allocation of a grade and credit)
3. Eligibility to progress carrying the failed modules to be passed during the subsequent stage

Pass by compensation

Grades which are greater than or equal to 35% but less than 40% in the percentage system — or a 'D' grade in the alphabetic system — are awarded when a Learner has nearly (but not quite) demonstrated attainment of the relevant minimum intended learning outcomes for a particular assessment task. Performance in excess of the minimum at the first attempt in modules in a given stage (of at least 30 credits) may be used to compensate for the attainment of between 35% and 40% in another module in the same stage, provided no module in the stage has been failed outright. A pass earned in this way is referred to as a pass by compensation and is credit bearing.

Where a candidate is just below pass in each of a string of independent modules in the same stage, the results are reinforced. Consequently, it is justifiable to limit the number of independent modules that may be passed by compensation in a stage. Because modules can have different sizes, it is reasonable to express such a limit as a proportion of the total available credit rather than the number of modules. This latter point assumes that the confidence in the grade is increased in larger volume modules owing to compensation processes operating within the module. In a programme based on stages, subject to conditions 1 - 4 specified below, a module can be passed by compensation (using passes in other modules from the same stage) unless this is specifically precluded in the programme assessment strategy and approved programme schedule.

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Compensation can be applied automatically. Accordingly, the programme and module assessment strategies take this into account. Specifically, they ensure that compensation is consistent with the requirement that minimum intended programme learning outcomes are achieved before an award is recommended. In the programme assessment strategy and approved programme schedule, certain modules may be designated as not passable by compensation.

Compensation can only be applied in the following circumstances:

1. The Learner has been assessed for all stage modules and no module in the stage has been failed outright (F or below 35%).
2. The results of all modules in the stage are from first attempts.
3. In the case of full-time Learners, the results are from the same sitting (session).
4. The overall Alphabetic Grade Point Average is at least 2.0 or the stage-aggregate of credit-weighted excesses of percentage marks (over 40) is greater than or equal to twice the stage-aggregate of credit-weighted deficits of marks (under 40) and the potentially compensable results account for no more than one-third of the credit for the stage: *i.e.* 20 credits in a 60-credit stage or 10 credits in a 30- credit stage. Compensation may be applied only to enable a Learner to pass a stage (at the award stage, a Learner who passes by compensation remains eligible for honours etc.). Compensation does not change the result of the modules passed in that way. When reporting module passes by compensation (on the Europa’s Diploma Supplement), the actual result is returned, *e.g.* 37% or D, along with an indication that the module pass has been granted by compensation.

The policy of Setanta College is that all programmes should aim to meet the needs of Learners. This includes those Learners entering programmes through recognition of prior learning processes, as well as those transferring or progressing from programmes to further learning opportunities, whether immediately or at some later stage.

Setanta College has mapped its awards to the NFQ and provides the Learner and prospective Learners’ information on transfer into its programme and progression routes. This information is available on its website and in the Learner handbook for each programme.

Table 4.1 below outlines the College’s programmes and national framework of qualifications progression.

Programme Title	Credits	NFQ Level
Certificate in Functional Screening and Resistance Training	30	6
Certificate in Strength and Conditioning	60	6
Higher Certificate of Science in Strength and Conditioning	120	6
Bachelor of Science in Strength and Conditioning	180	7

Table 4.1 Setanta College programmes and national framework of qualifications progression

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4.18 Responsibility for Access, Transfer and Progression

The Academic Director is responsible for monitoring compliance with the admissions process. This includes monitoring the effectiveness of the process in the selection of appropriate Learners for the programme and their ability to successfully complete the programme depending on the programme entry criteria. The Student Services Manager manages the admissions process under the supervision of the Academic Director.

4.1.9 Policy Control Sheet

Policy Area	Access, Transfer, Progression and Recognition
Policy Title	Access, Transfer and Progression
Approval Date	3/9/2019
Effective Date	3/9/2019
Review Date	1/9/2020
Relevant Supporting Policies	<ul style="list-style-type: none">- QQI Policy Restatement - Policy and Criteria for Access, Transfer and Progression in Relation to Learners for Providers of Further and Higher Education and Training (NQAI, 2003, Restated 2015)- Qualifications and Quality Assurance (Education and Training) Act 2012.- Core Statutory Quality Assurance Guidelines (2016), QQI.
Monitoring Procedures	<ul style="list-style-type: none">- Programme Board Meetings- External Examiner reports- Learner feedback- Tutor feedback- Stakeholder Feedback- Academic Council annual report- Programmatic Review report

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4.2 Policy for Induction of New Learners

4.2.1 Definition

An induction programme is the process used to welcome new Learners to the College and prepare them for their programme of study.

4.2.2 Purpose

This document outlines Setanta College's policy and procedure with respect to the induction of new Learners.

4.2.3 Scope

This document applies to all new Learners enrolling on QQI programmes at Setanta College.

4.2.4 Policy Statement

It is Setanta College policy that all new Learners will receive an induction to Setanta College and their chosen programme of study.

The purpose of induction is to familiarise new Learners with all aspects of the College and their new environment and to provide opportunities to establish relationships with peers, staff and faculty. Induction provides Learners with an opportunity to establish answers to questions they may have and enables the College to manage expectations of Learners and set expectations of them appropriately.

4.2.5 Procedure for Induction

For each new programme intake, Setanta College conducts an onsite induction day and an online induction programme. New Learners to Setanta College will be provided with an induction pack which includes information regarding the Learner handbook, Setanta College's Quality Assurance Manual and programme specific material.

Onsite Induction Day

The onsite induction day will allow new Learners to meet with members of the College, and get a more precise understanding of the programme, structures, culture, mission, goals and operation of the College. In addition, new Learners will be briefed on:

- a) Welcome and Introductions to staff
- b) Background and Overall Introduction to Setanta College
- c) Setanta College programmes and awarding bodies
- d) Lecturing Staff Profile
- e) Learner Handbook
- f) Quality Assurance policies and procedures and who to contact
- g) Focus on programme and first module. Onsite dates and assessment schedule is provided to Learners.

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- h) Specific induction sessions will be provided from IT services, the library, Learner services, and the programme administration teams. Information provided at induction is reinforced throughout the first week and an online induction is also provided. The purpose of the online induction is to recap on any pertinent information that may have been missed in the previous assembly.

Online induction programme

- a) A key area of support is an online induction programme that Learners complete on the learning portal prior to commencing their studies. It provides them with the key skills required to study effectively online.
- b) The induction course is made up of the following sections:
- c) Unit 1: Course Overview
- d) Unit 2: Guide to your Setanta College email account - Your key communication tool with the College
- e) Unit 3: Guide to Setanta College Online Learning Portal - Where you do most of your learning
- f) Unit 4: Turnitin – How to check for any plagiarism issues and how to upload assessments
- g) Unit 5: Library- How to access the online library
- h) Unit 6: Yammer- How to use the online forum to communicate with staff and Learners.
- i) Unit 7: Survey Monkey Feedback – How to provide the College with feedback

4.2.6 Responsibility for Induction

The Student Services Manager is responsible for implementing this policy.

4.2.7 Policy Control Sheet

Policy Area	Access, Transfer, Progression and Recognition
Policy Title	Induction Policy for New Learners
Approval Date	3/9/2019
Effective Date	3/9/2019
Review Date	1/9/2020
Relevant Policies	<ul style="list-style-type: none"> - Qualifications and Quality Assurance (Education and Training) Act 2012. - Statutory Quality Assurance Guidelines (April 2016) - Statutory Quality Assurance Guidelines for Providers of Blended Learning Programmes (QQI March 2018) - Policies and Criteria for the Validation of Programmes of Education and Training – QQI 2017 - HET and Apprenticeship Programme Validation Manual – QQI 2018 - Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), 2015.
Supporting Policies	
Monitoring Procedures	<ul style="list-style-type: none"> - Induction surveys - Learner feedback - Tutor feedback

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4.3 Policy and Procedures on Recognition of Prior Learning

4.3.1 Definitions

According to the [*Principles and Operational Guidelines for Recognition of Prior Learning in Further and Higher Education and Training June 2005*](#), republished by QQI in 2015, 'recognition' is a process by which prior learning is given a value. It is a means by which prior learning is formally identified, assessed and acknowledged. This makes it possible for an individual to build on learning achieved and be formally rewarded for it.

The term 'prior learning' is learning that has taken place, but not necessarily been assessed or measured, prior to entering a programme or seeking an award. Prior learning may have been acquired through formal, non-formal, or informal routes.

4.3.2 Purpose

The purpose of Setanta College having procedures for RPL, is in keeping with its policy on Access, Transfer and Progression, and to consider every Learner's application in a fair and transparent way.

4.3.3 Scope

The RPL policy applies to all Setanta College applicants seeking to use prior learning to:

- (a) Advanced entry to a programme
- (b) Granting of exemption from the need to complete one or more modules of a programme

4.3.4 Policy Statement

Setanta College is committed to ensuring relevant access to study and in that regard recognises that learning can be achieved in formal (e.g. certified qualifications) and is open to considering applications for Recognition of Prior Learning for entry to programmes. The policy in relation to RPL is designed to communicate Setanta College's commitment to RPL, but more importantly to convey a clear and consistent process that facilitates Learner mobility both from prior educational and training engagement.

Setanta College recognises **Certified Learning**, where a Learner has obtained an award from QQI or another equivalent designated educational awarding body, an applicant may gain access to the programme on the basis that he/she has already attained the prerequisite learning as part of another award. It is the responsibility of the Learner, to make a formal written application to the College requesting an exemption and/or advanced entry by supplying all appropriate supporting evidence i.e. transcript of results and module descriptor/syllabus including intended learning outcomes.

The request for exemptions or advanced entry will then be considered by the Academic Director the applicant will receive written confirmation of their decision.

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4.3.5 Procedure for Recognition of Prior Learning

The process for RPL commences by contact being made by the prospective Learner with the admissions department. Following consultation with the College Registrar the prospective Learner is advised as to whether or not the advanced entry or module exemptions are likely to be granted.

Whether it is indicated that the request for exemptions are likely to be granted or not the prospective Learner may formally apply on the designated form for advanced entry or exemption and submit this form together with evidence of the prior learning claimed to the admissions department. The form and accompanying evidence are given to the programme leader who assesses the prior learning claimed against the learning outcomes of the stage or modules involved.

The Programme Leader confirms his or her decision to the admissions department and a form recording the decision and its basis is completed and signed by the Programme Leader and the College Registrar and passed to the admissions department. The admissions department then informs the prospective Learner of the outcome and of their right to appeal in limited circumstances. In the event of some or all of the application being rejected the prospective Learner has a right of appeal provided information can be made available by them which was not submitted with the original application.

An appeal must be lodged within seven days of the issuing of the original decision and must be made in writing to the admissions department. The process for the appeal follows that of the original application and the decision on appeal is final.

4.3.6 How and when to make an RPL claim

If the Learner wishes to make a claim for the Recognition of Prior Learning (RPL) in order to gain exemptions from certain modules of a programme of study, he or she must contact the College at admin@setantaCollege.com to request the application form. An application for admission to a course is completely separate from an application seeking exemptions on the basis of RPL and each application will be assessed individually on their merits.

The Learner must apply for RPL no less than one month prior to the commencement date of the course in Setanta College towards which they wish to claim credit and before the Learner has begun the programme of study.

4.3.7 Limitations on Credit

Credit provides a means of quantifying learning outcomes achievable in a given number of notional hours and at a given level. Learning outcomes are used to identify whether Learners have demonstrated through assessment, the minimum level of learning required to pass a module and thus gain the required credit. In this way, previous learning can be identified which can be assessed and 'credited' against an award. RPL is the process by which an applicant's previously accrued credit is assessed to determine whether it can be used to gain exemption from modules of a programme of study in Setanta College.

Setanta College is concerned to ensure that all Learners must meet a required standard on its awards and that all Learners are treated equally. Where RPL is being sought for the award of academic credit the College must make certain that the learning derived from prior

certificated study is equivalent to that of the learning that might otherwise have been achieved by following the full programme of study. Consequently, it must be satisfied that the evidence submitted in support of an RPL claim meets the following criteria:

- **Validity.** The evidence must show that the prior learning for which the Learner is making a claim is relevant to the programme of study you have applied for at Setanta College. The Learner must be able to demonstrate that there is an appropriate match in both level and content between previous studies and the Setanta College module or modules for which he/she is seeking exemption.
- **Currency.** Prior learning must have been gained recently enough to be still of value. The time limits on learning will vary according to subject area but qualifications more than five years old are unlikely to be considered, without the inclusion of additional support.
- **Sufficiency.** The Learner must provide enough evidence to demonstrate fully the achievement of the credit being claimed.

It is the Learner's responsibility to submit evidence that their previous studies were taken at the same level as (or higher than) the Setanta College qualification towards which the Learner wishes to claim credit..

If previous studies are more than five years old but a Learner still wish to make a claim for RPL, the Learner should contact the College prior to making an application. A decision will be made on the basis of details provided on the best course of action for the Learner to take.

The maximum amount of credit that can be imported via RPL is one-third of the maximum course credits or one third of any one stage. For example, a 180-credit course can have a maximum of sixty credits recognised through the RPL process. This excludes any compulsory dissertation or thesis stated in the programme requirements for which exemption will not be granted. A fee of €50 per ten credit module (up to a maximum of €150) is charged in respect of each module for which an exemption is sought.

4.3.8 Responsibility for Recognition of Prior Learning

The Academic Director has the overall responsibility for ensuring that RPL is recognised as a valid method of entry to the relevant programmes and that procedures for RPL are made know to prospective Learners and individuals with responsibility for RPL.

The College Registrar is responsible for ensuring that information relating to programmes and arrangements for RPL is available to prospective Learners.

The External Examiner is responsible for reviewing a sample of RPL applications from Learners to ensure that Setanta College's principles and procedures for RPL are being applied consistently and appropriately.

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4.3.9 Policy Control Sheet

Policy Area	Access, Transfer, Progression and Recognition
Policy Title	Recognition of Prior Learning
Approval Date	3/9/2019
Effective Date	3/9/2019
Review Date	1/9/2020
Relevant Supporting Policies	<ul style="list-style-type: none"> - National Qualifications Authority Ireland (2005) Principles and Operational Guidelines for the Recognition of Prior Learning in Further and Higher Education and Training. Republished by QQI in 2015 - Core Statutory Quality Assurance Guidelines (2016), QQI. - Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), 2015.
Monitoring Procedures	<ul style="list-style-type: none"> - Programme Board Meetings - External Examiner reports - Learner feedback - Tutor feedback - Stakeholder Feedback - Academic Council annual report - Programmatic Review report

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SECTION 5: STAFF RECRUITMENT, MANAGEMENT AND DEVELOPMENT

5.1 Policy and Procedures on Recruitment and Induction of teaching staff

5.1 Definition

To outline the selection, appointment and induction procedure for teaching staff within Setanta College.

5.1.1 Purpose

Setanta College has developed and implemented policies and procedures to promote the recruitment and retention of qualified and experienced staff required to ensure the delivery of a quality education service.

5.1.2 Scope

This policy refers to the provision of recruitment and induction of new teaching staff to Setanta College.

5.1.3 Policy Statement

In line with [QQI Core Guidelines on Quality Assurance](#) Setanta College commit to “appoint suitably qualified staff to the role of teacher/instructor/trainer/tutor and to all other roles responsible for related services.” Successful candidates will then be inducted in the appropriate manner following procedures set out in section six of this document including communication procedures as part of the induction. All applicants for employment are afforded equality of opportunity which is defined as the recruitment, selection and appointment of candidates based on merit – that is, the best candidate for the post is selected for appointment. Section 5.1.4 below outlines the procedures used by Setanta College in the recruitment of teaching staff.

5.1.4 Procedures for the Recruitment of teaching staff

a) Recruitment and Selection

The College believes that all staff have a direct impact on teaching and learning within the College and on the Learner development and experience overall. For this reason, the College continually seeks out qualified experts of the highest calibre to fill all vacancies. The majority of the teaching staff at Setanta College are contracted part-time in delivering a particular module within any given programme of study. Contracted part-time teaching staff are subject to the same procedures for their recruitment, management and development as full-time teaching staff.

- i. The College Registrar is responsible for the development, management, evaluation and implementation of appropriate recruitment, selection and appointment practices and procedures, which are consistent with legislative requirements placed on employers. Staff recruitment is a recurring item on the agenda of each senior management and academic council meeting.

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- ii. The effective recruitment and selection of staff is important for the College's achievement of its vision and mission. The College Registrar will oversee the recruitment and selection activity to ensure consistent practice and compliance with College policy. The College's recruitment and selection procedures aim to ensure that the College attracts and selects the best candidates by a fair and appropriate selection process.
 - iii. It is essential that candidates possess the qualifications and experience that deem them appropriately qualified for the role being recruited for.
 - iv. A range of selection activities can be used to establish a candidate's suitability for a post. This can include, but is not limited to, interview, presentation, written assessment or test. All such selection activities are agreed in advance, linked to the personnel specification required of applicants.
 - v. The College Registrar will be assisted by the Academic Director and relevant programme leader in the process of compiling a job description, personnel specification and selection activities.
 - vi. In the recruitment and selection of staff for collaborative programmes, agreement will be reached between the collaborating partners in respect of the minimum requirements of staff and the recruitment and selection process to be used.
 - vii. In the recruitment and selection of staff for transnational based delivery, the same recruitment and selection process of new staff will apply. This will also involve at all stages the International co-ordinator.
 - viii. The College recruitment and selection procedures are open, in that any person can apply for any vacancy, and performance based, in that the sole criteria for selection is merit against the employee specification. Where a potential candidate or applicant highlights a disability or other circumstance that requires reasonable accommodations to be made to facilitate participation, the College will make reasonable accommodations to promote the inclusion of all applicants as required under legislation.
- b) Appointment Panel
- i. All panel members have an equal part in the process. In all instances, the panel must be a minimum of two members. To ensure that appropriately qualified and experienced personnel are appointed, panels are determined according to the vacancy and the specialist knowledge sought. Individual panel members are required to share their views with each other in relation to candidates' answers and reach a consensus on each candidate against the selection criteria. All records are retained centrally by the College Registrar.

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- ii. In the case of collaborative provision, where the College looks to use the employees of another provider to deliver an aspect of a programme, the College will seek evidence of the qualifications and experience to deem them appropriate for the role to be undertaken. All records of such will be retained by the College.
- c) Verification of all teaching staff qualifications
 - i. The Academic Director and the College Registrar have responsibility for verifying the authenticity of qualifications and references of any potential teaching staff. The following steps are completed in this process:
 - The College Registrar requests transcripts of the potential employee's qualifications
 - The College Registrar contacts the relevant institution/s to verify these qualifications
 - The College Registrar contacts the applicant's referees and verifies the authenticity of these references
 - Any queries regarding the transcripts or references are followed up by the College Registrar or Academic Director with the applicant
 - Once these steps are satisfactorily complete the applicant is contacted and given the interview panel's verdict

5.1.5 Procedures for the Induction of Teaching Staff and Communication with Teaching Staff

All new staff will be inducted into the College by the Academic Director and College Registrar. As part of this process, staff are provided with a handbook detailing work practice requirements, roles, responsibilities and obligations. In addition, they are introduced to the key aspects of their role and any associated documentation, databases, systems and so on as appropriate. An induction period is set aside to allow the new recruit sufficient time to familiarise themselves with relevant policies, procedures, working practices, role requirements and so on and also to assure the College that each employee has been appropriately advised to enable them to work in a safe, secure manner.

New College teaching staff will work as assistant tutors initially alongside an experienced tutor to gain confidence in their delivery and familiarity with the content.

It is the responsibility of the Academic Director to design and implement an appropriate induction programme for the different roles involved in the new staff members programme. The effectiveness of this induction process in adequately preparing appointees for their role and developing and their understanding of the blended learning nature of the programme, its components and structure, and any partnerships will be evaluated on an annual basis by the Academic Director.

Where the College seeks to use the employees of another provider for the delivery or assessment of any aspect of a programme, it is the responsibility of the Academic Director to ensure that those personnel are also inducted appropriately into their role. Again, the effectiveness of this – will be monitored on an annual basis by the Academic Director.

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With regards to the induction of staff to an Internationally based programme, the Academic Director will be assisted in the induction process by the International co-ordinator. The role of the International co-ordinator in this induction process will be to ensure compliance with both the College's programme of induction and local requirements.

Communication is central in ensuring that quality within the College environment is well supported. Staff and tutors will use a variety of means to communicate internally. These include online communication modes such email, team and group meetings, individual face to face meetings with both academic and administration members. Staff will be alerted via a phone call or text message when a specific matter needs immediate attention. Normally, where a matter does not require an immediate or urgent response then regular group and individual meetings will occur as per the department meeting schedule. A proposed general communication mode will be in the form of a monthly electronic communication outlining current and future issues and events. The content and response to a communication is based on three types:

- General which describes what is happening in the College and which may not require any team or group meeting
- Special in that the receiver is expected to respond with for example, supportive communication (for example, where an individual member of staff is congratulated)
- Similar standard electronic communication and updates as outlined above will be in place for the international staff member.

Specific in that the receiver is likely required to attend a more formal meeting to address and update on a particular issue or event

5.1.6 Responsibility

The College Registrar is responsible for the implementation of this procedure and is supported in this procedure by the Quality Assurance Officer. The Academic Council provides oversight for the process, approves submissions, reviews terms of reference, and reviews Self Evaluation reports. Senior Management will advise on College human resource requirements.

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5.1.7 Policy Control Sheet

Policy Area	Staff Recruitment, Management + Development
Policy Title	Recruitment and Induction of teaching staff
Approval Date	3/9/2019
Effective Date	3/9/2019
Review Date	1/9/2020
Relevant Supporting Policies	<ul style="list-style-type: none"> - Effective Practice Guidelines for External Examining (Revised 2015) - Statutory Quality Assurance Guidelines for Providers of Blended Learning Programmes (QQI March 2018) - Policies and Criteria for the Validation of Programmes of Education and Training – QQI 2017 - HET and Apprenticeship Programme Validation Manual – QQI 2018 - Policy and Criteria for Making Awards – QQI 2017 - Core Statutory Quality Assurance Guidelines (2016), QQI - Qualification and Quality Assurance (Education and Training) Act 2012
Monitoring Procedures	<ul style="list-style-type: none"> - Teaching Staff Appraisals - End of module Surveys - Annual Learner Surveys - Annual Programme Leader Reports

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5.2 Policy on Teaching Staff Appraisal

5.2.1 Definition

Performance appraisal for Setanta College teaching staff is an ongoing process that includes regular conversations between teaching staff and their immediate supervisor. This review will assist in staff development and personal planning, assessment of achievements and performance, and recommendations relating to the formal processes in the College.

5.2.1 Purpose

The purpose of the College appraising the teaching staff is to provide an opportunity for individual members of the teaching staff to discuss their role and fulfilment of objectives and receive feedback from management in respect of same.

5.2.2 Scope

This policy applies to the staff appraisal of all College teaching staff employed for more than one year. All academic staff employed for more than 1 year must undergo a formal annual review.

5.2.3 Policy Statement

The College recognises the importance of reviewing and monitoring staff performance to support the development of potential and personal growth of its teaching staff as well as ensuring that the high standards to which the College aspires are being strived for in all areas by all teaching staff. The appraisal process also provides an opportunity to identify career aspirations and discuss professional development intentions and opportunities.

Any disputes about the process or outcomes of the appraisal can be referred to the College Registrar for resolution, in order that an agreed programme of action for the coming year can be determined.

5.2.4 Teaching Staff Review and Appraisal Procedure

i. New Staff Probation

Once employed by Setanta College a probationary period of 12 months applies to all new permanent and contract positions. If probation has been satisfactorily completed at the end of the 12-month period, the appointment is confirmed. During the initial six month period the new teaching staff member will be required to shadow a senior teaching staff member. The legal entitlements of employees will not be affected by the application of this policy.

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ii. Review and Appraisal Procedures

When probation has been satisfactorily completed, teaching staff whether part-time or full-time will participate in an annual review and appraisal of their performance. This is intended as a two-way process with the teaching staff member undertaking a self-assessment and being given the opportunity to identify any difficulties or barriers to achieving their objectives, any support they require and any CPD they feel will be of benefit. The College Registrar and Academic Director also conduct an assessment of the teaching staff member's performance and provides feedback on this.

- iii. A discussion takes place and an agreed record of progress, actions key performance indicators and training required is then completed. All records are retained by the College Registrar. Where concerns are noted in relation to a teaching staff member's performance, the College Registrar raises this with the staff member in the first instance and outlines the areas where concerns lie and the improvement is required. Where the required standard is not subsequently attained or in instances of serious misconduct, this will then be addressed through the formal performance monitoring procedure.

As part of this, the College Registrar, normally accompanied by the Academic Director, will:

1. State the performance to be improved – being specific and citing examples
2. State the level of work performance expectation and that it must be performed on a consistent basis
3. Identify and specify the support and resources they will provide to assist the teaching staff member
4. Communicate the plan for providing feedback to the employee including specifying meeting times, with whom and how often and the specific measurements to be considered in evaluating progress
5. Specify possible consequences if performance standards are not met
6. Provide sources of additional information such as the Employee Handbook

Please refer to the Setanta College programme and tutor Appraisal template used by both the Tutor, College Registrar and Academic Director in the process. This provides the basis for ongoing monitoring.

5.2.5 Responsibility for this policy

The Academic Council is responsible for ensuring that appraisal of the teaching staff takes place and is documented within the Annual Academic Council Report. The procedure is carried out jointly by the College Registrar and the Academic Director on behalf of the Academic Council.

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5.2.6 Policy Control Sheet for this policy

Policy Area	Staff Recruitment, Management + Development
Policy Title	Staff Appraisal
Approval Date	3/9/2019
Effective Date	3/9/2019
Review Date	1/9/2020
Relevant Supporting Policies	<ul style="list-style-type: none"> - Core Statutory Quality Assurance Guidelines (2016), QQI - Qualification and Quality Assurance (Education and Training) Act 2012 - Assessments and Standards (Revised 2013) - Quality Assuring Assessment Guidelines for Providers (Revised 2013) - Statutory Quality Assurance Guidelines (April 2016) - Statutory Quality Assurance Guidelines for Providers of Blended Learning Programmes (QQI March 2018) - Policies and Criteria for the Validation of Programmes of Education and Training – QQI 2017 - HET and Apprenticeship Programme Validation Manual – QQI 2018 - Policy and Criteria for Making Awards – QQI 2017
Monitoring Procedures	<ul style="list-style-type: none"> - Teaching Staff Appraisals - Annual Staff Survey - Academic Council Annual Report

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5.3 Policy and Procedures on Staff Development

5.3.1 Definition

Staff development refers to all the policies, practices, and procedures used to develop the knowledge, skills, and competencies of staff to improve the effectiveness and efficiency both of the individual staff member and Setanta College.

5.3.2 Purpose

Staff development takes place in the context of the strategic priorities of Setanta College, which are established with input from the Academic Council and Senior Management Team.

5.3.3 Scope

This policy applies to all staff. Staff development embraces all forms of development activity including personal study, e-learning, internal or external courses and CPD workshops. We will aim to support individuals through a variety of means within the prevailing budgetary provision and identified business need.

5.3.4 Policy Statement

Staff development is instrumental to the ongoing success of the College, the achievement of its mission and the enhancement of the Learner experience. The value and importance of staff development to maintain a high calibre of personnel within Setanta College is critical to the achievement of stated mission and vision of the College.

All staff and faculty are encouraged and required to participate in a programme of planned professional development, linked to their annual review or performance monitoring. All staff have equitable access to staff development opportunities, appropriate to their role and aligned to their objectives. Staff appraisals will be used as a means for monitoring and reviewing the effectiveness of this policy.

5.3.5 Procedures on Staff Development

The following are the mechanisms used for staff development:

- All staff receives training in teaching through blended learning technologies mediums
- Specific training is provided for staff to support programme or College developments
- An annual CPD event for academic staff is informed by tutors and lecturers and topics of interest are accommodated in this annual event
- All staff reviews including academic staff, which are held annually, a review of the staff members performance and their on-going CPD status and requirements are addressed. A tailored programme of development is put in place for each staff member
- The College supports the progression of formal education and academic qualification advancement for its academic staff based on resources available

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The College actively engages with outside professional industry bodies such as the National Strength and Conditioning Association and the UK Strength and Conditioning Association. Previously the College has hosted conferences and one day seminars for the NSCA and UKSCA which staff members have attended. These events have helped to foster relationships and develop communities of practice with their peers.

5.3.6 Responsibility for this policy

It is the role of the Academic Director to oversee continuing professional development among teaching staff. The College Registrar and the Educational Technology Manager will be responsible for professional development of staff on blended learning technologies. Senior Management will oversee staff development for other College departments.

5.3.7 Policy Control Sheet for this policy

Policy Area	Staff Recruitment, Management & Development
Policy Title	Staff Development
Approval Date	3/9/2019
Effective Date	3/9/2019
Review Date	1/9/2020
Relevant Supporting Policies	<ul style="list-style-type: none"> - Core Statutory Quality Assurance Guidelines (2016), QQI - Qualification and Quality Assurance (Education and Training) Act 2012 - 2012; European Standards and Guidelines for QA in the European Higher Education Area, QQI Core Quality Assurance Guidelines
Monitoring Procedures	<ul style="list-style-type: none"> - Teaching Staff Appraisals - Annual Staff Survey - Annual Programme Leader Reports

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5.4 Policy and Procedures on Staff Discipline, Anti Bribery and Equal Opportunities

5.4.1 Definition

These policies are in relation to how the College will act in relation to disciplinary matters regarding all staff with Setanta College, the College anti-bribery policy amongst staff members and finally how we apply equal opportunities to all prospective staff and existing staff members when positions become available within the organisation.

5.4.2 Purpose

The purpose of the policy on Staff Discipline, Anti Bribery and Equal Opportunities in Setanta College is to ensure that the College acts reasonably and fairly towards employees in investigating and dealing with alleged instances of unacceptable conduct or performance. The College is committed to the prevention of bribery amongst all staff and does not tolerate bribery, corruption, fraud or dishonesty in any of its activities.

5.4.3 Scope

This policy relates to all staff on the payroll of Setanta College and excerpts are taken from the employee handbook.

5.4.4 Policy Statement

Setanta College is committed to encouraging appropriate behaviour and work performance from all staff. The performance and conduct of employees is expected to contribute towards the achievement of the College's mission and vision. When an employee's performance or conduct is unsatisfactory then the employee may be subject to disciplinary action in accordance with this procedure.

5.4.5 Staff Disciplinary Procedures

i. Informal Disciplinary Procedure

If an employee's standard of job performance, conduct, or attendance falls below an acceptable level, they will in appropriate cases be made aware informally, by the College Registrar that this is unacceptable and informed of the required improvements. If the employee concerned continues to fail to achieve the required work/conduct standards, the disciplinary procedure outlined below may be invoked.

ii. Formal Disciplinary Procedure

Where an employee's job performance, conduct or attendance does not meet the required standards despite informal intervention, the matter will be dealt with under the formal disciplinary procedure.

- **Stage 1: Formal Verbal Warning**

The first step in any formal process is to let the employee know in writing the issue that has given rise to the invoking of the disciplinary procedure. The employee will be advised of the precise nature of the complaint, the reasons why this is not acceptable, details of previous meetings, the standards not achieved, the improvements required and the timescale for improvement. The letter will also invite the employee to a formal disciplinary meeting at which the issue will be discussed and it will also inform them of their right to be accompanied at the meeting.

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- **Stage 2: Written warning**

If it is alleged that the employee fails to make the necessary improvements or if the poor performance/conduct/attendance continues or is more serious, he or she will be invited in writing to a formal disciplinary meeting by the College Registrar's nominee to review the increasingly serious nature of the situation.

A letter will be sent to invite the employee to a formal disciplinary meeting at which the matters of concern will be discussed. The employee will be advised of the precise nature of the complaint, details of previous meetings and the standards not achieved or maintained. The employee will be informed of their right to be accompanied at the meeting.

- **Stage 3: Final written warning**

Where it is decided that disciplinary action at this stage is justified the College Registrar's nominee will inform the employee that he/she is giving a final written warning. Disciplinary action may be taken notwithstanding an employee's failure to attend the disciplinary meeting in the absence of good reason.

- **Stage 4: Disciplinary Sanction up to and including dismissal**

Where it is alleged that:

- The employee has failed to meet the necessary improvements or
- The poor performance/conduct/attendance has continued following a final written warning, or
- The performance/conduct/attendance issue is more serious, the disciplinary procedure which provides for disciplinary sanctions, up to and including dismissal, may be invoked.

In cases of less serious offences, or where the College is of the view that there is a realistic prospect of improvement in performance/conduct/attendance, the following disciplinary sanctions may be applied singularly or in combination by the College Registrar or nominee. These include:

- Removal from certain duties or transfer
- Suspension with pay
- Deferral/Denial of Access to Progression
- Deferral/Denial of Access to Promotion
- Demotion and Consequent Reduction in Pay
- Suspension without Pay
- Dismissal without Notice

Depending on the nature of the offence, these sanctions can be limited in time or unlimited in time and/or linked to improvements in performance/conduct/attendance. A record of the disciplinary sanction(s) applied at this stage will be retained on the employee's personnel file and a copy will be issued to the employee.

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5.4.6 Local compliance

The College is cognisant that unique compliance procedures may operate within a given country – especially outside of the European Union. Setanta College will have a regional quality co-ordinator reporting directly to the International Quality Co-ordinator who ultimately reports to the College Registrar.

The regional quality co-ordinator will have responsibility for:

- Describing specific compliance procedures
- Ensuring that the College aligns itself with local compliance procedures
- Managing the College requirements for delivery of practical workshop
- Providing support for local country Learners

Note: This could be the sport organisation – they would be responsible for a number of QA items. The role of the local agent is to understand what compliance is required in the local country. This is then considered through the International Co-ordinator whose responsibility it is to ensure support in complying with the local policies and procedures.

5.4.7 Anti-Bribery Policy

It is the policy of Setanta College to conduct all of our business in an honest and ethical manner. The College takes a zero tolerance approach to bribery and corruption. Corruption is defined in the Department of Justice’s White Paper on White Collar Crime as “the misuse of public entrusted power for private gain”. Bribery, a specific form of corruption, involves the “offering, promising or giving of something in order to improperly influence another in carrying out their duties”.

Setanta College are committed to acting professionally, fairly and with integrity in all our business dealings and relationships wherever we operate and implementing and enforcing effective systems to counter bribery.

Setanta College will uphold all laws relevant to countering bribery and corruption in all the jurisdictions in which we operate. However, we remain bound by the laws of the, [Irish Prevention of Corruption \(Amendment\) Act, 2010](#), and the [UK Bribery Act 2010](#) in respect of our conduct both at home and abroad.

5.4.8 Who is covered by the policy?

This policy applies to all individuals working at all levels and grades, including senior managers, officers, directors, employees (whether permanent, fixed-term or temporary), consultants, contractors, trainees, seconded staff, homeworkers, casual workers and agency staff, volunteers, interns, agents, sponsors, or any other person associated with us, or any of our subsidiaries or their employees, wherever located (collectively referred to as employees in this policy).

This policy covers:

- Bribes
- Gifts and hospitality

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Bribes

Employees must not engage in any form of bribery, either directly or through any third party (such as an agent or distributor).

Gifts and hospitality

Employees must not offer or give any gift or hospitality:

- Which could be regarded as illegal or improper, or which violates the recipient's policies
- To any public employee or government officials or representatives, or politicians or
- political parties

Employees may not accept any gift or hospitality from the College business partners if:

- It is in cash
- There is any suggestion that a return favour will be expected or implied.

If it is not appropriate to decline the offer of a gift, the gift may be accepted, provided it is then declared to the employee's manager and donated to charity.

The College appreciates that the practice of giving business gifts varies between countries and regions and what may be normal and acceptable in one region may not be in another. The test to be applied is whether in all the circumstances the gift or hospitality is reasonable and justifiable.

5.4.9 Employee responsibilities

Employees must ensure that they read, understand and comply with this policy.

The prevention, detection and reporting of bribery and other forms of corruption are the responsibility of all those working for the College or under its control. All employees are required to avoid any activity that might lead to, or suggest, a breach of this policy.

A member of the College must notify the College President as soon as possible if they believe or suspect that a conflict with or breach of this policy has occurred, or may occur in the future.

Any employee who breaches this policy will face disciplinary action, which could result in dismissal for gross misconduct. Setanta College reserves the right to terminate its contractual relationship with other workers if they breach this policy.

5.4.10 How to raise a concern

A member of the College is encouraged to raise concerns about any issue or suspicion of malpractice at the earliest possible stage. If a College member is unsure whether a particular act constitutes bribery or corruption, or if they have any other queries or concerns, these should be raised with the Senior Management Team.

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5.4.11 Monitoring and review

The President of Setanta College will monitor the effectiveness and review the implementation of this policy, regularly considering its suitability, adequacy and effectiveness. Any improvements identified will be made as soon as possible. Internal control systems and procedures will be subject to regular audits to provide assurance that they are effective in countering bribery and corruption.

All employees are responsible for the success of this policy and should ensure they use it to disclose any suspected danger or wrongdoing.

Employees are invited to comment on this policy and suggest ways in which it might be improved. Comments, suggestions and queries should be addressed to the Senior Management Team.

This policy does not form part of any employee's contract of employment and it may be amended at any time.

5.4.12 Equal Opportunities Policy

Setanta College respects the dignity and diversity of all our Learners and staff. We aim for a College community that is free from intimidation and discrimination.

The College aims to create the conditions whereby Learners are treated solely on the basis of their merits, abilities and potential by ensuring that no member of the College is unfairly discriminated against as a result of gender, race, ethnic or national origin, age, social background, disability, religion, family status, marital status, membership of the Travelling Community or sexual orientation.

In promoting equal opportunities, Setanta College will develop effective measures for ensuring that all groups and individuals are able to work and study in an environment which is free from discrimination and harassment.

The College accepts its responsibilities under human rights and anti-discrimination legislation and codes of practice, and the need for positive action to redress inequalities. All Learners and employees are expected to promote a culture that values diversity and equality of opportunity in all areas of College life.

Setanta College operates within the [Equal Status Act 2000 to 2004](#). This Act places an obligation on educational establishments to avoid discrimination. The section of relevance is Section 7 in the 2000 Act.

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5.4.13 Responsibility

The Senior Management Team is responsible for the implementation of these policies.

5.4.14 Policy Control Sheet

Policy Area	Staff Recruitment, Management + Development
Policy Title	Staff Discipline, Anti Bribery and Equal Opportunities
Approval Date	3/9/2019
Effective Date	3/9/2019
Review Date	1/9/2020
Relevant Supporting Policies	<ul style="list-style-type: none">- Core Statutory Quality Assurance Guidelines (2016), QQI- Qualification and Quality Assurance (Education and Training) Act 2012- Equal Status Act 2000 to 2004- Irish Prevention of Corruption (Amendment) Act, 2010,- UK Bribery Act 2010- Setanta College Employee Handbook
Monitoring Procedures	<ul style="list-style-type: none">- Teaching Staff Appraisals- Annual Staff Survey- Academic Council Annual Report

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SECTION 6: TEACHING AND LEARNING

6.1 Teaching and Learning Strategy 2019

6.1.1 Message from the President

Setanta College has grown from its inception in 2006 when it delivered a HETAC accredited Certificate in Physical Fitness and Conditioning, to now delivering a suite of programmes ranging from short courses through to a Bachelor of Science in Strength and Conditioning and supporting Level 9 programmes through our education partnerships. In addition, our association with leading industry and sporting organisations has allowed the College to be at the forefront of the technology revolution in sport, coaching, health and fitness and performance science.

Over the next few years we intend on expanding our reach such that we aim to increase our international presence and offer a variety of programmes to a world-wide audience. Central to this aim is our blended learning format of education. We have developed specialist expertise in this medium of education which allows, potentially, the Learner to study from their own home or work place, anywhere in the world. This is our long-term mission and we earnestly will strive to provide quality and accredited programmes to those who wish to share in this flexible mode of education.

The Teaching and learning strategic plan is a central component for the achievement of the Colleges long term mission.



Dr Liam Hennessy
(President)

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6.1.2 Introduction

The mission of Setanta College is to engage both on its own and collaboratively and in Irish and international contexts, in research, training and education in the fields of sports science and human performance, leading to greater specialised knowledge, awareness and understanding and a developed practical competence amongst graduates of the College in particular and among all those engaged and in those fields of study in general.

This Teaching and Learning Strategy outlines how Teaching and Learning are core to the achievement of the Colleges mission. This strategy is underpinned by the Colleges vision, mission and core principles for teaching and learning. The achievement of these are assured by actions and indicators overseen by the College academic governance structure and academic management team as outlined in College organisational chart in Figure 6.1 below.

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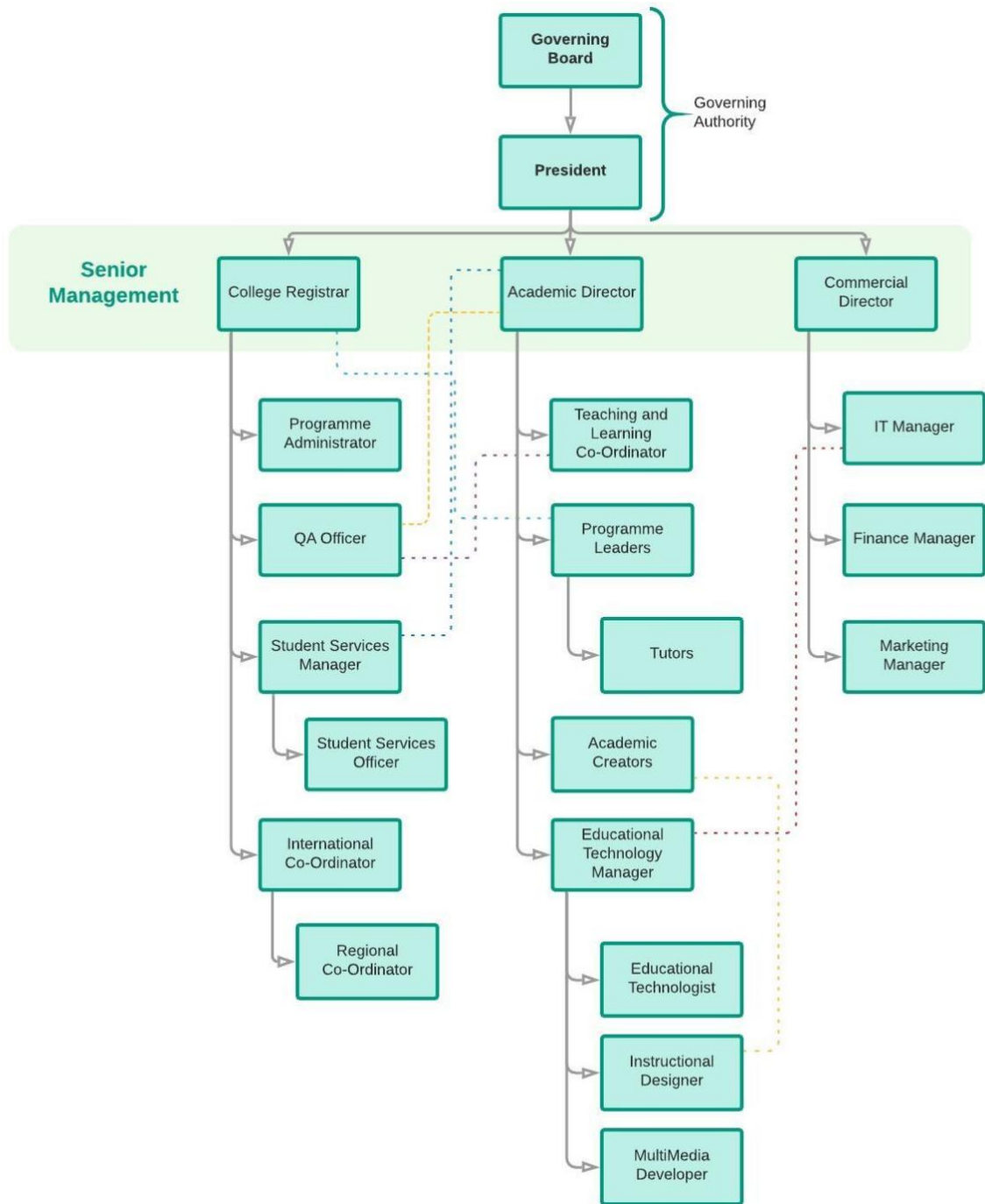


Figure 6.1: Setanta College Organisational Chart

6.1.3 Setanta Colleges Strategic Framework

a) Vision

The Vision for Teaching and Learning for Setanta College is to be a leading provider in Performance Coaching, Science and Strength and Conditioning educational experience.

b) Mission

The mission of Setanta College's blended learning approach is to provide a pedagogically sound content delivery mechanism which serves Learners and faculty needs, while conforming to best international standards.

c) Core Principles

The overall approach to teaching and learning will integrate core principles of Adult Education. The principles reflect:

1. Acknowledging the prior experience of the Learner and integrating this experience into the learning dynamic
2. Constructivist and critical pedagogy – where knowledge is co-created and all theories and models are subjected to the critique of real life fit and application
3. Formative assessment and open feedback process – where participants are given opportunities to discuss their own performance and plan improvement processes for subsequent efforts
4. Reflection as an active and integrated process
5. Learners taking ownership and responsibility for their own learning

The pillars of Setanta College's Teaching and Learning strategy are:

- Learning outcomes
- Establishing a Learner Centred Culture
- Ensuring fairness and consistency
- Promoting the continuous improvement of the learning process that is reflected in the quality of our graduates
- Continuous professional development of academic staff

Each of these pillars comprises an aim for the College which will be accompanied by actions linked to the College operational plan. This framework will build upon the strong foundation of best practice in learning, teaching and assessment within Setanta College.

6.1.4 Learning Outcomes

“Learning outcomes are sets of competences, expressing what the Learner will know, understand or be able to do after completion of a process of learning, long or short.”⁵

The College will use instructional design and teaching approaches that will facilitate a learning environment which motivates and engages Learners in relevant learning activities and which

⁵ “European Credit Transfer and Accumulation System” European Commission, 2004.

will allow Learners to construct his or her own learning. Learning outcomes, teaching and learning approaches and assessment methods will be constructively aligned in order to achieve maximum benefit for the Learner. Constructive alignment is defined as coherence between assessment, teaching strategies and intended learning outcomes in an educational programme ([McMahon & Thakore 2006](#)). Aligning the intended programme learning outcomes, what the Learner does in order to learn, how the Learner is assessed is vitally important to support a high-quality learning environment.

6.1.5 Establishing a Learner-centred culture

This strategy considers the shift in higher education from the Learner as a passive recipient of knowledge to a more autonomous Learner. The learning dynamic for the College programmes will reflect a participative and negotiated learning environment where participants will engage in an on-going reflection and critique of current practice, current models and theoretical perspectives. They will construct their own emerging identities (personal and professional) as effective practitioners in a variety of situations.

6.1.6 Ensuring Fairness and Consistency

A basic principle of the College is that all Learners are treated on an equal basis with fairness⁶ and consistency⁷, while responding to the individual needs of Learners. To achieve this, the College will promote a culture of continuous reflection and planning on teaching and learning strategies to achieve an appropriate mix of teaching and learning styles, methods of assessment, and organisation of course components. Within Setanta College this principle of fairness and consistency is established through the Quality Assurance system. The College Quality Assurance system, policies and procedures have a formal status and are publicly available. All online teaching materials are produced in a manner that is conducive to Learners who have visual and hearing impairments

The College will equip graduates with the advanced knowledge, skills and competencies to be employable, and ensure that they are prepared for career flexibility and/or higher-level study in their chosen field. The Learner experience will be enriched in a manner that attracts, engages, stimulates and challenges Learners while preparing them to learn independently and think critically.

6.1.7 Promoting the Continuous Improvement of the Learning process that reflects in the quality of Graduates

Setanta College programmes and curricula will be intellectually stimulating and challenging and relevant to the employability of the graduate. The professional attributes of Learners are engendered through appropriate experiential learning and effective integration of teaching, practice and research activities.

Learner support systems will be maintained, that facilitate a high-quality experience for all Learners irrespective of their location and mode of study.

⁶ Meaning 'Just, unbiased, equitable, impartial; legitimate, in accordance with the rules or standards'. Oxford English Dictionary: Oxford University Press

⁷ Meaning 'agreeing in substance or form; congruous, compatible, not contradictory; marked by uniformity or regularity.' Oxford English Dictionary: Oxford University Press

The College recognises that the processes and tasks involved in assuring quality in designing programmes, in preparing learning materials and in delivering those programmes in an online environment are radically different from those employed in traditional educational settings.

The College will seek to ensure that the Learner experience of blended learning is at least equal to that of directed learning and the technology and learning materials to support this are of the highest standards.

6.1.8 Continuous Professional Development of Academic staff

The College will also ensure that all staff are reviewed and provided with constructive feedback and encouraged to engage in continuing professional development. The College will foster a culture of enthusiasm for continuous professional development for its entire staff.



Figure 6.2: A summary of the College teaching and learning environment

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6.1.9 Definition and Classification of Blended, Online and Face to Face Learning

Setanta College uses the latest technologies and methodologies to provide Learners with the most flexible and educational sound means of learning. This is done through a blended learning approach which incorporates traditional face to face and online learning. It is important to define these approaches as they form the basis of the Teaching and Learning environment of the College.

6.1.10 Face to Face Learning

Face to Face also referred to as traditional or classroom-based learning is defined as learning where *“activity is organised around scheduled class meetings. Traditional classroom courses are measured by the number of hours spent in required ‘in-person’ class meetings in various formats, such as lecturers, studios, workshops or other traditional face to face activities”* (OLC, 2018).

6.1.11 Online Learning

The Online Learning Consortium defines an online course as one where *“all course activity is carried out online; there are no required face-to-face sessions within the course and no requirements for on-campus activity”* (OLC, 2018). Watson and Kalmon define online learning as *“education in which instruction and content are delivered primarily over the Internet”* (Watson & Kalmon, 2005). While the tools and module delivery methods may vary e.g. synchronous versus asynchronous delivery, the key factor of learning is that all the components (lecturers, tutorials, assessments etc) are delivered online, removing any geographical barriers to potential Learners.

6.1.12 Blended Learning

While the definition of an online course is one where the delivery is completely online, blended courses are defined as having a combination of delivery modes. Educause states that *“blended learning, (“also referred to as “Hybrid Learning”), combines traditional face-to-face classroom instruction with online learning”* (Anon, 2018). Another definition from University of Connecticut’s UDI Online project defines blended as *“the class uses both online and face-to-face interaction in varying degrees as guided by institutional and programmatic needs. The online components may be presented asynchronously”* (Udi.uconn.edu, 2018).

The above definitions provide understanding of the variances that can exist between blended learning modules. Graham et al. (2013) define five different types of module delivery modes, which is illustrated in a spectrum of delivery modalities ranging from traditional face to face with no online components, to completely online as seen in Figure 6.3 below.

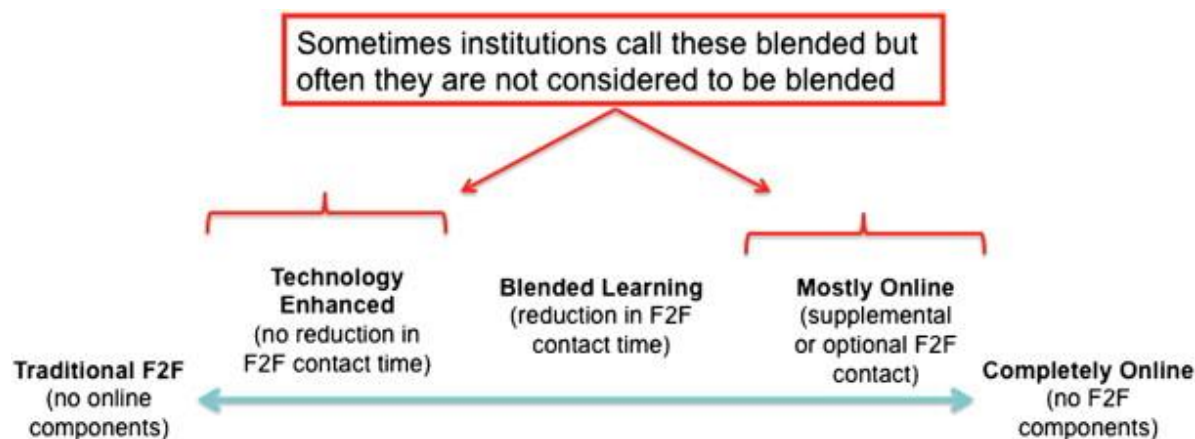


Figure 6.3: Spectrum of course-delivery modalities in higher education (Graham et al. 2013)

While these definitions act as a guide to understanding the potential make-up of a blended course, it is important to be mindful of the diversity of modules and programmes that are being offered and the focus shouldn't be constrained by percentages of online versus face to face but rather it should be centred on selecting and applying the optimal instructional and learning design.

QQI implicitly recognise the importance of learning design in their [Statutory Quality Assurance Guidelines for Providers for Blended Learning Programmes \(Quality and Qualifications Ireland, 2018\)](#). In this paper QQI refers to the blended learning definition from Garrison and Kanuka that blended learning is *“the integration of classroom face-to-face learning experiences with online learning experiences”* (Garrison, Kanuka 2004) and emphasises that providers should *“look for the most effective and efficient means to support Learners in achieving intended learning outcomes. Often this will require a blend of different learning and teaching strategies.”*

The programme team, College Academic Director and College knowledge management committee design and develop programmes to enable the ultimate learning experience for College Learners.

In its application of Blended Learning Setanta College uses some of the following:

Learning materials in hard or electronic copies	Lecture notes can be found in the College online learning portal in each lecture week
Virtual learning spaces and forums	The College uses Moodle as its online learning portal this allow for the creation and management of learning spaces and forums
Webinars	The College uses webinars both synchronous and asynchronous across a number of its modules

Online activities to support formative assessment	The College uses a range of activities to support formative assessment, including online coaching journals, Multiple Choice Questions based on text and video with follow up feedback.
Block study	For the M.S delivered in partnership with Irish American University the College uses block study weeks during the course of the programme
Assessment submitted, marked and returned to Learners with feedback through electronic or other media	The College uses moodle and Turnitin assessment/plagiarism software to provide formative feedback to Learners.

Table 6.1: Examples of Blended Learning practices

6.1.13 Quality Assurance Best Practice in Teaching and Learning

Setanta College’s policies and procedures for blended learning are informed by QQI policies and white papers and represent a synthesis of existing publication as listed below and by best international practice:

- Quality Assurance Agency for Higher Education in the UK (QAA)
- European Association of Distance Teaching Universities (EADTU)
- The Open University (OU)
- The Open and Distance Learning Quality Council (ODLQC)
- European Association for Quality Assurance in Higher Education (EAQAHE)

6.1.14 Assuring Quality in a Blended Learning Environment

The mission of Setanta College’s Blended Learning (BL) approach is to provide a pedagogically sound content delivery mechanism which serves Learners and faculty needs, while conforming to best international standards.

Assuring Quality of BL in Setanta College can be categorised under the following contexts organisational, programme and Learner experience. Under each of these contexts the Colleges relevant policies and procedures are outlined as well as indicators which the College uses for Quality Assurance.

6.1.15 Setanta College’s Strategic Approach and Indicators for BL provision

An integral component of this strategy is to provide the organisational supports for an BL infrastructure based on best international practice. This strategy is implemented at functional and programme level with accountable roles identified to ensure effective and efficient implementation. The College has appointed a leading specialist in BL instructional design to work with the programme team and the Academic Director to design material and processes of the highest standard.

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All policies and procedures of the College are fit for purpose in the context of BL and all the necessary resources are researched and allocated to ensure the additional costs of BL provision are taken into account.

6.1.16 Human Resources Indicators for BL

The College's Human Resources recruitment processes for the appointment, training, monitoring and professional development of staff are specific to BL provision: These include:

- Induction of all staff into the College BL provision

Once an employee has been inducted and introduced to their new colleagues, they will be provided with a written document outlining the current procedures for editing and video production, supplemented with video tutorials. They will get on-site training on all equipment and the current video production process.

- Continual training of staff in BL provision

To insure brand consistency, the Multi Media Developers will create a series of design templates to be used for both promotional and lecture course material. These templates will be made available to lectures for presenting at their practical workshops. To insure the proper use of these design templates an online live recorded webinar will be carried out. This will be hosted by an MMD to inform the lectures of their correct use. The recorded webinar will be made available to lectures for future reference.

An instructional "How to" manual on how to host a live webinar is also made available to lecturers. This is located in an online shared folder, should they be required to host their own live webinars for Learners.

- The recruitment of specialist staff with academic, technical and professional expertise in Teaching, Learning and Assessment appropriate to BL.

6.1.17 Information Technology Indicators for BL

It is the College's knowledge committee (a sub-committee of the Academic Council) responsibility to ensure the College's hardware, software and platform is of the highest calibre to ensure the delivery of BL. This committee must research best international practice and report to the Academic Council each year. The specialists within the Knowledge Management Team (instructional design specialists, multimedia specialists and educational technologists) also continually monitoring and engage in professional development on emerging technologies and act as IT knowledge advocates for the organisation.

The College uses effective anti-plagiarism processes and software ensuring the authenticity of the Learner's work.

The information Technology of the College is constantly tested for reliability, security, updates and appropriate contingency plans are in place should there be a failure in the BL systems. This is the responsibility of the Knowledge Management Committee.

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The Knowledge Management Committee works closely with academic staff to establish the criteria of the successful delivery of teaching, learning and assessment opportunities, these are updated as required based on best practice.

6.1.18 Review of BL delivery

The performance of BL provision is also reviewed continually through the College Quality Assurance review processes based on the above criteria and any emerging issues are referred to the College Registrar and Senior Management Team.

An observational study on user experience and content navigation will be carried out at chosen workshops and webinars to gather valuable information used to update content layout and Learner engagement. Some on-site surveys may also be handed out at this time for course content feedback. Scorm package is a zip file uploaded to Moodle that contains the lecture content player. This can also be used for analysis on Learner use of the lecture media player. Some metrics that can be taken from this are completed lectures and quiz results.

The Knowledge Management Committee report which is presented to the Academic Council each year, presents emerging technologies and best practices in BL as well as a synthesis of Learner, stakeholder and staff feedback for the College review processes specific to BL. This report will also include analytics on Learner engagement from the online learning platform.

6.1.19 General Indicators for BL in a Programme Context

Setanta College recognises that the processes and tasks involved in assuring quality in designing programmes, in preparing learning materials and in delivering those programmes in an BL environment is radically different from those employed in traditional educational settings.

The College ensures that the Learner experience of Flexible and Distributed Learning environment is at least equal to that of directed learning and the technology and learning materials to support this are of the highest standards through:

- Developing learning materials that is academically sound, engaging and graphically appealing
- Encouraging close collaboration between the Academic Director, programme tutors and the knowledge team
- Continually reviewing learning materials and resources to ensure they are relevant, up to date and fit for purpose
- Developing assessment strategies that include opportunities for Learners to engage in formative activities that will check and reinforce learning in BL

6.1.20 Quality in Instructional Design

The process whereby academic content is transformed into dynamic, interactive web-enabled learning content is called the instructional design process, and this is carried out by the knowledge officer and programme team.

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Research in BL provides the following principles in instructional design:

- Learning is promoted when Learners are engaged in solving real world problems
- Learning is promoted when existing knowledge is activated as a foundation for new knowledge
- Learning is promoted when new knowledge is demonstrated to the Learner
- Learning is promoted when new knowledge is applied by the Learner
- Learning is promoted when new knowledge is integrated into the Learner's world

These principles are applied in the College Instructional Design Process

The College applies the following ADDIE model in instructional design as seen in figure 6.4 below. This acronym stands for the 5 phases contained in the model (Analyze, Design, Develop, Implement, and Evaluate).

It is a dynamic and interactive model and is used by Setanta College to encourage stakeholder input at all stages. Stakeholder involvement is seen as a very important element in the Setanta College Instructional Design Process.

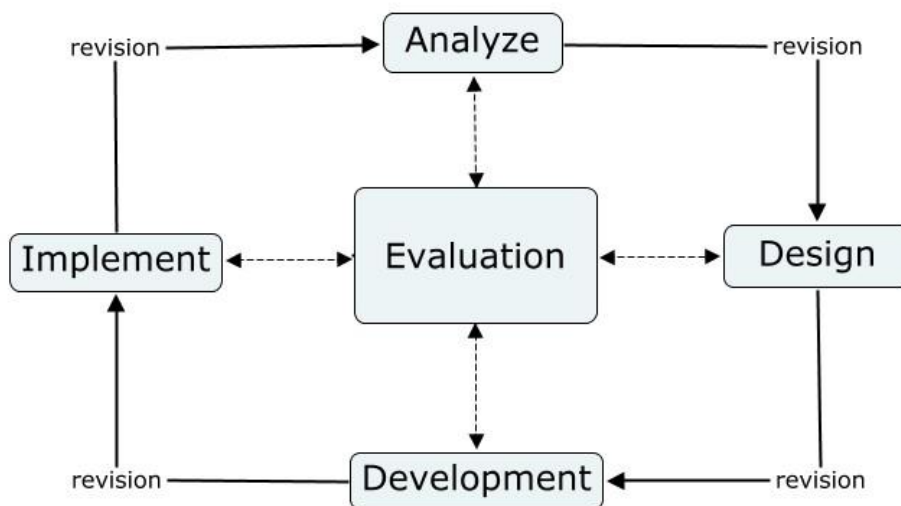


Figure 6.4: ADDIE model in instructional design

Analysis – The first phase of content development begins with Analysis. Analysis refers to the gathering of information about one's audience, the tasks to be completed, and the project's overall goals. The instructional designer then classifies the information to make the content more applicable and successful.

Design – The second phase is the design phase. In this phase, instructional designers begin to create their project. Information gathered from the analysis phase, in conjunction with the theories and models of instructional design, is meant to explain how the learning will be acquired. For example, the design phase begins with writing a learning objective. Tasks are then identified and broken down to be more manageable for the designer.

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The final step determines the kind of activities required for the audience in order to meet the goals identified in the analysis phase.

Develop – The third phase, development, relates to the creation of the activities being implemented. This stage is where the blueprints in the design phase are assembled.

Implement – After the content is developed, it is then implemented. This stage allows the instructional designer to test all materials to identify if they are functional and appropriate for the intended audience.

Evaluate – The final phase, Evaluate, ensures the materials achieved the desired goals. The ADDIE model is an iterative process of instructional design, meaning at each stage, the designer can assess the project's elements and revise them if necessary. This final phase is vital for the instructional design team because it provides data used to alter and enhance the design.

6.1.21 Procedures for Assuring the Quality of Online Content

The Knowledge Management Team (KMT) consists of the Educational Technologist (ET), an Instructional Designer (ID) and a Multimedia Developer (MMD) and is responsible for the creation of all online course materials. The KMT adhere to the guidelines of the Quality Assurance manual but will go into detail with specific online content procedures. The goals of the KMT department are to:

- Maintain the quality of the academic materials
- Develop more engaging study materials to enhance the cognitive capacity of the Learner
- The KMT will continually track and document the processes and procedures that have been put in place to guide course development to ensure efficiency and clarity to all staff involved in the content development process
- Training and information documents, which explain the andragogy basis of course design and how it relates to the course development process
- Setanta College style guidelines, which explain the design and technical specifications that have been created for all Setanta College courseware
- Course-specific templates, which document guidelines for course development
- Processes and procedures are the key to ensuring a robust, quality-focused development process is the establishment of processes that focus on responsibility and accountability
- Each person within the course development team is responsible for a specific, clearly defined set of tasks
- Each process is clearly defined on the course schedule tracker the person responsible and the date on which it was scheduled for development and completion.

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The development process is broken into four phases as shown in figure 6.5 below:



Figure 6.5: Development Process

6.1.22 Module Planning

The Academic Director (AD) is responsible for the overall quality of the programmes. It is also their responsibility to recruit and monitor academic creators to create the material for each module of the programme. The academic creators then work with the KMT to transform that material into a format that will work well in an online environment. The KMT is divided into project-based teams that support each of the academic programmes.

Once the academic creator and the rest of the team is established, the module planning form is completed and made available to all staff in the College's cloud sharing platform. A number of other forms are filled out during the development process to keep account of the person responsible at every stage. See Resources Section 2 for form template. A weekly lecture plan document is also completed by the MMD with the key lecture criteria. The academic creator completes a preparation plan with the learning objectives of the lecture week. Finally the KMT will complete an execution plan during the development process and once the lecture week is complete a review document is also filled out and recorded in the College's cloud sharing platform

6.1.23 Module Development

The content development stage involves a range of activities designed and coordinated to produce a pedagogically strong online session. It comprises a number of phases, both technical and pedagogical:

1. The Academic Creator develops and submits four completed Module lectures per week to the Educational Technologist (ET) outlining a draft overview of anticipated development requirements. A module planning meeting is held to discuss the content of this form and to finalise its contents. The Author must make a list of stock footage to be included for the Multimedia Developers (MMD).
2. The MMD will review the list of stock footage required. This content may be taken from the video/image library or a media shoot will be scheduled and carried out quality depending.
3. The ET will review the lecture content, proof read and format depending on the course requirements. A secured PDF document of the lecture material will also be published. The script will be extracted from the lecture material and combined into a single word document.

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4. The MMDs prepare script, equipment and studio for the video production. The MMD insures the Academic Content Creator is dressed appropriately for video shoot and sound check is carried out. Once setup is complete the video production can begin.

5. The MMD will quality assure the video content along with lecture content. Postproduction can then commence. The Instructional Designer (ID) will create interactive elements which will be incorporated into the final lecture. The video footage will be processed and included in the final lecture. Additional stock footage will also be included here from step 2.

6. The ET and ID review the finished lecture content before being made available to Learners. The finished weekly lecture can then be published.

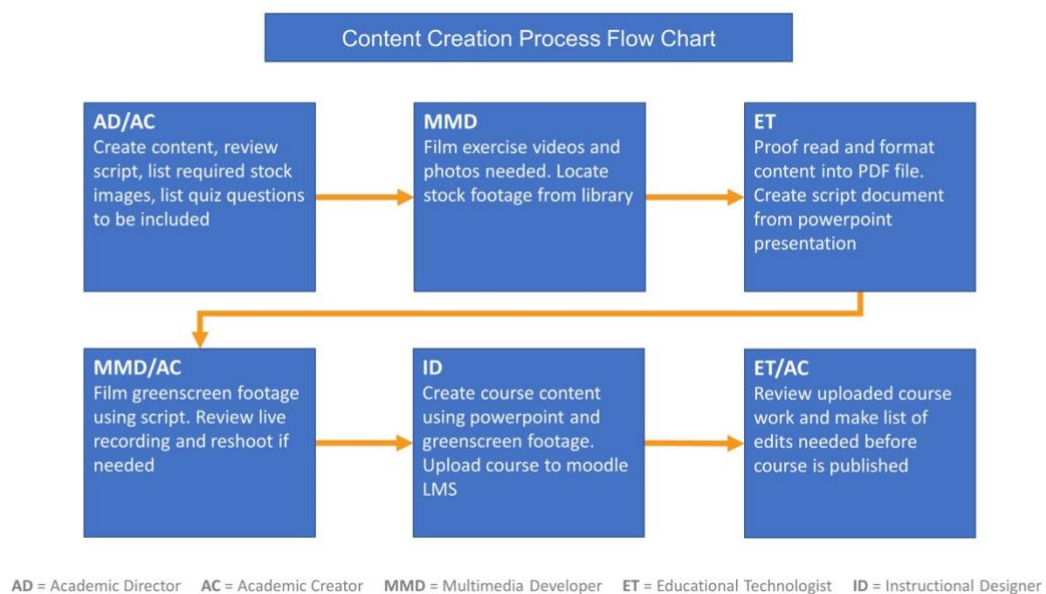


Figure 6.6: Process Flow for Content Creation

6.1.24 Review

The next stage in the process is the review. Every step of the development process has its own review by the KMT along with an overall review that is the official Quality Assurance review stage. The type of review for each process will depend on who has been allocated to that particular stage in the process.

For example an editorial review would take place in step 3 by the KO, whereas in step 5 the ID will review the design and functional aspects of the presentation. When each individual process has been completed and reviewed, both the ET and the ID will carry out a final presentation review in stage 6.

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6.1.25 Release

After the content has been released to Learners and they have worked their way through it, the College Registrar surveys the Learners and collates their feedback. The College Registrar and the KMT review the results of these surveys and any recommendations arising from it are incorporated into the development of future iterations of the courses.

6.1.26 Programme Design indicators

The College has a robust programme development process as outlined above. These programme development policies and procedures include specific consideration of:

- Staff qualification and experience of BL
- A critical review process which appraises the programmes BL provision
- Testing of delivery mechanisms for BL elements
- Learner experiences and satisfaction levels with the College's BL provision

6.1.27 Blended Learning in a Learner environment context

BL meets the needs of all types of Learners, breaking away from the traditional restrictions of a classroom.

For Learners the benefits of BL include:

- It gives Learners flexibility, allowing them to learn at their own pace.
- It allows Learners to access information at convenient times.
- Exciting computer based graphics can replace dull textbooks, and research using the worldwide web can substitute for hours spent in libraries.

Setanta College has developed an BL development and delivery system that fully harnesses the many benefits of web enabled learning for its Learners.

6.1.28 Blended Learning and Associated Technologies in Setanta College

This section briefly describes the technologies used by Setanta College, the processes carried out to assure quality in service and the continuing research and development process into e-learning strategies that ensures that Setanta College remains at the leading edge of online education delivery. This section covers:

I. Moodle Setanta College Higher Education Learning Management System

The College's Learning Management System is the moodle based course management system, which allows Learners to access content, study, complete questionnaires and upload tasks and projects.

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II. **Setanta College's synchronous and asynchronous online tutorial virtual classroom software.**

- Setanta College uses a synchronous virtual classroom which enables real time teaching with full audio (and video) capability for both Learners and teachers
- This allows tutorials, special lectures and even one-to-one tutoring to take place when the Learner and teacher are geographically separated
- The College also uses asynchronous delivery of content where content is recorded and delivered to Learners at their own time of choosing.

III. **Setanta College's library - the online library of journals and videos**

- Setanta College has an online library consisting of over 45,000 articles from leading journals in sports Strength and Conditioning and sport science discipline. This library is complimented by a comprehensive video database. This resource is constantly updated.

6.1.29 Assuring Quality in BL Technologies

It is the responsibility of the knowledge committee of the academic council to monitor and ensure that Setanta College remains a leader in the use of learning technologies. Where appropriate Setanta College has used expertise from industry and educational partners to obtain the best advice on technologies and approaches to virtual learning.

The operation and maintenance of the Setanta College online library and the virtual classroom software is the responsibility of the College IT manager. The College will invest in the most effective and update hosting facilities which:

- Greatly will reduce or eliminate systems downtime and provide Setanta College Learners with confidence in and quick access to the systems
- Protect Setanta College data from malicious attacks
- Establish managed procedures to ensure rapid recovery from server failure or other data loss

6.1.30 European Association of Distance Teaching Universities (EADTU) Indicators

The European Association of Distance Teaching Universities (EADTU) is Europe's leading institutional association in online, open and flexible higher education. In 2012 the EADTU published Quality Assessment for E-learning: a Benchmarking Approach, Second edition.

This manual provides benchmarks, performance indicators and guidance notes under the following six headings Strategic Management, Curriculum Design, Course Design, Course Delivery, Staff Support and Learner Support.

For a full list of benchmarks and indicators please view: www.eadtu.eu/home/publications
Setanta College uses these benchmarks and indicators to inform its approach to developing and to monitoring its approach to Blended Learning.

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6.1.31 Monitoring and Review of BL provision in Setanta College

To ensure the effective use of BL from an organisational programme and Learner context the College monitors and reviews the policies procedures and outcomes of BL provision on a continuous basis. This monitoring and review is benchmarked against the indicators as outlined above.

The following tools are used to monitor and review the indicators for the use in the College of BL.

Tool	Indicator
Learners Induction surveys	College information provision Induction Process
Module Review Surveys	BL in the context of the module Achievement of Module Learning Outcomes Module Delivery Learner Engagement
Programme Board reports	BL in the context of the programme Achievement of the Programme Learning Outcomes Learner Engagement Support Services
Graduate Survey	Overall Learner experiences Recommendations for improvements in College provision of BL
Annual Staff Surveys	BL from the staff perspective Achievement of Module and Programme Learning Outcomes Learner Engagement Support Services CPD requirements
Stakeholder Surveys	Graduate attributes Industry requirements
Annual Knowledge Committee Report	Reviewing of existing BL provision Software and Hardware issues Emerging Trends in BL Competitor provisions
External Examiner Reports	External objective assessment of BL and Learner achievement Achievement of the Programme Learning Outcomes Learner Engagement Support Services
Knowledge Team Observational Study	Learner engagement Technology adoption and use Technical issues

Table 6.2: Monitoring and Review Tools

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6.1.32 Online Element of Blended Learning in other jurisdictions

Where Setanta College offers the online learning element of their programmes to Learners based outside of Ireland, the College ensures that due diligence and risk management arrangements are in place that are robust and fit-for-purpose. The College International Co-Ordinator works with the College's Regional Co-Ordinator and the relevant national agencies to establish that appropriate procedures are in place these include:

Internal approval processes are in place as part of programme design to confirm that any relevant legal or regulatory requirements have been met. For example:

- Requirements for local accreditation or recognition by statutory or regulatory bodies, which may be at programme and/or institutional level
- Permission for foreign providers to operate within the local jurisdiction
- Cultural considerations that may inhibit group interactions, for example between different religious groupings or synchronous delivery of content where gender considerations are required
- Regulations that may prohibit or inhibit the charging of fees
- Other jurisdictional requirements that may influence the blend of learning permitted

An internal process to consider and approve business models and associated risk management to ensure viability and sustainability of quality are in place as part of programme design of international programmes. Matters that are specific or heightened in the online and blended learning context include the following, which are included as part of the programme development and design process:

- Taxation
- Definitions of 'Learner' that may impact funding streams
- The location of servers
- Employment law that may inhibit the ability to employ local tutors or use other support functions
- Recognition of qualifications gained through online learning

Appropriate legal advice will be sought by the Regional Co-ordinator to ensure, for example, that:

- Learners' interests are safeguarded in accordance with the rules of the specific country involved
- The location of servers will meet the needs of stakeholders in each jurisdiction
- Provider's software or learning resources licences will be valid within each jurisdiction or other arrangements are put in place
- There is compliance with local financial regulations or taxation issues
- There is compliance with local employment law
- There is compliance with local law or expectations of consumer protection
- Intellectual property rights or copyright are not compromised

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In addition, before offering blended learning options to Learners outside Ireland, Setanta College will have tested delivery systems to ensure that Learners outside Ireland will have equal access to support and to learning resources and that the platforms routinely used are available in the jurisdiction in question. Please refer to Policy for Transnational Programmes for more specific detail.

6.1.33 Responsibility

The Academic Council is responsible for the implementation of this strategy.

6.1.34 Policy Control Sheet

Policy Area	Teaching and Learning
Policy Title	Teaching and Learning Strategy 2019
Approval Date	3/9/2019
Effective Date	3/9/2019
Review Date	1/9/2020
Relevant Supporting Policies	<ul style="list-style-type: none"> - Core Statutory Quality Assurance Guidelines (2016), QQI - Qualification and Quality Assurance (Education and Training) Act 2012 - Statutory Quality Assurance Guidelines for Providers of Blended Learning Programmes (2018), QQI - Sector Specific Independent/Private Statutory Quality Assurance Guidelines (2016), QQI - Standards and Guidelines for Quality Assurance in the European Higher Education Area (2015), ESG.
Monitoring Procedures	<ul style="list-style-type: none"> - Teaching Staff Appraisals - Annual Staff Survey - Academic Council Annual Report

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SECTION 7: ASSESSMENT OF LEARNERS

7.1 Assessment Overview

7.1.1 Policy and Procedures related to Assessment

Setanta College adheres to the policies, criteria and guidelines regarding assessment as described in the following QQI documents:

- Assessments and Standards (Revised 2013)
- Quality Assuring Assessment Guidelines for Providers (Revised 2013)
- Effective Practice Guidelines for External Examining (Revised 2015)
- Statutory Quality Assurance Guidelines (April 2016)
- Statutory Quality Assurance Guidelines for Providers of Blended Learning Programmes (QQI March 2018)
- Policies and Criteria for the Validation of Programmes of Education and Training – QQI 2017
- HET and Apprenticeship Programme Validation Manual – QQI 2018
- Policy and Criteria for Making Awards – QQI 2017

Further, the College has ensured that it has the capacity to comply with the standard conditions for programme validation as outlined in Qualification and Quality Assurance (Education and Training) Act (2012).

7.1.2 The Assessment Process

The Assessment process at Setanta College is managed through a series of policies and procedures that include:

- Planning the Assessment
- Assessment Regulations
- Assessment Marking and Authentication
- Academic Integrity
- External Examiner
- Examination Board

The relevant policies and procedures applying to the above are documented within the Assessment section.

7.1.3 Roles and Responsibilities

The College units or bodies (Council, Boards, Committees) and their members, charged with roles and responsibilities of overseeing, implementing and evaluating Assessment related policies and procedures, are described in Table 7.1 below.

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Body	Members	Roles and Responsibilities with regards to Assessment
Academic Council	<ul style="list-style-type: none"> • Chair of Academic Council (external) • Academic Director • Head of Learner Services • Programme Leaders • College Registrar • Learner Representative • Educational Technology Manager • Quality Assurance Officer 	<p>Implementation and approval of all quality assurance policies, procedures and amendments</p> <p>Approval of External Examiner(s)</p> <p>Review of External Examiner's Report</p> <p>Review Examination Board minutes</p> <p>Review outcomes of all academic appeals</p> <p>Take appropriate actions with regards to assessment</p> <p>Approve proposed amendments to QA policies and procedures with regards to assessment</p> <p>Review outcome of academic appeals</p>
Academic Affairs Committee	<ul style="list-style-type: none"> • College Registrar • Quality Assurance Officer • Programme Leaders • Programme Administrators • Head of Learner Services 	<p>To process any changes to quality assurance documentation and to submit such changes to the Academic Council for adoption</p> <p>Action issues that arise from quality assurance monitoring processes following annual report to the Academic Council meeting</p> <p>Monitor the effectiveness of all quality assurance procedures through the various boards and committees of the College</p>
Programme Board	<ul style="list-style-type: none"> • Academic Director (Chair) • Programme Leaders • Assistant Programme Leaders • College Registrar • Educational Technology Manager • Head of Learner Services • Learner Representative(s) 	<p>Examinations and assessment planning and standards</p> <p>Approval of Assessment techniques (Methods) and Guidelines</p> <p>Review Learner performance, retention & feedback</p> <p>Assessment monitoring and recommendations for enhancement</p> <p>Assessment trends and statistics review</p> <p>Adopts recommendations from External Examiner annual reports</p>
Examination Board	<ul style="list-style-type: none"> • Internal Examiners (Programme Leaders and Academic Director) • External Examiner(s) • College Registrar (Chair) • Programme Administrators 	<p>Consideration of Assessment Findings</p> <p>Determine Progression Eligibility</p> <p>Authentication of Assessment results</p> <p>Ratify Assessment Results</p> <p>Review Assessment related penalties</p> <p>Classifications of awards</p> <p>Consider External Examiner(s) report(s)</p> <p>Review assessment statistics, trends and benchmarking</p>

	<ul style="list-style-type: none"> Learner Representative from a different programme 	
Internal Examiner meeting (pre Examination Board)	<ul style="list-style-type: none"> Programme Leader Internal Verifier College Registrar 	Internal verification of Learner results
Academic Standards Committee	<ul style="list-style-type: none"> College Registrar (Chair) Programme Leader Academic Director Quality Assurance Officer 	<p>Resolution of complaints relating to assessment that are deemed formal in nature</p> <p>Make recommendations for dealing with such issues</p> <p>Develop policies and procedures to reduce risk of disciplinary issues arising/developing</p>
Appeals and Review Committee	<ul style="list-style-type: none"> Chair to be nominated by the Academic Director Programme Leader from a different programme whence the appeal has originated Quality Assurance Officer to act as secretary with non-voting rights 	<p>Considers appeals relating to Learner review of assessment, grade and award</p> <p>Determines the outcome of such appeals following the investigation process</p> <p>Where an appeal is accepted the Appeals and Review committee is required to determine the appropriate actions to be taken.</p>

Table 7.1: College bodies (Council, Boards, Committees) charged with roles and responsibilities of overseeing, implementing and evaluating Assessment related policies and procedures.

7.1.4 Individual Roles and Responsibilities

Individual roles and responsibilities with reference to Assessment are described as follows.

Learner

The Learner is expected to:

- Actively engage with the assessment activities and act on feedback provided by the Tutor.
- Ensure that they familiarise themselves and fully understand assessment guidelines and assessment briefs.
- Submit legible work for assessment as required.
- Ensure that all assessment deadlines are met or that approval for an extension has been granted in advance of the original assessment deadline.
- Understand what constitutes academic integrity, malpractice and plagiarism.
- Seek advice and guidance if in doubt about the assessment procedure.

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Internal Examiner – Tutor

The Internal Examiner or Tutor is expected to:

- Assist in the preparation of programme assessments
- Consult with the appropriate External Examiner(s) in the drafting of assessments by providing to the External Examiner(s) assessment proposals together with appropriate marking schemes and worked solutions to any numerical questions involving quantitative data
- Take account of all suggestions, criticisms, deletions, additions and amendments proposed by the External Examiner(s)
- Submit assessment instruments, as approved by the External Examiner(s), to the College Registrar in accordance with the dates and regulations set down in the college calendar
- Prior to the meeting of the Board of Examiners, to consult with the External Examiner(s) and to agree the grades/marks proposed to be awarded to each candidate

Internal Verifier

The Internal Verifier is expected to:

- Systematically check that the assessment procedures in the College have been applied consistently across assessment activities
- Verify the accuracy of assessment results
- Check that the College's assessment procedures were adhered to
- Monitor assessment results on a sample basis
- Identify and correct any errors
- Note any irregularities and take corrective action
- Produce an Internal Verification report.

Academic Director

The Academic Director is expected to:

- Ensure that learning materials and methods are consistent to the programme aims and outcomes.
- Lead the knowledge management committee in content development and instructional design.
- Ensure that procedures for assessment and moderation are implemented.
- Receive and audit reports on programme and Learner evaluation.
- Ensure that inputs are made to appropriate committees for programme changes, external reports and research monitors.
- Ensure that approved programme evaluation and review processes are carried out
- Work with the teaching team in devising and reviewing programme schedules.
- Direct the process of assessment planning and preparation for all new programmes
- Ensure industry relevance to all assessment methodologies
- Review in conjunction with the Teaching and Learning Co-Ordinator the mapping of outcomes and standards

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Programme Leader

The Programme Leader is expected to:

- Prepare draft summative assessment tasks in line with the module and programme aims and outcomes
- Review and suggest revision of assessment strategies and methodologies where necessary
- Ensure that all programme related documents are up to date
- Develop assessment briefs and marking schemes in conjunction with module tutors
- Oversee Internal Moderation and Verification

Teaching and Learning Co-Ordinator

The Teaching and Learning Co-Ordinator is expected to

- Review in conjunction with the Academic Director the mapping of outcomes and standards of a given programme of study
- Evaluate the appropriateness and relevance of a programme's assessment methodologies
- Liaise with the Programme Leader and Academic Creators in assessment planning and review

Quality Assurance Officer

The Quality Assurance Officer is expected to:

- Manage and implement Quality Assurance systems and procedures designed to enhance and monitor the effectiveness of all college programmes.
- Work closely with the academic leadership and programme leaders in implementing all Quality Assurance requirements in the college.
- Contribute to programme development specifically in relation to the teaching and learning strategy.
- Evaluate the effectiveness of the Quality Assurance policies and procedures within the College
- Prepare and present reports on: Academic Integrity
- Attend Academic Council meetings

External Examiner

The External Examiner is expected to:

- Complete the College induction process
- Visit the College and meet with appropriate staff and Learners
- To attend appropriate meeting(s) of the Board of Examiners as required
- Participate in the results approval process as per the College's agreed procedures
- Confirm the fair and consistent assessment of Learners consistent with the College's procedures and with QQI policy on quality assuring assessment
- Review internal verification report(s) and authenticate the findings/outcomes
- Agree with the respective Internal Examiner(s) the proposed final marks/grades for consideration by the appropriate Board of Examiners

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- Review the appropriateness Review borderline cases and, if necessary, interview such candidates in person or by means of electronic communication
- Apply a sampling strategy to moderate assessment result (see Resources)
- Identify any issues/irregularities in relation to the Assessment Process
- Recommend results for approval
- Produce an External Authentication Report (see Resources)
- Meet and discuss findings with relevant College staff

The module Tutor will communicate with the External Examiner to ensure compliance of Assessment methodology and procedure prior to forwarding the Assessment for inspection and approval.

College Registrar

The College Registrar shall have overall responsibility for the conduct of assessments in the College and shall, in particular, ensure:

- The proper conduct of assessments, including their scheduling and invigilation
- Maximum security in all matters pertaining to assessments
- That all assessment entrants are notified to the relevant awarding body by the required date(s) if necessary
- That assessment question papers/and appropriate marking schemes/ are prepared by Internal Examiners, sent in good time for approval by External Examiners and made available in good time for examinations
- That appropriate arrangements are made for each candidate who is registered for assessment
- That examination answer scripts and other assessment records are examined by Internal and External Examiners and that results for each candidate are made available for meetings of Boards of Examiners
- That accurate records in regard to continuous assessment are maintained and made available to External Examiners
- That there are proper arrangements for holding meetings of Boards of Examiners
- Timely transmission of the recommendations of meetings of Boards of Examiners to the relevant awarding body if required
- That candidates are provided with relevant information relating to assessment regulations and procedures

7.1.5 Assessment Process summarised

Figure 7.1 summarises the management and administration of the processes involved within the area of Assessment within Setanta College.

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Setanta College Assessment Processes

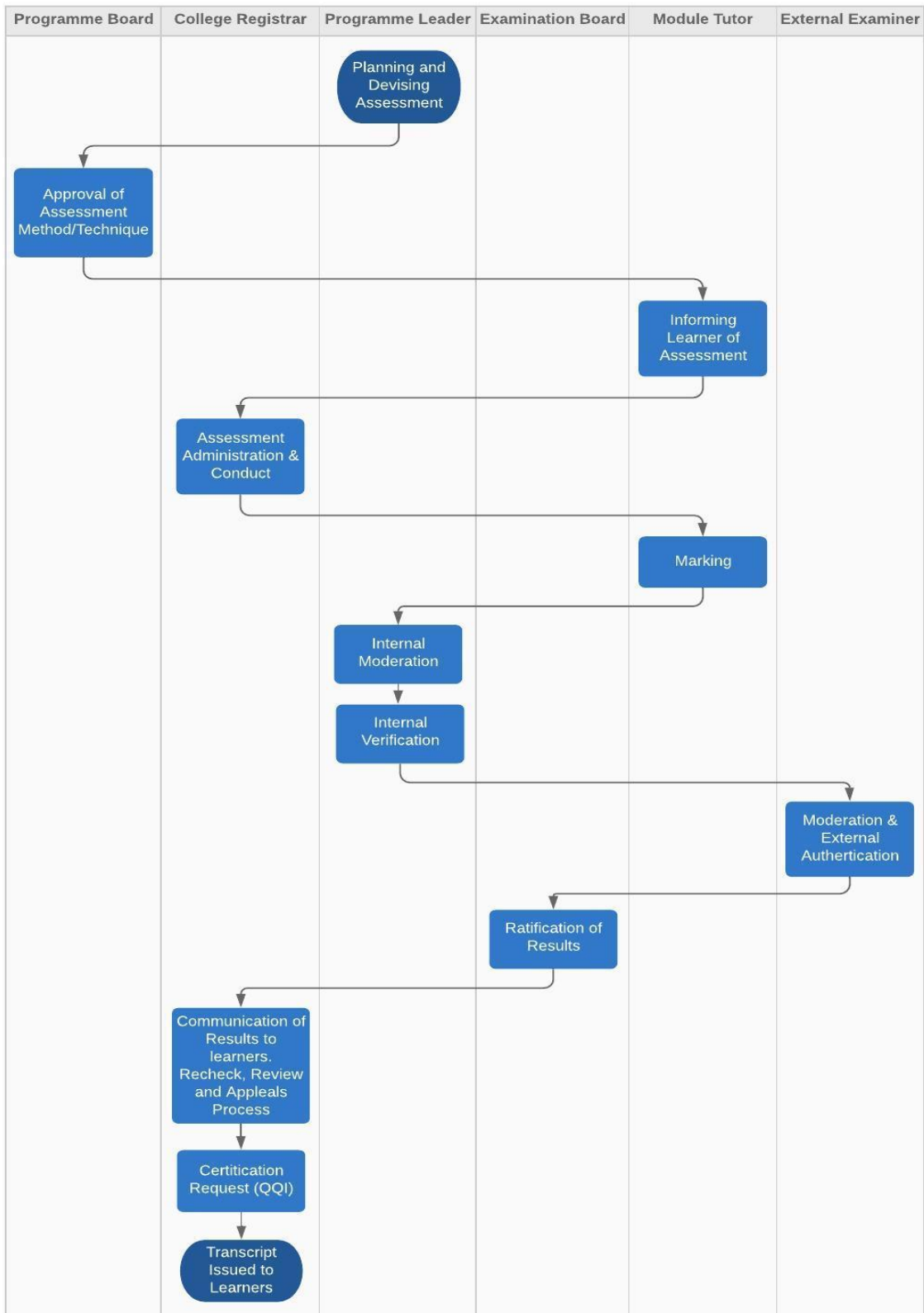


Figure 7.1 Assessment Process

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7.2 Policy and Procedures of Planning the Assessment

7.2.1 Purpose

The purpose of this document is to define the policy and procedures used at Setanta College to ensure a fair and consistent policy and associated procedures in planning Learner assessments and establishing grading criteria.

7.2.2 Scope

This document applies to programmes validated by QQI only at the Higher Education level only.

7.2.3 Definitions⁸

Assessment Framework: An assessment framework is the blueprint that guides the development of the assessment and the content to be assessed. Frameworks define the subject-specific content and thinking skills needed by Learners to deal with the complex issues they encounter in and out of the teaching setting.

Criterion Referenced Assessment (CRA): Assessment that tests a Learner's knowledge or skill against a pre-defined standard of performance, target, desirable performance, benchmark or criterion.

External Examiner: An external examiner is an independent expert who is a member of the broader community of practice within the programme's field of learning and whose accomplishments attest to his/her likelihood of having the authority necessary to fulfil the responsibilities of the role.

Formative Assessment: Formative assessment informs a Learner how to improve their learning and is generally carried out in the early stages of, or during, a programme. Formative assessment provides feedback on a Learner's work, and is not necessarily used for certification purposes. The emphasis in formative assessment is on encouraging more understanding by Learners of their respective strengths, weaknesses and gaps in knowledge. An example is the use of multiple choice questionnaire to provide feedback to the Learner as to how their learning is progressing.

Grading Criteria: Grading criteria describe what a Learner must attain to achieve a particular grade for an award at a particular level.

HE: QQI Higher Education programmes. In the case of Setanta College the level of study is at Level 6 and Level 7 according to the Framework of Qualifications (www.nfq.ie and www.QQI.ie).

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⁸ Definitions have been derived from *Assessment and Standards (Revised 2013)*, Quality Qualifications Ireland.

Internal Examiner/Assessor: The module tutor is the internal assessor.

Learner Assessment: This means inference (e.g. judgement or estimation or evaluation) of a Learner's knowledge, skill or competence by comparison with a standard based on appropriate evidence. Self-assessment is included in this definition.

Mark: This means the same as grade, that is to award marks or to grade an assessment or assignment.

Norm Referenced Assessment: Norm referenced assessments report whether Learners performed better or worse than a hypothetical average Learner, which is determined by comparing results against the performance results of a statistically selected group of Learners, typically of the same age or grade level, who have already taken the assessment.

Marking Scheme: A written specification of how to grade or mark a response to an attempted assessment task. For an essay, this might take the form of a matrix describing different performance thresholds for each of the criteria being used to assess the essay.

Sectoral Conventions: A very small set of regulations and benchmarks which, in the interest of fairness and consistency, are agreed at the sectoral level by QQI and by all associated providers, and where any right to unilateral deviation is waived.

Summative Assessment: Summative assessment refers to those assessments which enable Learners to demonstrate their levels of achievement in reaching learning outcomes.

7.2.4 Policy relating to Planning the Assessment

Setanta College is committed to a teaching and learning approach that fosters active learning and allows Learners to take ownership of their learning. Planning the assessment is informed through a series of procedures relating to principles, frameworks and grading criteria as well as procedures relating to devising assessment methods. Taken together these ensure a fair, transparent and consistent format of assessment planning.

7.2.5 Procedures related to Planning the Assessment

This section describes the principles, frameworks and grading criteria that underpin the assessment procedures at Setanta College. The College adheres to the policies, criteria and guidelines regarding assessment as described in the following QQI documents:

- Assessments and Standards (Revised 2013)
- Quality Assuring Assessment Guidelines for Providers (Revised 2013)
- Effective Practice Guidelines for External Examining (Revised 2015)
- Statutory Quality Assurance Guidelines for Providers of Blended Learning Programmes (QQI March 2018)

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7.2.6 Principles underpinning Assessment

The principles that underpin the policy on quality assuring assessment are as follows:

- i. **Validity:** A valid assessment means that the assessment should measure what it is supposed to measure i.e. only the standards of knowledge, skill or competence required for the award should be assessed.
- ii. **Reliability:** Reliability refers to the accuracy with which an assessment measures the skill or attainment it is designed to measure.
- iii. **Fairness:** A fair assessment in addition to being valid and reliable provides equity of opportunity for Learners. For assessment procedures and practices to be fair and equitable for Learners the influence of these factors is taken into account in the design and implementation of assessment.
- iv. **Quality:** Quality is a key principle in ensuring the credibility and status of the College awards. Quality is assured following relevant QQI guidelines through the publication of national award standards, the providers' own quality assurance, the establishment of an assessment framework, programme validation, the process of self-evaluation and national monitoring.
- v. **Transparency:** Transparent assessment policy and guidelines ensures clarity and understanding by all relevant stakeholders. This includes clear and unambiguous definitions and requirements with regards to fairness, consistency, validity and reliability.
- vi. **Complementarity:** The principle of complementarity acknowledges the separate and distinct roles of the provider and QQI in the context of their explicit responsibilities relating to assessment as outlined in the Qualifications Act.

7.2.7 Assessment Frameworks

Setanta College recognises that there are many different types of learning styles and that Learners also vary in their capacity to engage with specific assessment methods. The College has in place a blended learning focused system for content creation (see Figure 6.4. ADDIE Model in Instructional Design, and Procedures for Assuring the Quality of Online Content: Section 6: Teaching and Learning).

This model informs the Assessment Framework process during the Assessment planning and devising stage. The College therefore uses a variety of assessment methods both within and between modules.

Assessment frameworks for programmes and modules include the following:

- i. Assessment which are criteria based rather than norm referenced, and which may include individual or collaborative achievement or both.
- ii. A combination of assessment techniques or methods where possible to cater for different learning styles
- iii. An assessment framework which ensures that each learning outcome is assessed

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- iv. A clear statement of the purpose of each assessment and the learning outcomes to be assessed
- v. A limit on the number of assessments per year and per module having regard to the need to assign a balanced workload to Learners throughout any academic period.
- vi. An appropriate spread of assessments throughout the learning cycle
- vii. An appropriate equivalency between the scale of different types of assessment
- viii. An appropriate relationship between the number of assessments and the number of credits for the module being assessed
- ix. A clear marking scheme to enable consistent grading of papers by examiners.
- x. Oversight of assessment marks by external examiners and internal processes
- xi. Assessment techniques or methods may take a variety of techniques or methods*: the key criteria for choice among methods should be their appropriateness to the learning outcomes being assessed.
- xii. Assessment tasks should provide a reliable basis for the grading of Learner performance against explicit performance standards and be designed to indicate progress towards the desired learning outcomes
- xiii. Assessors should implement appropriate moderation processes in relation to the setting of assessment tasks through peer review with internal and/or external colleagues
- xiv. Assessment methods should make explicit alternative provision for Learners with special needs.

** Valid and reliable assessment techniques or methods for QQI awards are grouped into the following six broad categories:*

1. Assignment
2. Project
3. Portfolio
4. Skills Demonstration
5. Examination
6. Learner Record

Table 7.2 below outlines the various assessment techniques or methods and how they might be used.

Types of Learning/ Learning outcomes	What is required from Learners?	Assessment Technique/Method
Thinking critically and making judgments	Development of arguments, reflection, judgment, evaluation	Essay Report Journal Article Review
Solving problems/developing plans	Identify problems, define problems, analyse data, review, design experiments, plan, apply information	Problem scenario Group Work
Performing procedures and demonstrating techniques	Take measurements use equipment, follow gym/laboratory procedures,	Skills Demonstration Role Play

	follow protocols, carry out instructions	
Demonstrating knowledge and understanding	Recall, describe, report, identify, recognise, recount, relate, etc.	Written examination Oral examination MCQs Essays Reports, Learner's Record
Managing/developing yourself	Work co-operatively and, independently, be self-directed, manage time, manage tasks	Learning journal Portfolio Self-evaluation Group projects Peer assessment
Communicating	Written, oral, visual and technical skills	Written presentation Oral presentation Discussions /Debates/ role plays Group work

Table 7.2: Learning outcomes, requirements from Learners and assessment methods.

7.2.8 Grading Criteria

The College provides awards at Level 6 and Level 7 and the grading criteria is classified according to Sectoral Convention 1 as outlined in Assessment and Standards, Revised 2013 (QQI). Table 7.3 below describes the grading criteria applied in Setanta College programmes as validated by QQI. The College uses a percentage grading system in accordance with Sectoral Convention 4. Put back in foot notes

Classification of Higher Certificates (Level 6) and Ordinary Bachelor's Degrees (Level 7)	Percentage Mark	Description
Distinction	70%	Indicative descriptor: Achievement includes that required for a Pass and in most respects is significantly and consistently beyond this
Merit Grade 1	60%	Indicative descriptor: Achievement includes that required for a Pass and in many respects is significantly beyond this
Merit Grade 2	50%	Indicative descriptor: Achievement includes that required for a Pass and

		in some respects is significantly beyond this
Pass	40%	Definitive descriptor: Attains all the minimum intended programme learning outcomes
Assessment and Standards, Revised 2013 (QQI)		

Table 7.3 Grading criteria applied in Setanta College

In relation to the grading classification the following guidelines apply.

Outright Fail: According to Sectoral Convention 4 an outright fail is adjudged to occur when a Learner attains a percentage mark <35. In such circumstances no credit is allocated to a Learner in respect of modules which are failed outright.

Pass: A Pass indicates that the Learner has:

- Achieved the learning outcomes as outlined in the award where a minimum acceptable standard has been achieved
- Used the language of the vocational area competently
- Attempted to apply the theory, concepts and practical application appropriately
- Provided sufficient evidence which has relevance and clarity

Merit: A Merit indicates that the Learner has:

- Achieved the learning outcomes as outlined in the award where a good standard has been achieved
- Used the language of the vocational area with a degree of fluency
- Expressed and developed ideas clearly
- Demonstrated initiative, evaluation and analytical skills with an applied application
- Presented coherent and comprehensive evidence

Distinction: A Distinction indicates that the Learner has:

- Achieved the learning outcomes as outlined in the award where an excellent standard has been achieved
- Used the language of the vocational area fluently and confidently
- Demonstrated a depth of understanding in the subject area
- Expressed and developed ideas clearly
- Demonstrated initiative, evaluation and analytical skills with an applied application
- Demonstrated a high level of evaluation and analytical skills
- Demonstrated analytical and reflective thinking
- Expressed and developed ideas clearly, systematically and comprehensively
- Presented coherent, detailed and focused evidence

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7.2.9 Procedures related to Devising Assessments

i. Devising the Assessment Brief

Prior to implementing a blended learning assessment Setanta College will ensure that the Learners:

- Have the necessary technical skills required i.e. computer skills required
 - Have access to appropriate resources such as the technical equipment required e.g. computer, printer
 - Are provided with secure IDs
 - Are familiar with the operating system and assessment software before undertaking any assessment activities.
 - Have access to technical training and support
 - Are aware of procedures for ascertaining reliability of Learner evidence and Learner validity
 - Are aware of procedures for accessing assessment information and for submitting Learner evidence.
- ii. Learners are familiarised with on-line skills during their induction to the programme. Where Learners require specific support for completion of an on-line or e-assessment, the relevant module tutor will assist the Learner.
- iii. The specific procedures in place to devise an assessment include

During the initial stage the programme leader and module tutor prepare an assessment plan under the guidance of the Programme Board. The assessment plan takes into account the level of the programme of study, the outcomes of the module, the technique or method to be used and the instructions to be related to the Learner. The Programme Leader and Module Tutor select a relevant assessment brief and this is made available to the Learner for the particular module. This is in the form of a set of written instructions which describe the assessment criteria and the topic being assessed. The assessment brief includes:

- The assessment instrument: these are specific activities or tasks or questions based on the specified assessment method or technique. This may include a case study, a report, a critical analysis, a Learner record or a work-place test etc. Please reference section 7.2.7 (Table 7.2 above) for assessment techniques or methods that are typically used at Setanta College
- Weighting of the assessment
- Word count guide, if appropriate
- Instruction on what the Learner is required to do
- Supporting evidence required
- Allocation of marks.

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A marking scheme is provided detailing how marks are to be allocated to the assessment criteria (see Resources). All assessment techniques and guidelines are approved by the Programme Board.

7.2.10 Learner Communication

All Learners are informed about assessment policies and procedures through the Learner Handbook. This is made available to all Learners at the start of the programme of study. The handbook is updated as required to reflect on-going updates and modifications to the assessment process.

Specifically, the format and requirements of a particular module assessment are provided through the detailed assessment brief at the start of each module. Queries relating to a given assessment by Learners can be addressed by the module tutor.

7.2.11 Responsibility for this Policy and Procedures

The responsibility for planning the assessment ultimately resides with the Programme Board overseen by the Academic Director. The Academic Director in conjunction with each Programme Leader and the respective Module Tutor within each programme will manage this process. These functions, in turn are overseen by the Academic Council and its relevant subcommittees. Please refer to Assessment Policy Statement Overview, Sections 7.1.3 and 7.1.4 for Board, Committee and Council Roles and Responsibilities and Individual Roles and Responsibilities, respectively.

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7.2.12 Policy Control Sheet

Policy Area	Assessment of Learners
Policy Title	Policy for Planning the Assessment
Approval Date	3/9/2019
Effective Date	3/9/2019
Review Date	1/9/2020
Relevant Supporting Policies	<ul style="list-style-type: none"> - Assessments and Standards (Revised 2013) - Quality Assuring Assessment Guidelines for Providers (Revised 2013) - Effective Practice Guidelines for External Examining (Revised 2015) - Statutory Quality Assurance Guidelines (April 2016) - Statutory Quality Assurance Guidelines for Providers of Blended Learning Programmes (QQI March 2018) - Policies and Criteria for the Validation of Programmes of Education and Training – QQI 2017 - HET and Apprenticeship Programme Validation Manual – QQI 2018 - Policy and Criteria for Making Awards – QQI 2017 - Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), 2015.
Monitoring Procedures	<ul style="list-style-type: none"> - Academic Director report - Teaching & Learning Co-Ordinator report - Tutor feedback and report - Programme Board - Programme Leader Report - External Examiner Report

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7.3 Policy and Procedures Assessment Regulations

7.3.1 Purpose

The purpose of this document is to describe the quality assurance of assessment regulations that are applied during the assessment of Learners at Setanta College.

7.3.2 Scope

This document applies to programmes validated by QQI at the Higher Education level only.

7.3.3 Definitions⁹

Criterion Referenced Assessment (CRA): Assessment that test Learners' knowledge or skill against a pre-defined standard of performance, target, desirable performance, benchmark or criterion.

External Examiner: An external examiner is an independent expert who is a member of the broader community of practice within the programme's field of learning and whose accomplishments attest to his/her likelihood of having the authority necessary to fulfil the responsibilities of the role.

Formative Assessment: Formative assessment informs a Learner how to improve their learning and is generally carried out in the early stages of, or during, a programme. Formative assessment provides feedback on a Learner's work, and is not necessarily used for certification purposes. The emphasis in formative assessment is on encouraging more understanding by Learners of their respective strengths, weaknesses and gaps in knowledge.

An example is the use of multiple-choice questionnaire to provide feedback to the Learner as to how their learning is progressing.

HE: QQI Higher Education programmes. In the case of Setanta College the level of study is at Level 6 and Level 7 according to the Framework of Qualifications (www.nfq.ie and www.QQI.ie).

Internal Assessor/Examiner: The module tutor is generally the internal assessor/examiner.

Learner Assessment: This means inference (e.g. judgement or estimation or evaluation) of a Learner's knowledge, skill or competence by comparison with a standard based on appropriate evidence. Self-assessment is included in this definition.

Mark: This means the same as grade, that is to award marks or to grade an assessment or assignment.

Marking Scheme: A written specification of how to grade or mark a response to an attempted assessment task. For an essay, this might take the form of a matrix describing different performance thresholds for each of the criteria being used to assess the essay.

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⁹ Definitions have been derived from *Assessment and Standards (Revised 2013)*, Quality Qualifications Ireland.

Sectoral Conventions: A very small set of regulations and benchmarks which, in the interest of fairness and consistency, are agreed at the sectoral level by QQI and by all associated providers, and where any right to unilateral deviation is waived.

Summative Assessment: Summative assessment refers to those assessments which enable Learners to demonstrate their levels of achievement in reaching learning outcomes.

7.3.4 Policy Statement

Setanta College is committed to a teaching and learning approach that fosters active learning and allows Learners to take ownership of their learning. The College is committed to ensuring the assessment procedures applied are reliable, valid, accurate and fair. Assessment policies and procedures reflect this approach and adhere to the policies, criteria and guidelines regarding assessment in the following QQI documents:

- Assessments and Standards (Revised 2013)
- Quality Assuring Assessment Guidelines for Providers (Revised 2013)
- Effective Practice Guidelines for External Examining (Revised 2015)
- Policy and Criteria for Marking Awards QQI 2017
- Policies and Criteria for the Validation of Programmes of Education and Training QQI 2017
- Statutory Quality Assurance Guidelines for Providers of Blended Learning Programmes (QQI, March 2018)

7.3.5 Procedures - Assessment Regulations

The purpose of the College Assessment Regulations is to ensure an efficient, effective and equitable examination and assessment system that shall apply to all examinations leading to all QQI awards, to be held at Setanta College.

- i. General Procedures Pertaining to Marks and Standards and Assessment Practices at Setanta College pertaining to QQI awards

The following assessment regulations shall apply to all examinations leading to awards, to be held by the College in the academic year 2019/20 and subsequent academic years, unless and until amended by the College.

- ii. Registration for Assessments

Candidates for assessments qualify to undertake those assessments provided they have complied with all College regulations. Entries by candidates who have not complied with all College requirements or with any requirements of the relevant awarding body will be regarded as provisional. Any recommendations by a Board of Examiners in respect of the result of any such candidate will be regarded as provisional until such time as the candidate has complied with the appropriate requirements. It should be noted that the awarding body may not grant an award to any candidate whose result is regarded as provisional.

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iii. Return of Assessment Marks/Grades by Internal Examiners

The College has a right not to present a Learner's results to an awarding body by virtue of personal, health, discipline or other relevant grounds. If a Learner's results are not so presented, it is a matter for the College whether or not it will present such a Learner's results again, and under what circumstances e.g. as a first attempt or otherwise. In this context, personal difficulties and special circumstances, such as special needs, certified illness or absence due to other legitimate and verifiable reasons, may be taken into consideration for determining assessment results. In this procedure, the College will take cognisance of the fact that the Learner has access to an appeal procedure through which examination results may be rechecked or reassessed.

iv. Blended Learning Assessment Validity

Setanta College operates a robust and consistent system to manage the submission, receipt, marking and return of assessments that are completed remotely (Statutory Quality Assurance Guidelines for Providers of Blended Learning Programmes (QQI March 2018))

The intention being that the College has capacity to:

- Verify the identity of Learners
- Guard against cheating, plagiarism or other kinds of unfair advantage.

v. Assuring Learner Validation of Assessment

In all assessment frameworks it is important to ensure, especially in the context of blended learning, validity of a Learner's work in relation to assessment. Setanta College aims to ensure that it seeks to minimise any fraudulent submissions for those assignments which are not directly observed. The College aims to ensure that where there may be limited control on the identity of the Learner completing the work, that strategies are in place to confirm the identity of the Learner.

The strategies that are in place for minimising fraudulent submissions include:

- a) Ensuring that all Learners are aware of the Academic Integrity Policy of the College
- b) Educating Learners about what constitutes academic integrity. As part of the orientation process Learners will receive a face-to-face workshop on academic integrity
- c) The content of this will set out the expectations of both Learner and Tutors and will clarify the expectations of both Learner and Tutor
- d) A quiz will be provided for all Learners on academic integrity during the course induction or orientation. This is called a Course Readiness Quiz
- e) Assessments will change for each repeat module and a minimum of three versions of the assignment will rotate on a particular module
- f) Each assignment with a value greater than 30% will require a Learner to submit a video summary of the assignment content. This will be used partly as a Learner recognition for the material completed and will also be used to assist in assessing the integrity of the written content submitted

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- g) Turnitin is used to ensure that written assignments do not display evidence of plagiarism. Setanta College has access to this service for all faculty members. Each module administration syllabus states that the College uses this service.

vi. Regulations for Practical Assessment - Skills Demonstrations

Practical examinations are conducted in a face-to-face setting where a set period of time is allocated to the Learner to demonstrate that he/she has a level of practical knowledge, skills or competency. To ensure that the Learner is adequately prepared for a practical skills demonstration assessment they will be provided with a set of instructions outlining:

- a) The location and duration of the assessment (the duration will depend on the nature of the task)
- b) Details of the learning outcomes that will be assessed and/or instructions to carry out the assessment
- c) Materials and/or equipment that the Learner is required to have or that will be provided
- d) Allocation of marks.

Where appropriate video evidence of the Learners' skill demonstration will be attained and will be made available to the External Examiner.

The assessor will maintain an official record of the making sheet for all Learners and this is submitted for review by the External Examiner.

vii. Regulations for Practical Assessment - Preparing an Audiotape

When devising a practical assignment the assessor may be required to prepare material for use by the Learner e.g. an audiotape. When preparing this type of material the assessor will ensure that:

- a) Adequate instructions and information is provided for Learners
- b) An introduction is included with each task with clear instructions regarding the
 - a. requirement of the separate elements/tasks
- c) Individual tasks are clearly identified by number
- d) A slight pause is left between each task and clear unambiguous diction, tone and pace is used.

viii. Regulations for Assessment – compiling and assessing a Learner Record

Where a Learner record is the method or technique of assessment the following procedures will apply. The record may take a number of forms: it can be a structured logbook, a diary, a selective record of events or experiences over a period of time, a learning journal, a lab notebook or a sketchbook.

For example, a lab notebook could record specific tasks or activities carried out within a coaching or testing period and the analytical results and their interpretation described by the Learner. When using a Learner record the assessor should ensure that:

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- a) The Learner has a clear brief or set of instructions on the format of the record and is aware of what details should be included
- b) The brief is based on a range of learning outcomes
- c) The Learner is aware of any requirements on the presentation of the Learner record e.g. format of results presentation
- d) A process for maintaining and updating the record is agreed between the Learner and the module Tutor.

ix. Assignment Feedback

Teaching, learning and assessment are recognised as linked activities and Learners on Setanta College programmes are provided with feedback on all assessments. This is facilitated by a standard feedback form provided with each assessment result other than a written terminal examination. Results and feedback from assessment work are posted on the college notice boards and the online learning portal using Learner identity numbers only as soon as is practicable. When possible, Tutors make themselves available for Learner consultation in relation to feedback on the assignment/assessment either online or in person.

x. Academic Integrity

Academic integrity is the pursuit of scholarly activity in an open, honest and responsible manner. Academic integrity includes a commitment not to engage in or tolerate acts of assignment falsification, misrepresentation, or deception. Such acts of dishonesty violate the fundamental ethical principles of the College community and compromise the worth of work completed by others. Please refer to Section 7.5 Policy and Procedures Academic Integrity for more detail regarding the College policy and procedures regarding Academic Integrity.

xi. Requests for Special Consideration with regards to Continuous Assessment

Where circumstances beyond a Learner's control may have impacted unfairly on an assessment task he/she may submit a claim for special consideration. Circumstances beyond a Learner's control may include accidents or sudden illness or the death of a family member. The following steps apply:

- A Learner who considers that their performance in a continuous assessment task has been affected by circumstances beyond their control may formally request special consideration, indicating the grounds for their request and attaching relevant documentary evidence. The request must normally be made in writing to the relevant module Tutor in advance of the due date or, in extreme cases, no later than five working days after that date.
- The Tutor, in consultation with the Programme Leader, shall decide if special consideration is justified. Requests for special consideration will not normally be approved if they arise from a Learner's poor time management, a Learner's own negligence or carelessness or a Learner's failure to take reasonable steps to avoid circumstances that may affect their ability to complete the assessment by the due date.

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- Where it is decided that special consideration is justified, the Learner will be informed in writing that:
 - An extension of time has been granted for the submission of the assessment task
 - All or part of the assessment task may be resubmitted
 - An alternative assessment task and due date will be set

Learners granted an extension of time or an opportunity to resubmit work under these provisions will have the full range of marks/grades used in the original assessment applied when determining the mark/grade following special consideration.

The Student Services Manager will also be informed of the extension given to the Learner or the consideration granted.

xii. Absence from Examinations

If a candidate is absent from a practical examination a detailed explanation must be submitted to the office of the College Registrar either before or immediately after the practicum, together with a medical certificate if the absence was due to illness.

Details of all such absences shall be reported immediately to the Chairperson of the relevant Examinations Board by the office of the College Registrar.

xiii. Infringement of Assessment Regulations

Any alleged or suspected infringement of any assessment regulation by a Learner may have serious consequences and will be referred to the College Registrar and, if necessary, to the Academic Standards Committee which may result in a penalty or disqualification from an examination or a programme.

xiv. Recheck, Review and Appeal Procedures

Please refer to the College's Policy and Procedures on Recheck, Review and Appeal in the section on Support for Learners in this document.

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7.3.6 Responsibility

The overall responsibility for the administration and management of assessment regulations resides with the College Registrar. These functions are overseen by the Academic Council and its relevant subcommittees. Please refer to Assessment Policy Statement Overview, Sections 7.1.3 and 7.1.4 for Board, Committee and Council Roles and Responsibilities and Individual Roles and Responsibilities, respectively.

7.3 Policy Control Sheet

Policy Area	Assessment of Learners
Policy Title	Policy for Assessment Regulations
Approval Date	3/9/2019
Effective Date	3/9/2019
Review Date	1/9/2020
Relevant Supporting Policies	<ul style="list-style-type: none"> - Qualifications and Quality Assurance (Education and Training) Act 2012. - Core Statutory Quality Assurance Guidelines (2016), QQI. - Sector Specific Independent/Private Statutory Quality Assurance Guidelines (2016), QQI. - Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), 2015. - Quality Assuring Assessment Guidelines for Providers (2013) QQI - Effective Practice Guidelines for External examining (2015 – Revised) QQI - Code of Practice for Provision of Programmes of Education and Training to International Learners (2015 – Revised) QQI - Policies and Criteria for the Validation of Programmes of Education and Training – QQI 2017 - HET and Apprenticeship Programme Validation Manual – QQI 2018 - Policy and Criteria for Making Awards – QQI 2017
Monitoring Procedures	<ul style="list-style-type: none"> - Tutor feedback and Report - Programme Leader feedback and Report - External Examiner feedback and Report - Quality Assurance Officer Report

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7.4 Policy and Procedures Assessment Marking and Authentication

7.4.1 Purpose

As part of the assessment framework, Setanta College is required to put in place an Authentication Process. The purpose of which is to define a fair, consistent and reliable policy and associated procedures for marking assessment elements and for both the internal moderation and verification and external authentication of these methods.

7.4.2 Scope

This document applies to programmes validated by QQI only at the Higher Education level only.

7.4.3 Definitions¹⁰

Criterion Referenced Assessment (CRA): Assessment that test Learners' knowledge or skill against a pre-defined standard of performance, target, desirable performance, benchmark or criterion.

External Authentication: Process by which the College is assured that its internal Assessment Process and procedures are consistent with best national practice and that the assessment results are consistent with national standards across providers. Any deviations in assessment procedures will be identified and rectified.

External Examiner: The external examiner plays a key role in ensuring external authentication of the process and procedures of assessment. An external examiner is an independent expert who is a member of the broader community of practice within the programme's field of learning and whose accomplishments attest to his/her likelihood of having the authority necessary to fulfil the responsibilities of the role.

Formative Assessment: Formative assessment informs a Learner how to improve their learning and is generally carried out in the early stages of, or during, a programme. Formative assessment provides feedback on a Learner's work, and is not necessarily used for certification purposes. The emphasis in formative assessment is on encouraging more understanding by Learners of their respective strengths, weaknesses and gaps in knowledge.

An example is the use of multiple choice questionnaire to provide feedback to the Learner as to how their learning is progressing.

HE: QQI Higher Education programmes. In the case of Setanta College the level of study is at Level 6 and Level 7 according to the Framework of Qualifications (www.nfq.ie and www.QQI.ie).

Internal Assessor/Examiner: All College staff who exercise an approved teaching role shall be deemed to be Internal Examiners. The Internal Examiner is also known as a Tutor

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¹⁰ Definitions have been derived from Assessment and Standards (Revised 2013), Quality Qualifications Ireland.

Internal Verification: Internal verification is the process by which the College's assessment policies and procedures relating to planning, managing and operationalising all aspects of assessment practices are internally verified i.e. monitored by the College.

Learner Assessment: This means inference (e.g. judgement or estimation or evaluation) of a Learner's knowledge, skill or competence by comparison with a standard based on appropriate evidence. Self-assessment is included in this definition.

Mark: This means the same as grade, that is to award marks or to grade an assessment or assignment.

Marking Scheme: A written specification of how to grade or mark a response to an attempted assessment task. For an essay, this might take the form of a matrix describing different performance thresholds for each of the criteria being used to assess the essay.

Moderation: The process of ensuring fair, consistent and reliable assessment outcomes across all Tutors within a particular programme.

Sectoral Conventions: A very small set of regulations and benchmarks which, in the interest of fairness and consistency, are agreed at the sectoral level by QQI and by all associated providers, and where any right to unilateral deviation is waived.

Summative Assessment: Summative assessment refers to those assessments which enable Learners to demonstrate their levels of achievement in reaching learning outcomes.

7.4.4 Policy Statement

Setanta College is committed to a teaching and learning approach that fosters active learning and allows Learners to take ownership of their learning. Assessment policies relating to marking, internal moderation, verification and external authentication of this process reflect this approach. The College adheres to the policies, criteria and guidelines regarding assessment in the following QQI documents:

- Assessments and Standards (Revised 2013)
- Quality Assuring Assessment Guidelines for Providers (Revised 2013)
- Effective Practice Guidelines for External Examining (Revised 2015)
- Statutory Quality Assurance Guidelines for Providers of Blended Learning Programmes (QQI March 2018)
- Policies and Criteria for the Validation of Programmes of Education and Training – QQI 2017
- HET and Apprenticeship Programme Validation Manual – QQI 2018
- Policy and Criteria for Making Awards – QQI 2017

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7.4.5 Procedures for Marking and Authentication

i. Marking

Tutors are required to mark each assessment based on the detailed marking scheme developed for each particular assessment element or method. The use of a standard assessment marking scheme ensures accurate criterion-referenced assessment with reference to relevant learning outcomes. Assessors are required to complete marking sheets which are provided by the Programme Leader and are specific to each programme.

ii. Internal Moderation

Internal moderation ensures consistency of standards and fairness across all Tutors and assessors within a given programme. The process allows the Tutors to discuss, evaluate and reach agreement concerning assessment methodologies in a transparent, valid and consistent manner. To ensure appropriate and effective moderation the following procedures are applied:

- a) Tutors will have a sample of their assessments internally moderated at least once in a 12 month period. The process is managed by the Programme Leader.
- b) Internal moderation is also conducted where an external examiner has noted inconsistencies in the grading of particular Learners or by specific Tutors. In addition, this procedure occurs in all borderline cases within a +/- 5% scale.
- c) Internal moderation is completed by a Tutor who was not involved in marking the original assessment.
- d) The moderator reviews all assessed material which relates to the module in question and completes a new Learner marking sheet. The original Learner marking sheet is not made available to the moderator.
- e) Following the completion of the moderation, both marking sheets are reviewed and both parties should seek to reach agreement on any matters identified and adjust marks accordingly if appropriate.
- f) In the event that agreement does not take place, the matter should be referred to the College Registrar. In such cases the decision to adjust the mark will be made by the External Examiner.
- g) In all cases, an Internal Moderation Report Form is completed and is made available to the external examiner in advance of his or her review of the assessment material.
- h) All forms are stored and retained in accordance with the data retention register.

iii. Internal Verification

Internal verification includes checking whether the assessment marks have been recorded correctly to ensure correct Learner evidence exists and that marks and awards are correctly computed and recorded. The Internal Verifier is normally a module Tutor appointed by the Programme Leader. The procedures of Internal Verification include the following:

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- a) Internal verification is undertaken on a sampling basis (See Resources section: Sampling Policy)
- b) The process is overseen by the Programme Leader and directly managed by the Internal Verifier
- c) The internal verifier will monitor the assessment process including the accuracy of assessment results
- d) Using a sample of Learners the internal verifier will:
 - Check marks are totalled and percentage marks are calculated correctly
 - Check that marks are transferred correctly from Learner evidence to Learner marking sheet or record
 - Check percentage marks are allocated consistently with the specific award status.
 - The outcome of the internal verification process is an Internal Verification Report.

iv. External Authentication

External authentication provides independent authoritative confirmation of fair and consistent assessment of Learners in accordance with national standards. It establishes the credibility of the College's assessment processes and ensures that assessment results have been marked in a valid and reliable way and are compliant with the requirements for the award.

External authentication is undertaken through the assignment of an independent external authenticator by the College otherwise known as the External Examiner. The policy and procedures relating to the External Examiner's appointment and conduct are detailed in Policy and Procedures External Examiner.

Where programme completion takes place more than once in a year, External Examiners shall, normally, deal with additional assessments material by correspondence. The remainder of their duties shall be carried out during the principal visit, or, at prior additional visits, if such are required for substantial reasons and agreed with any awarding body where necessary.

In addition, the policy and procedures pertaining to the Examination Board are provided in Policy and Procedures Examination Board.

7.4.6 Responsibility

The Programme Leader is responsible for the oversight of a programme's marking procedures and for internal moderation and internal verification of same. The External Examiner is responsible for the oversight of a programme's external authentication. The overall responsibility for the administration and management of assessment resides with the College Registrar. These functions are overseen by the Academic Council and its relevant subcommittees. Please refer to Assessment Policy Statement Overview, Sections 7.1.3 and 7.1.4 for Board, Committee and Council Roles and Responsibilities and Individual Roles and Responsibilities, respectively.

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7.4.7 Policy Control sheet

Policy Area	Assessment of Learners
Policy Title	Policy for Assessment Marking and Authentication
Approval Date	3/9/2019
Effective Date	3/9/2019
Review Date	1/9/2020
Relevant Supporting Policies	<ul style="list-style-type: none"> - Assessments and Standards (Revised 2013) - Quality Assuring Assessment Guidelines for Providers (Revised 2013) - Effective Practice Guidelines for External Examining (Revised 2015) - Statutory Quality Assurance Guidelines for Providers of Blended Learning Programmes (QQI March 2018) - Policies and Criteria for the Validation of Programmes of Education and Training – QQI 2017 - HET and Apprenticeship Programme Validation Manual – QQI 2018 - Policy and Criteria for Making Awards – QQI 2017 - Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), 2015.
Monitoring Procedures	<ul style="list-style-type: none"> - Marking Procedures - Internal Moderation - Internal Verification Report - External Authentication Report - Programme Leader Report

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7.5 Policy and Procedures Academic Integrity

7.5.1 Purpose

The purpose of this policy is to establish standards for the ethical conduct of academic work, to establish parameters for the detection and investigation of instances of academic malpractice, and to set penalties for those found to have engaged in academic malpractice.

7.5.2 Scope

This policy applies to all Learners completing all Setanta College programmes. This policy applies to any individual acting in an academic capacity on behalf of Setanta College.

7.5.3 Definitions

i. Academic Integrity

This refers to the process of completing academic work independently, honestly and in an appropriate academic style using good referencing and acknowledging all sources. Achieving good academic practices involves a Learner:

- Independently evaluating theoretical and practical dimensions of a particular discipline
- Engaging with and using high-quality research from their discipline
- Demonstrating an understanding of the thinking, writing, and practices of the leaders in the discipline (past and present)
- Originating new ideas.

ii. Academic Malpractice

This refers to any action or practice that undermines the fairness of an assessment.

The action may be deliberate or accidental. The following actions are considered to constitute academic malpractice however, these actions and practices are not exhaustive:

- Plagiarism: attempting to pass off others' effort, intellectual property, or any other work as their own by copying without consent or failing to use academic referencing conventions (deliberately or otherwise)
- Self-plagiarism: attempting to submit their own work as genuine effort for more than one assessment task
- Unauthorised collusion: aiding, attempting to aid, obtaining aid from or attempting to obtain aid from another Learner or any other person to contribute to an assessment task (except where required for group assessment tasks) or any form of contract cheating
- Fabrication of data: making up results and recording or reporting them
- Falsification of data: manipulating research, materials, equipment, or processes or changing or omitting data or results such that the work is not accurately represented in the research record
- Evading or attempting to evade assessment regulations.

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7.5.4 Policy Statement

The College is committed to building a culture which values and supports good and honest academic conduct. This commitment implies that the College will not tolerate acts of assignment falsification, misrepresentation, or deception. The policy applies where an individual is engaging in academic work and bears responsibility for upholding academic and ethical standards.

7.5.5 Procedures for Minimising Academic Malpractice

The procedures that are in place for minimising Academic Malpractice include:

- Ensuring that all Learners are aware of the Academic Integrity Policy of the College
- Educating Learners about what constitutes academic integrity. As part of the orientation process Learners will receive a face-to-face workshop on academic integrity.
- The content of this will set out the expectations of both Learner and Tutors and will clarify the expectations of both Learner and Tutor.
- A quiz will be provided for all Learners on academic integrity during the course induction or orientation. This is called a Course Readiness Quiz.
- Assessments will change for each repeat module and a minimum of three versions of the assignment will rotate on a particular module.
- Each assignment with a value greater than 30% will require a Learner to submit a video summary of the assignment content. This will be used partly as a Learner recognition for the material completed and will also be used to assist in assessing the integrity of the written content submitted.
- Where assessments are being carried out at practical classes, these assessments will be recorded and reviewed by programme leaders/topic specialists to ensure consistency of marking.
- Turnitin.com is used to ensure that writing assignments do not display evidence of plagiarism. Setanta College has access to this service for all faculty members. Each module administration syllabus states that the College uses this service.

7.5.6 Procedure for Investigating Academic Malpractice

Where a Tutor suspects Assessment Malpractice, the Programme Leader should be informed immediately, and the following steps completed:

- i. All material related to the alleged malpractice should be made available to the Programme Leader. A report should be prepared by the Programme Leader taking into consideration the extent of the evidence of the alleged malpractice
- ii. If the outcome of this investigation is that there is no case to answer, then the case is closed, and no formal records are maintained
- iii. If the Programme Leader is of the opinion that there is a case to answer, then a meeting of the Academic Standards Committee is arranged. The purpose of this meeting is to determine whether the allegation is upheld and if so, what the appropriate penalty is to be. If the outcome of this meeting is that the allegation is not upheld, then the case is closed, and no formal records are maintained

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- iv. The Learner is invited to attend this meeting in person or if they so choose with a companion or may be examined orally on the assessment content
- v. A record of the meeting is maintained and reported to the Examination Board and Academic Council only where the case has been upheld by the Academic Standards Committee
- vi. The Learner is notified in writing of the outcome including the penalty, if applicable, within 5 working days of the Academic Standards Committee meeting
- vii. The Learner has the right to appeal the Academic Standards Committee decision and should do so within five working days of receiving the Academic Standards Committee outcome notice

7.5.7 Membership of the Academic Standards Committee

The following will be selected as members of the Academic Standards Committee

- Academic Director (Chair)
- Programme Leader – not related to the Learner programme of study
- Teaching and Learning Co-Ordinator
- Quality Assurance Officer
- The Learner concerned may choose to address the Committee on the circumstances of the review. In the event of the Learner seeking this opportunity a person of his/her choice may accompany the Learner.

7.5.8 Guidelines for Establishing Penalties for Assessment Malpractice

A judgement is made on the required penalty for a plagiarism offence based on the following criteria:

- a) History of the Learner and whether the particular case is a first, second etc. time offence
- b) Amount of plagiarism involved (the percentage of the document plagiarised)
- c) Level of Award and Credit weighting
- d) Value of the Assessment/Assignment

7.5.9 Right of Appeal

The Learner has a right to appeal the decision of the Academic Standards Committee and this must be made within 5 working days of receiving outcome correspondence from the College. The policy and procedures for recheck, review, appeals are then implemented. The decision of the Appeals and Review Committee is final in this matter. The Learner is then notified of the decision within 10 working days of the appeal being lodged.

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- i. Membership of Appeals and Review Committee

The following will be selected as members of the Appeals and Review Committee:

- The College Registrar (Chair)
 - Chair of the Academic Council
 - Programme Leader from a different programme whence the appeal has originated
 - External Academic with experience of appeals
- ii. Procedures of the Appeals and Review Committee
- a) The Appeals and Review Committee:
- i. Shall consider the report of the relevant board, Academic Standards Committee and the Programme Leader.
 - ii. Shall invite the Learner to address it on the circumstances of the appeal. In the event of the Learner accepting this opportunity a person of his/her choice may accompany the Learner.
 - iii. Will seek (through the Chair) such information or advice as it considers necessary and in such manner as it considers appropriate.
 - iv. Shall, having considered the circumstances, decide the outcome of the appeal.
- b) The College Registrar may seek the advice of such external professionals as he or she considers necessary to ensure a proper and fair procedure.
- c) All decisions of the Appeals and Review Committee shall be by majority vote. In the event of a tie, the Chairperson shall have a casting vote.
- d) The appellant shall be informed in writing, by registered post or electronically, of the outcome by the College Registrar. All decisions of the appeal board are final subject to any legal rights of the Learner. The College Registrar shall notify the Learner's Tutors, Programme Leader and Academic Director of the outcome of the appeal.

7.5.10 Responsibility

The College Registrar is responsible for the oversight of the implementation of this policy on behalf of the Academic Council. Further, all academic staff and Learners are responsible for upholding the principles of this policy. Academic staff are responsible for reporting suspected malpractice to the College Registrar. Please refer to Assessment Policy Statement Overview, Sections 7.1.3 and 7.1.4 for Board, Committee and Council Roles and Responsibilities and Individual Roles and Responsibilities, respectively.

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7.5.11 Policy Control Sheet

Policy Area	Assessment of Learners
Policy Title	Policy for Academic Integrity
Approval Date	3/9/2019
Effective Date	3/9/2019
Review Date	1/9/2020
Relevant Supporting Policies	<ul style="list-style-type: none"> - Assessments and Standards (Revised 2013) - Quality Assuring Assessment Guidelines for Providers (Revised 2013) - Effective Practice Guidelines for External Examining (Revised 2015) - Statutory Quality Assurance Guidelines for Providers of Blended Learning Programmes (QQI March 2018) - Policies and Criteria for the Validation of Programmes of Education and Training – QQI 2017 - HET and Apprenticeship Programme Validation Manual – QQI 2018 - Policy and Criteria for Making Awards – QQI 2017 - Qualifications and Quality Assurance Education and Training) Act 2012. - Core Statutory Quality Assurance Guidelines (2016), QQI
Monitoring Procedures	<ul style="list-style-type: none"> - Tutor feedback and Report - Programme Leader feedback and Report - External Examiner feedback and Report - Academic Standards Committee - Disciplinary Committee - Appeals and Review Committee - Quality Assurance Officer Report

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7.6 Policy and Procedures for External Examination

7.6.1 Purpose

Setanta College is committed to a teaching and learning approach that fosters active learning and allows Learners to take ownership of their learning. Assessment policies reflect this approach and assessment and procedures are carried out in a fair, transparent and consistent manner. The role of the External Examiner in this process is a key quality assurance mechanism within the College.

7.6.2 Scope

This document applies to programmes validated by QQI only at the Higher Education level only.

7.6.3 Definitions¹¹

Criterion Referenced Assessment (CRA): Assessment that test Learners' knowledge or skill against a pre-defined standard of performance, target, desirable performance, benchmark or criterion.

External Examiner: An external examiner is an independent expert who is a member of the broader community of practice within the programme's field of learning and whose accomplishments attest to his/her likelihood of having the authority necessary to fulfil the responsibilities of the role.

HE: QQI Higher Education programmes. In the case of Setanta College the level of study is at Level 6 and Level 7 according to the Framework of Qualifications (www.nfq.ie and www.QQI.ie).

Internal Assessor/Examiner: This is the module Tutor.

Internal Verification: The process of internal verification ensures that all assessment results are recorded accurately for all Learners of the award. This is completed through identifying and correcting any errors.

Learner Assessment: This means inference (e.g. judgement or estimation or evaluation) of a Learner's knowledge, skill or competence by comparison with a standard based on appropriate evidence. Self-assessment is included in this definition.

Mark: This means the same as grade, that is to award marks or to grade an assessment or assignment.

Marking Scheme: A written specification of how to grade or mark a response to an attempted assessment task. For an essay, this might take the form of a matrix describing different performance thresholds for each of the criteria being used to assess the essay.

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¹¹ Definitions have been derived from *Assessment and Standards (Revised 2013)*, Quality Qualifications Ireland.

Sectoral Conventions: A very small set of regulations and benchmarks which, in the interest of fairness and consistency, are agreed at the sectoral level by QQI and by all associated providers, and where any right to unilateral deviation is waived.

7.6.4 Policy Statement

The purpose of the external examination is to ensure the quality of the overall programme and Learner performance within the programme of study at the College. The role of the External Examiner(s) is central in this process.

i. Expertise of External Examiners

External Examiners are appointed by the College to ensure adequacy of standards at assessments moderated by the College. An External Examiner is an independent expert who is a member of the broader community of practice within the programme's field of learning and practice and whose accomplishments attest to his or her likelihood of having the authority necessary to fulfil the responsibilities of the role.

ii. Functions of External Examiner

The External Examiner also has a key role in ensuring that the programme assessment procedures are valid, reliable, fair and consistent. The College welcomes feedback and recommendations from the External Examiner. All recommendations and actions set out in the Examination Board minutes and External Examiner reports are implemented by relevant Setanta College personnel and overseen by the College Registrar. When actions are required, a follow-up report is sent to all Examination Board members noting actions required and the status of the actions. Detailed roles and responsibilities of the External Examiner are described in Section 7.6.7 (i) below.

7.6.5 Procedures for the Appointment of External Examiner

These procedures in place at Setanta College are intended to ensure compliance with Effective Practice Guidelines for External Examination (QQI, 2015) and Assessment and Standards (Revised 2013) QQI.

i. Procedural Steps

The following steps are undertaken in the proposal and appointment of an External Examiner. They are described in a step-like format.

Step 1: Any member of the Programme Board or the Academic Council may nominate an individual to the position of External Examiner.

Step 2: Nominations are brought to the attention of the College Registrar who then makes a proposal to the Programme Board who then approves to the appointment in principle.

Step 3: To ensure appropriateness with the appointment of External Examiner, the College Registrar may propose the candidate to QQI at this stage. If agreed by QQI then **Step 4** onwards applies. If not approved by QQI then the process recommences at **Step 2** above.

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Step 4: The Academic Council must be satisfied that the proposed External Examiner:

- Possesses academic and professional qualifications appropriate to the programme to be examined and the External Examiner should have at least a post-graduate level of qualification within the discipline or a similar cognate field.
- Has appropriate academic and professional standing and has sufficient academic experience to adjudicate on comparability of standards.
- If the nominated External Examiner is retired then there should be evidence of continuing involvement in the academic and professional area in question.
- There must be no conflicts of interest, whether personal, professional or commercial, that would undermine or be seen to undermine the independence of the proposed External Examiner and their role as an External Examiner.

Step 5: Once the above conditions are satisfied, the Academic Council approves the nomination.

Step 6: Once a verbal agreement and commitment has been made by the nominee, details are confirmed in a formal letter of appointment by the College Registrar and a formal induction is provided prior to commencing the role.

Step 7: External Examiners are required to complete an External Examiner Appointment Form and a Declaration of 'No Conflict of Interest'. External Examiners are normally appointed for a period of 3 years after which time a replacement is proposed and appointed. External Examiners may be nominated to serve for an additional year subject to approval from both the Academic Council and QQI.

Step 8: The College Registrar notifies QQI of the appointment and relevant information is provided as required.

ii. Induction and Support for External Examiner

Newly appointed external examiners are expected to complete the College induction process which provides a formal induction pack to the external examiner. Further, the external examiner is recommended to visit to the College before commencing their role. The Induction pack includes the following:

- Programme Aims and Outcomes
- Programme Learning Outcomes
- Programme Assessment Strategies
- Quality Assurance procedures
- Contact details of relevant internal staff, together with details of their key functions
- External examiner report template
- Copies of recent external examiner reports
- Appropriate QQI policy documents

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In accordance with [QQI guidelines \(Effective Practice Guidelines for External Examining Revised February 2015\)](#) and following induction, the external examiner should:

- Know the College's policy on external examining, including the reporting requirements
- Understand the mission of the College and its context (e.g. the Irish higher education system)
- Be able to articulate the relevant professional infrastructure (regulation, associations etc.) in Ireland and beyond, the educational requirements for entry into related professions, and how the programme prepares Learners for entry into the relevant profession
- Be able to distinguish how the minimum intended programme learning outcomes and actual learning outcomes attained by graduates compare and contrast with similar programmes with which they are already familiar and with programmes in the same discipline for which suitable benchmarking data has been gathered by the College
- Know the overall structure of the programme
- Be able to evaluate and critique the programme assessment strategy
- Understand how the minimum intended programme learning outcomes relate to the award standard, and how the award standard relates to the National Framework of Qualifications
- Understand the programme assessment strategy and procedures, the grading system and how awards are classified
- Understand the principles of learning-outcome-based criterion-referenced assessment

The External examiner is supported in his or her role by the College Registrar.

iii. Replacement of an External Examiner

The procedures for the appointment of an External Examiner are outlined above and will apply should an External Examiner need to be replaced prior to their three year appointment.

7.6.6 Additional External Examiners and Subject External Examiners

The College may also appoint additional External Examiners and Subject External Examiners to support Programme External Examiners. The appointment procedure replicates that of the procedural steps undertaken when proposing and appointing the External Examiner as described above. Where Programme External Examiners require assistance in any specific subject areas they should consult with the appropriate Additional External Examiner. Visits to the College, where necessary, are arranged through the College Registrar who maintains primary formal communication with External Examiners.

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i. Subject External Examiner

In some programmes, External Examiners are appointed as Subject External Examiners. While Subject External Examiners must ensure appropriate levels of academic performance in the individual subject for which they have been appointed as an examiner, it is the duty of the Examination Board to ensure that each candidate's overall performance in the programme as a whole is properly assessed, without undue emphasis being placed on performance in any individual subject.

ii. Specific Duties of External Examiner

The following section details specific duties that the External Examiner will undertake in carrying out his/her role.

iii. Reviewing Draft Assessments

It shall be the duty of the External Examiner to examine the drafts of assessment methodologies or instruments, marking schemes, worked solutions etc., before the assessments are put into effect. External Examiners shall have the right to make such suggestions, criticisms, deletions, additions and amendments as they deem appropriate.

iv. Practical based Examinations

Where practical-based examinations constitute a substantial part of the assessment procedure and are conducted in the absence of an External Examiner(s), the proceedings of any such examination or assessment conducted entirely by Internal Examiners should be recorded and an appropriate sample of the recordings sent to the External Examiner(s), or, if the External Examiner(s) so require, retained for scrutiny by the External Examiner(s). Alternatively, where special circumstances so require, the Internal and External Examiner(s) together may examine a representative sample of the candidates concerned. This procedure will comply with the college's data protection policies.

v. Communications between Internal and External Examiners

External Examiners are required to acknowledge receipt of assessment material received from the College. All communications between Internal and External Examiners shall be by registered mail, or other secure electronic means of delivery. Use of telephones should be restricted to logistics and operational matters; mobile phones should not be used for any purpose in relation to examination material.

vi. Examination Sample

The college requires that all duly appointed External Examiners are provided with a representative sample of assessment material presented by candidates (approximately 5% where feasible), including borderline cases. The sample, which should be drawn on a basis agreed between the Internal and External Examiner(s), will include sufficient material to enable the External Examiner(s) to form judgement as to the appropriateness of the marking at all levels of classification.

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vii. Visitation of External Examiner

Normally all programme External Examiners and Subject External Examiners will be required to visit the College once in each academic year. This visit will normally, take place at the time of determination of final results of a cohort of Learners. The duration of this visit will be established by the College Registrar.

Should the college deem it necessary for an External Examiner to visit more than once per year, this will be agreed in advance. Where any proposed additional visits to the college are sought by External Examiners these will be approved by the College Registrar.

7.6.7 Responsibility

The responsibility for the administration and management of assessment resides with the College Registrar. The policies and procedures in relation to the appointment, conduct and functioning of the External Examiner are managed by the College Registrar and overseen by the Academic Council and its relevant subcommittees. Please refer to Assessment Policy Statement Overview, Sections 7.1.3 and 7.1.4 for Board, Committee and Council Roles and Responsibilities and Individual Roles and Responsibilities, respectively. The specific role and responsibilities with reference to the external examiner(s) are presented below.

i. External Examiner

The specific role of the external examiner is to provide independent confirmation of fair and consistent assessment of Learners in line with QQI requirements and to ensure consistency of assessment results with national standards.

The External Examiner is expected to:

- Complete the College induction process
- Visit the College and meet with appropriate staff and Learners
- To attend appropriate meeting(s) of the Board of Examiners as required
- Participate in the results approval process as per the College's agreed procedures
- Confirm the fair and consistent assessment of Learners consistent with the College's procedures and with QQI policy on quality assuring assessment ^{1,2}
- Review internal verification report(s) and authenticate the findings/outcomes
- Agree with the respective Internal Examiner(s) the proposed final marks/grades for consideration by the appropriate Board of Examiners
- Review the appropriateness Review borderline cases and, if necessary, interview such candidates in person or by means of electronic communication
- Apply a sampling strategy to moderate assessment results (see Resources – Sampling Policy)
- Identify any issues/irregularities in relation to the Assessment Process
- Recommend results for approval
- Produce an external authentication report (see Resources - External Examiner's Report template)
- Meet and discuss findings with relevant College staff.

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7.6.8 Policy Control Sheet

Policy Area	Assessment
Policy Title	Policy for External Examiner
Approval Date	3/9/2019
Effective Date	3/9/2019
Review Date	1/9/2020
Relevant Supporting Policies	<ul style="list-style-type: none"> - Assessments and Standards (Revised 2013) - Quality Assuring Assessment Guidelines for Providers (Revised 2013) - Effective Practice Guidelines for External Examining (Revised 2015) - Statutory Quality Assurance Guidelines for Providers of Blended Learning Programmes (QQI March 2018) - Policies and Criteria for the Validation of Programmes of Education and Training – QQI 2017 - HET and Apprenticeship Programme Validation Manual – QQI 2018 - Policy and Criteria for Making Awards – QQI 2017 - Qualifications and Quality Assurance Education and Training) Act 2012. - Core Statutory Quality Assurance Guidelines (2016), QQI.
Monitoring Procedures	<ul style="list-style-type: none"> - External Authentication Report - Tutor feedback and Report - Programme Leader feedback and Report - Academic Director Report to Academic Council

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7.7 Policy and Procedures Examination Board

7.7.1 Purpose

The purpose of this document is to define a fair and consistent policy and associated procedures for the assessment of Learners registered on QQI validated programmes with specific reference to the Examination Board.

7.7.2 Scope

This document applies to programmes validated by QQI only at the Higher Education level only.

7.7.3 Definitions¹²

External Examiner: An external examiner is an independent expert who is a member of the broader community of practice within the programme's field of learning and whose accomplishments attest to his/her likelihood of having the authority necessary to fulfil the responsibilities of the role.

HE: QQI Higher Education programmes. In the case of Setanta College the level of study is at Level 6 and Level 7 according to the Framework of Qualifications (www.nfq.ie and www.QQI.ie).

Internal Assessor/Examiner: The module Tutor is the internal assessor/examiner.

Internal Verifier: The internal verifier within the College is usually a member of the College Administration staff.

Learner Assessment: This means inference (e.g. judgement or estimation or evaluation) of a Learner's knowledge, skill or competence by comparison with a standard based on appropriate evidence. Self-assessment is included in this definition.

Mark: This means the same as grade, that is to award marks or to grade an assessment or assignment.

Marking Scheme: A written specification of how to grade or mark a response to an attempted assessment task. For an essay, this might take the form of a matrix describing different performance thresholds for each of the criteria being used to assess the essay.

Summative Assessment: Summative assessment refers to those assessments which enable Learners to demonstrate their levels of achievement in reaching learning outcomes.

7.7.4 Policy Statement

Setanta College is committed to a teaching and learning approach that fosters active learning and allows Learners to take ownership of their learning. Assessment policies at the College reflect this approach such that all elements of assessment are carried out in a fair, transparent and consistent manner. Central to this is the role of the Examination Board.

¹² Definitions have been derived or informed from *Assessment and Standards (Revised 2013), Quality Qualifications Ireland*.

The College adheres to the policies, criteria and guidelines regarding the membership, functioning and conduct of the Examination Board in the following QQI documents:

- Assessments and Standards (Revised 2013), QQI
- Quality Assuring Assessment Guidelines for Providers (Revised 2013), QQI
- Core Statutory Quality Assurance Guidelines (2016), QQI
- Effective Practice Guidelines for External Examining (Revised 2015), QQI
- Policy and Criteria for Making Awards QQI 2017

7.7.5 Examination Board

i. Responsibilities of the Examination Board

The responsibilities of the Examination Board are to:

- Consider Assessment Findings
- Determine Progression Eligibility
- Authenticate Assessment results
- Ratify Assessment Results
- Review Assessment related penalties
- Classify of awards
- Consider External Examiner(s) report(s)
- Review assessment statistics, trends and benchmarking

ii. Examination Board Procedures

The following procedures are in place relating to the Examination Board and they include:

- Membership of the Examination Board
- Confidentiality
- Authority
- Preparation for Examination Board meeting
- Internal Examiner meeting
- Quorum for Examination Board meeting
- Exceptional Circumstances in External Examiner Attendance
- Examination Board meeting conduct
- Guidelines for Grading
- Broadsheet of Results
- Provisional List of Results
- Recommendation of Results to Awarding Body
- Deferral of Examination Results
- Notification of Results to QQI
- Learner Results
- Discussing Scripts and Results with Learners
- Recheck, Review and Appeal Requests
- External Examiner's Report
- Recording and Archiving
- Certification Request from QQI

- a) Membership of the Examination Board
- Only Internal Examiners (Programme Leaders and Academic Director), who have participated in the examinations for a given award (or examination stage leading to an award), together with the College Registrar, such External Examiners and any appropriate Programme Administrators as decided by the College Registrar shall participate in the meeting of the Examination Board at which recommendations in relation to that award or examination stage are decided. A Learner Representative is invited to attend the meeting and this may occur remotely.
- b) Confidentiality
- All matters pertaining to the Examination Board are strictly confidential to the Board. Under no circumstances should any person attending a meeting of a Board of Examiners disclose to any other person a decision of the Board or any document, information or opinion considered, conveyed or expressed at the meeting. However, the Chairperson of the Board of Examiners may cause to be issued the provisional list of results, and may, as necessary, and as decided by the Board, communicate appropriately with an awarding body with regard to any matter requiring such communication arising out of the proceedings.
- c) Authority
- The Academic Council devolves responsibility to the Examination Board for the ratification of results and recommendations of awards to QQI.
- d) Preparing for Examination Board Meeting
- The dates of the Examination Board meetings are agreed as part of the annual certification schedule. Dates are agreed between the College and the respective awarding bodies and shall be published on the college's website and Learner portal. All relevant documentation and reports are made available to the Examination Board through the College internal network and this is used in preparation for each meeting. The following documents are made available by the College Registrar:
 - i. Broadsheet of Results (draft)
 - ii. Further relevant information to be considered by the Examination Board such as:
 - iii. Extenuating circumstances reports
 - iv. RPL statistics
 - v. Completion rates
- e) Internal Examiner Meeting
- Prior to the Examination Board meeting an Internal Examiner meeting is conducted. The purpose of this meeting is to consider Learners' moderated (and verified) results.

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f) Quorum for Examination Board

- The quorum established for the Examination Board is a minimum of three including the College Registrar, External Examiner and Programme Leader. The chair will ensure that minutes of the meeting are recorded.

g) Exceptional Circumstances in External Examiner Attendance

- There may be rare and exceptional circumstances in which an External Examiner is unable to attend the meeting of the Board of Examiners. In such circumstances it is expected that the external examiner has already visited the College premises, examined the assessment findings, agrees with the recommendations recorded on the draft broadsheet of results, and has provided a written report to be read out at the examination board meeting. The External Examiner may then be represented at the meeting (of the Board of Examiners) by a suitable person. He/she will be independent of the College and will report on the meeting directly to the external examiner. Where an External Examiner is incapacitated during his/her term of office, or is unable to attend the meeting of the Board of Examiners owing to unforeseen circumstances, a replacement external examiner will be appointed.

h) Examination Board Meeting Conduct

- The business of the Examination Board shall be conducted so as to ensure that the principles of fairness, equity and transparency are maintained and there is no conflict between members of the Board, Disciplinary Committee and any committees of Appeal.

i) Guidelines for Grading

- *Borderline Cases*

Meetings of Boards of Examiners should allow for full and frank discussion of all borderline cases before a final decision is made. Borderline cases are considered to be within a +/- 5% mark. That final decision should be based on the cumulative evidence presented rather than on the view(s) of individual Examiner(s).

- *Addressing a Fail result*

In the case of a candidate who fails, recommendations of exemptions, if any, should be indicated. A pass by compensation should be recorded in all awarding body and institutional documentation in the same manner as ordinary passes. The annotation of results shall be in accordance with the awarding body's requirements in this regard.

- *Disagreement between Examiners*

In the event of disagreement between Examiners, with regard to the mark or grade which should be awarded to a candidate in any Examination Subject, not being resolved between them prior to the meeting of the Board of Examiners, the Examiner who continues to dissent at the meeting, may choose to have a dissenting opinion recorded on the Broadsheet of Results.

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- *Decision Making Process where Disagreement Exists*
In the case where the Examination Board is unable to reach agreement on a Learner's mark, the Chair of the Board should consent the External Examiner present to determine the final result. Any disagreement raised by other members of the Examination Board is recorded in the minutes and brought to the attention of the next Academic Council.
- Any dissenting opinion by an External Examiner shall be recorded upon the Broadsheet of Results.
- The Broadsheet(s) of Results shall be signed by the Chairperson and Secretary of the meeting, and by all of the Examiners (External and Internal) present at the meeting. Where appropriate it shall be forwarded by the College Registrar to the awarding body immediately following the meeting, where required. Broadsheets will be retained in a secure manner.

j) Broadsheet of Results

- At the meeting of the Examination Board, a Broadsheet of Results shall be endorsed which shall record the total marks or grades awarded to each candidate in each Module Subject and which shall indicate, in relation to each candidate's overall result, as to whether the candidate has passed, or has passed with Merit (indicating the grade of Merit), or has passed with Distinction or has passed with Honours (indicating the grade of Honours), or has failed.

Any other overall result should be recorded in accordance with the following table:

Code(s)	Result	Effect on the Number of Examination Attempts
E	Exemption Granted	Counted as an attempt
A	Absent from Sitting	Counted as an attempt
F	Fail	Counted as an attempt
D	Deferral of the Result	Not counted as an attempt
W	Withdrew from Programme	Counted as an attempt
WH	Learner's results withheld	Discretion of Examination Board

Table 7. 4: Grading Codes

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k) Provisional Lists of Results

- Where clear-cut recommendations emerge at a meeting of a Board of Examiners, the Chairperson of the Board of Examiners may cause a provisional list of results to be issued by the college. The college will not issue a provisional result in the case of any candidate whose result is deferred, in dispute, indeterminate, the subject of a recorded dissenting opinion or the subject of referral to an awarding body.
- In addition, a result will not be issued where a candidate's entry is regarded as provisional or otherwise, and, the name of any such candidate shall not be included in any provisional list of results issued by the institution, nor shall any information in relation to results be communicated to any such candidate pending an awarding body decision thereon where relevant.

l) Recommendation of Results to Awarding Body

The following guidelines should be followed with a view to arriving at definite recommendations:

- i. In the case of non-award examination stages, the candidate should, normally, be accorded the benefit of the doubt, given reasonable grounds, and the Board of Examiners should endeavour to make a firm recommendation on the matter without referral to the awarding body, unless a fundamental question of principle is involved.
- ii. In the case of final (award stage) examinations, the requirements of the awarding body should be interpreted in such a manner as to require the candidate to have demonstrated beyond reasonable doubt an entitlement, on the basis of examination performance, to the result being sought.

m) Deferral of Examination Results

An Examination Board may, in the case of illness or bereavement, recommend that a final decision on a candidate's result be deferred to enable the candidate to complete specific outstanding requirements of the programme or examination.

n) Notification of Results to QQI

Following the Examination Board meeting, the original (signed) broadsheet of results will be sent to QQI, notifying it of results and recommendations for awards to be made.

A broadsheet of results will be returned for each 60-credit stage of a programme. Where appropriate, repeat supplemental assessment results will be returned on a separate broadsheet of results

o) Learner Results

Final and approved results are issued to Learners within 5 working days of ratification of approved assessment results based on the Examination Board meeting. Results communicated to Learners prior to formal ratification are considered provisional results.

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p) Discussing Scripts and Results with Learners

Following the issue of results, assessors involved in the specific assessment tasks will be available to meet individual Learners to review their scripts etc.

Such consultations aim to:

- Give formative feedback to Learners, especially to those who need to repeat.
- Explain the basis of the Learner's grade/mark against the assessment criteria,

especially where the Learner believes that the assessor may have made an error in grading the work.

Such a consultation is distinct from a formal re-check or review of the results. Please see Policy for Recheck, Review and Appeal.

q) Recheck, Review and Appeal Requests

Learner recheck, review and appeals are overseen by the College Registrar with stage held responsibilities as described in Section 8. Support for Learner (Policy for Managing Learner Recheck, Review and Appeal). Note that Learners can only appeal approved and ratified results.

r) External Examiner's Report

The External Examiner(s) is required to submit to the College Registrar, not later than 21 days after their annual visit, a full report on the assessments with which they are involved. One report covering the academic year will normally be sufficient. A copy of the report is sent to the relevant Programme Leader and in addition shall be sent to the Awarding Body if relevant. Please view Resource 6: External Examiner Report Template.

s) Certification Request from QQI

Once received from QQI, Learner transcripts are issued to Learners by registered post.

t) Recording and Archiving

It is the responsibility of the Tutor to guarantee the integrity of Learner assessment data for which they manage and are responsible. This demands that all data are stored in a safe and secure manner in accordance with the College's Data Protection Policy.

The following core elements underpin this process:

- I. Any breach or suspected breach of the security of Learner data must be reported to the Senior Management team immediately.
- II. All assessed work shall be retained by the Tutor (assessor) in safe storage until it is returned to the College.
- III. Assessment material is stored securely at the College until after the Academic Council meeting subsequent to the Examination Board meeting following the release of final results to Learners.
- IV. Records relating to assessment shall be disposed of by the College using a secure and confidential disposal system.

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7.7.6 Responsibility

The responsibility for the administration and management of assessment resides with the College Registrar. The policies and procedures are reviewed by the Academic Director. The External Examiner is expected to ensure External Moderation and Authentication. These functions are overseen by the Academic Council and its relevant subcommittees. Please refer to Assessment Policy Statement Overview, Sections 7.1.3 and 7.1.4 for Board, Committee and Council Roles and Responsibilities and Individual Roles and Responsibilities, respectively.

7.7.7 Policy Control Sheet

Policy Area	Assessment
Policy Title	Policy for Examination Board
Approval Date	3/9/2019
Effective Date	3/9/2019
Review Date	1/9/2020
Relevant Supporting Policies	<ul style="list-style-type: none">- Assessments and Standards (Revised 2013)- Quality Assuring Assessment Guidelines for Providers (Revised 2013)- Effective Practice Guidelines for External Examining (Revised 2015)- Statutory Quality Assurance Guidelines for Providers of Blended Learning Programmes (QQI March 2018)- Policies and Criteria for the Validation of Programmes of Education and Training – QQI 2017- HET and Apprenticeship Programme Validation Manual – QQI 2018- Policy and Criteria for Making Awards – QQI 2017- Core Statutory Quality Assurance Guidelines (2016), QQI.- Sector Specific Independent/Private Statutory Quality Assurance Guidelines (2016), QQI.- Code of Practice for Provision of Programmes of Education and Training to International Learners (2015 – Revised) QQI
Monitoring Procedures	<ul style="list-style-type: none">- Internal Verification Report- Internal Moderation Report- Programme Leader Report- External Examiner Report

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SECTION 8: SUPPORT FOR LEARNERS

8.1 Policy for Learner Complaints

8.1.1 Purpose

This policy has been created in recognition of a Learner's right to express a complaint in the event that she/he feels they have been mistreated or disadvantaged as a result of the College's provision of programmes or services or the behaviour or actions of members of College staff, faculty, or the Learner body.

8.1.2 Scope

This policy applies to all Learners and relates to all Setanta College services and programmes apart from academic appeals which is dealt with in the *Policy for Learner Recheck, Review and Appeals*.

8.1.3 Policy Statement

Setanta College is committed to delivering a high-quality educational experience for Learners in a stimulating and innovative learning environment. Where problems arise that may endanger the quality of the College's learning environment a procedure is available to ensure an effective response and appropriate redress. In responding to problems, the College is committed to an approach that emphasises positive support for improved standards of behaviour and performance rather than negative sanctions. In all instances principles of professionalism, fairness, equity and transparency shall be guaranteed.

When a Learner registers for a programme at Setanta College she/he is committing her/himself to attend classes whether in person or on-line, to completing assignments and other work as required, and behaving in a responsible and professional manner that complies with the College regulations and codes of conduct. In return, the College is committed to providing high quality teaching and academic support services and a professional learning environment that will allow Learners to achieve their goals.

8.1.4 Adequacy of Resources

The adequacy of the resources available to Learners is monitored on an ongoing basis. Learning resources are updated and expanded as necessary to reflect up-to-date approaches and Learner needs as identified through feedback on teaching and learning.

The following resources are in place:

- a) An integrated approach from the perspective of the Learner. The range of learning resources and Learner supports is as coherent and integrated as possible.
- b) Procedures in place to ensure that all resources are fit for purpose and accessible
- c) Learners are informed about the full range of services available to them
- d) Learners are surveyed annually for their overall impression of learning resources and Learner supports

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- e) Learner perspectives about the sufficiency and quality of learning resources and Learner supports are listened to
- f) All learning resources and Learner supports are responsive to the needs of the programme, the programme review and other evaluation activities and deliberative or decision-making processes requiring feedback on Learner support
- g) Different Learner support/resource units benefit from networking with each other to ensure a coherent approach
- h) Resources and supports are promoted actively to ensure that Learners are aware of their existence
- i) Learner resources and supports are bench marked against standards
- j) The learning environment includes pastoral care supports provided by staff for Learners. This includes both pastoral and educational care, such as Tutors, mentors, and other advisors
- k) Learner support services are delivered through both academic and non-academic resources including: Administrative services, Technical and IT support services and teaching and Learning resources
- l) Services to Learner also include the provider's career opportunities support through employers, professional and training bodies and the growing industry network of the College
- m) Learner representation: There are mechanisms for Learners to make representations to the College about matters of general concern to the Learner body.
- n) Guidance: Necessary guidance services are provided to Learners on programmes as appropriate. Accurate and relevant information on the programme, which includes details on potential career pathways, is provided to Learners prior to enrolment on the programme.

8.1.5 College Stage Process for addressing Complaints

Setanta College operates a two-stage process for addressing complaints:

- I. An **informal complaint** procedure that encourages a prompt resolution of problems at the initial stage.
- II. A **formal stage** – completed over 2 stages if required - that deals with a complaint that cannot be resolved informally. The procedure below is adhered to when dealing with formal complaints. All complaints are treated promptly, fairly, impartially and in confidence. Setanta College ensures that no complaint made in good faith shall be used to disadvantage any person in the future.

8.1.6 Informal Procedure for Learner Complaints

Problems are best resolved locally, at the point closest to where the issue has arisen. For this reason, every effort should be made to resolve a problem by communicating directly with the Learner or staff member involved and attempting to resolve the matter appropriately. Giving the opportunity to consider and reply to a concern often eases tension that may exist, may resolve the matter and removes a necessity to involve other persons.

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Where speaking to the individual directly the Learner should approach the Programme leader, lecturer or Tutor informally (other than the staff member involved if the issue is with a member of the administrative staff) and bring to that individual's attention the concern. If the Learner is not satisfied with the conclusion of the discussion or with the outcome of any subsequent action, she/he may choose to initiate a formal Notification of Concern procedure as outlined below.

The Learner should only seek to invoke the formal route if informal recourse to a Lecturer, Tutor or Programme Leader has first been attempted and has not resolved the problem or, in the case of a non-academic staff member, if their line manager decides that the informal route is inappropriate.

8.1.7 Procedure for Formal Complaints – Stage 1

- a) The College appreciates that there may be occasions where informal solution is inappropriate and/or that a more formal approach is necessary.
- b) The relevant Tutor will explain to the Learner the operation of the remaining stages of the Learner Complaints Procedure.
- c) At this point the Learner should complete a complaint form, which can be obtained from the Student Services Manager. The completed complaint form should be forwarded to the Student Services Manager. The complaint should be specific and comprehensively documented. The complaint form must detail the Learner's name and contact details, any relevant documentation, and dates, locations and witnesses as appropriate. Any previous efforts to resolve the matter should also be described.
- d) The Student Services Manager will identify an appropriate manager within the College to deal with the complaint consistent with this procedure – the nominated Manager – an individual who has management responsibilities within the College.
- e) The Student services manager will acknowledge receipt of the complaint within five working days. It is the College aim that all complaints under Stage 1 will be resolved within 21 days.
- f) The Student Services Manager will advise the person who is the subject of the complaint and provide that person with a copy of the complaint.
- g) The nominated Manager will communicate with the Learner to discuss the complaint. The nominated Manager will make a written record of the meeting/communication
- h) To establish the facts of the complaint the nominated Manager will hold a separate meeting with the person who is the subject of the complaint and may also interview any material witnesses. The nominated Manager will make a written record of the meeting(s)
- i) The nominated Manager will notify both parties in writing of the result of the complaint and the reasons for the decision. Where the result of the complaint includes consequent action or recommendations, the nominated Manager shall notify the appropriate person(s) or committee, internal or external to the college, without undue delay.

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8.1.8 Appeal to Disciplinary Committee - Stage 2

- a) Either party may appeal the outcome of Stage 1 within 14 days of receipt of the notification of the nominated Manager's decision. The relevant party must confirm the wish to appeal in writing to the College Registrar.
- b) The College Registrar will refer the matter to the Disciplinary Committee to examine the appeal.
- c) Typically, the Disciplinary Committee will have four members, the College Registrar (Chair) and three other members as appointed by the College President (the members will include at least one experienced external academic). The Learner and their own representative may also attend. No member of the committee will have been previously associated with the complaint.
- d) The Disciplinary Committee will receive the documentation so far generated by the complaint and will consider that documentation and hear other evidence at a hearing in line with the above.
- e) The hearing will enable the committee to consider the way in which the complaint has been handled at any previous stage of the procedure and/or to reconsider the appropriateness of the result of the previous stage of the procedure. However, the hearing will not be conducted as an alternative to any part of the disciplinary procedures which apply to members of staff.
- f) The decision of the committee will be final as far as the College's Learner Complaints Procedures are concerned.
- g) The College Registrar will inform both parties, in writing, of the decision of the committee and the reasons for the decision.
- h) If the committee decides that certain actions have to be taken as a consequence of the complaint or appeal, the College Registrar will nominate an individual to monitor such actions.

8.1.9 Responsibility for this Policy

The College Registrar is responsible for the implementation of the Learner Complaints policy having delegated responsibility from the Governing Board. The initial stage (Stage 1) responsibility is managed by Student Services Manager who nominates an internal Manager to conduct the Complaints procedure (Stage 1). Stage 2 is managed by the College Registrar with the Disciplinary Committee being the decision making unit. Note in the event of the College Registrar being the subject of a complaint a person nominated by the College President will assume responsibility for the implementation of the Learner Complaints policy.

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8.1.10 Policy Control Sheet

Policy Area	Support for Learners
Policy Title	Policy for Learner Complaints
Approval Date	3/3/2019
Effective Date	3/3/2019
Review Date	1/9/2020
Relevant Supporting Policies	<ul style="list-style-type: none">- Qualifications and Quality Assurance (Education and Training) Act 2012- Core Statutory Quality Assurance Guidelines (2016), QQI- Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), 2015
Monitoring Procedures	<ul style="list-style-type: none">- Learner feedback and surveys- Staff feedback and surveys- Learner Complaints Procedure Report (Nominated Manager report)- Disciplinary Committee report- Governing Board

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8.2 Policy for Managing Learner Recheck, Review and Appeal

8.2.1 Definitions

Recheck: Recheck means the administrative operation of checking (again) the recording and combination of component scores for a module or stage (QQI Assessments and Standards, Revised 2013, 4.10.3).

Review: Review means the re-consideration of the assessment decision, either by the original assessor or by other competent persons or a committee. Learners are required to state the grounds for the requested review. The grounds for review will normally be that the Learner suspects that the assessment was erroneous in some respect (QQI Assessments and Standards, Revised 2013, 4.10.3).

Appeal: An appeal is where a Learner formally requests that the decision or judgement of a lower authority is referred to a higher authority (i.e., the Appeals and Review Committee) for reconsideration.

8.2.2 Purpose

This policy sets out the principles, circumstances, grounds and possible outcomes of an appeal by a Learner against a decision made by the College.

8.2.3 Scope

The policy applies to Learners wishing to appeal decisions made by the College. The policy also applies to all staff and faculty in the conduct of the appeals process.

8.2.4 Policy Statement

Setanta College understands that there are instances where Learners may wish to question the assessment grade and or feedback they receive on their assessment. Setanta College is committed to ensuring the assessment procedures are reliable, valid, accurate and fair and therefore implements appropriate procedures to facilitate Learners to seek a recheck, review or appeal of an assessment decision. The following principles inform the policy and procedures for Learner Recheck, Review and Appeal. These principles are informed by the following QQI guidelines and requirements:

- Assessment and Standards, QQI, Revised 2013
- Core Statutory Quality Assurance Guidelines, QQI, 2016
- Policy and Criteria for Marking Awards, QQI, 2017
- HET and Apprenticeship Programme Validation Manual, QQI, 2018
- Policies and Criteria for the Validation of Programmes of Education and Training, QQI, 2017
- Quality Assuring Assessment Guidelines for Providers Revised 2013 (Version 2 - revised 2018*)
- Statutory Quality Assurance Guidelines for Providers of Blended Learning Programmes (QQI March 2018)

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The Principles

- i. Valid grounds
Appeals will only be considered where there are valid grounds in line with this policy, as specified and evidenced by the Learner seeking the appeal.
- ii. Evidence
All appeals must be evidence based and hearsay and opinion are not considered as evidence.
- iii. Due process
All appeals are conducted with care, fairness and transparency following the prescribed process.
- iv. Independence
 - A review can be considered by the original decision-maker or their nominee
 - No person considering an appeal at an Appeals and Review Committee can have had any previous involvement in the case being considered
 - Any person asked to consider an appeal must declare any conflict of interest
 - An Appeals and Review Committee may be composed of experienced individual external to the day-to-day operation of the College, with relevant competence and independence to contribute to the decision(s) being made.
- v. Competence
 - As an appeal involves reconsideration or alteration of a judgement, people considering an appeal must be competent to consider the case at hand
 - The Chairperson will be a person with significant experience of appeal processes.
- vi. Fair Representation
Where a Learner wishes to be present at the Appeals and Review Committee meeting, they may seek to do so at the point of appeal where they explain the purpose of their presence. A decision shall be made by the Academic Director or the College Registrar as to whether there is merit and usefulness in the attendance.
- vii. Non-adversarial and Supportive
 - Procedures under this policy are not intended to be adversarial and the College recommends that the Learner seeks a sighting of their script, marking scheme and results through the programme Leader as a first stage before deciding on a review or the script. This is to ensure that the Learner has seen the process of the consideration of their results
 - Where a Learner does participate in an Appeals and Review Committee meeting, that they do not engage legal representation during proceedings
 - Where a Learner does seek to bring legal representation to any meeting, the Learner must notify the College in writing of their intent within five working days as the legal
 - Representatives of the College will also be required to attend

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- A Learner may opt to be accompanied by a friend or family member in a supportive capacity. However, where this person is a member of the legal profession, they cannot act in that capacity.
- viii. No right of further appeal
- After an appeals procedure has been executed through the Appeals and Review Committee in line with the relevant policies, there is no further right of appeal.
 - A Learner cannot seek to use an appeals mechanism to revisit or reopen a matter which has already been decided upon in a previous appeals process.
- ix. Timely and fair approach
All rechecks, reviews and appeals and disputes will be addressed in a fair, transparent and timely fashion.
- x. Appeals outcome
The outcome of a recheck, review or appeal can result in an upgrade or a downgrade of the original marks received. This procedure provides an additional means for Learners to be confident in the assessment tools, process and outcomes as applied to their individual case.

8.2.5 Procedures for this Policy

Procedure to request a Recheck

- a) A Learner wishing to have the marks awarded for a particular module (or modules) re-considered should seek a recheck (or rechecks) of the relevant module(s). A recheck is a re-examination of the marks awarded for a module, or part of a module, to ensure that there have been no arithmetical or clerical errors and that all the marks to which the Learner is entitled have been included in the final total.
- b) The Learner must complete the recheck form and send it to the Module Tutor (or his/her nominee) no later than 10 working days after the examination results have been displayed on the College online notice boards. Requests received after that date will not be considered. The Learner should supply any details that he/she believes will help expedite the recheck.
- c) Requests for rechecks must be accompanied by the appropriate €20 fee which shall be set in respect of each module for which such a request is made. In the event of a recheck resulting in an amended mark the fee will be refunded.
- d) All rechecks will be completed within ten days of being received.
- e) The recheck will be conducted by the appropriate module Tutor.
- f) The Module Tutor will inform the Learner in writing or electronically of the outcome of the recheck.

Procedure to Request a Review – Stage 1

- a) A review is a request to reconsider the grade awarded to a Learner in an assessment for specific reasons.
- b) The grounds for a review are one or more of the following:
 - I. The examination regulations of the College have not been properly implemented

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- II. The regulations do not adequately cover the candidate's case
- III. Compassionate circumstances exist which may not have been considered by the Board of Examiners. Normally, such compassionate circumstances must be notified in writing to the programme Leader when they occur.
- c) The College will seek to complete all reviews within twenty-eight (28) days where review requests have been received by the Programme Leader (or his/her nominee) not later than 10 days after the examination results have been displayed on the College on-line notice board.
- d) Only a written request for a review made on the Learner review form and signed by the person concerned will be considered.
- e) A request for a review must state the grounds upon which the review is sought, and the candidate must supply evidence in support of his/her request.
- f) Prior to any formal review the Learner will be invited by the Programme Leader to view their original assessment script, marking scheme and marks awarded. This viewing will be scheduled to coincide with either the next face to face workshop attended by the Learner, or an appointed Learner visit to the College.
- g) The assessment sighting of all related work shall be managed by the Programme Leader and following this the Learner may decide to a) withdraw the review request or b) proceed with the request for a review conducted by the Academic Standards Committee.
- h) Should the Learner request a formal review through the Academic Standards Committee, the processing of the review will be carried out having due regard to the schedule of meetings of the Academic Council and the annual conferring date.
- i) A €20 fee for a review shall be set, which in the event of a successful review, will be refunded.
- j) Following receipt of the review fee and written request from the Learner the Academic Standards Committee will formally convene.

Procedure to Request an Academic Standards Committee Review – Stage 2

- a) Where the Learner requests an Academic Standards review the Programme Leader shall contact the Academic Standards Committee in the event of a Learner wishing to pursue the review through the Academic Director.
- b) The Academic Standards Committee shall then consider the evidence presented to it and decide the outcome of the review.
- c) The following are members of the Academic Standards Committee:
 - Academic Director (Chair)
 - Programme Leader – not related to the Learner programme of study
 - Teaching and Learning Co-Ordinator
 - Quality Assurance Officer
 - The Learner concerned may choose to address the Committee on the circumstances of the review. In the event of the Learner seeking this opportunity a person of his/her choice may accompany the Learner.

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- d) In carrying out a review, the Academic Standards Committee may consult with such persons, as it deems appropriate. The Academic Standards Committee may require that a review of the marking of an assessment be undertaken by the internal and External Examiners, where feasible, or by one or more other appropriate internal examiner or other appropriate external examiner.
- e) All decisions of the committee will be by majority vote. In the event of a tie, the Chairperson will have a casting vote.
- f) The Learner will be informed by the Academic Director, in writing by registered post or electronically, of the outcome of the review.
- g) A Learner dissatisfied with the outcome of a review may appeal the decision of the Academic Standards Committee.
- h) The Academic Director shall notify the Learner's Tutor and the Programme Leader of the outcome of the review.
- i) Where appropriate, as in if the Learner has accepted the decision of the Academic Standards Committee, the College Registrar shall notify QQI of the outcome of the review.

Procedure to Request an Appeal – Stage 3

- a) Grounds for Appeal: The Learner can appeal the outcome of the review on the grounds that the review did not properly address his/her case. The introduction of new material that could have been included in the submission for the review shall not be a valid ground for appeal.
- b) A request for an appeal following the decision of the Academic Standards Committee decision must be received by the College Registrar not later than the date specified in the letter notifying the candidate of the decision of the Academic Standards Committee.
- c) Only a written request for an appeal made on the Learner appeal form and signed by the person concerned will be considered.
- d) A request for an appeal must state the grounds upon which the appeal is sought.
- e) The candidate must supply evidence in support of his/her request.
- f) The Appeals and Review Committee will be responsible for determining the outcome of the appeal.
- g) Membership of Appeals and Review Committee. The following will be selected as members of the Appeals and Review Committee:
 - The College Registrar (Chair)
 - Programme Leader from a different programme whence the appeal has originated
 - External Academic with experience of appeals
 - Chair of the Academic Council
 - The Learner concerned may choose to address the Committee on the circumstances of the appeal. In the event of the Learner seeking this opportunity a person of his/her choice may accompany the Learner.

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8.2.6 Procedures of the Appeals and Review Committee

The Appeals and Review Committee:

- a) Shall consider the report of the Academic Standards Committee and Programme Leader.
- b) Will seek (through the Chairperson) such information or advice as it considers necessary and in such manner as it considers appropriate.
- c) Shall, having considered the circumstances, decide the outcome of the appeal.
- d) May, through the College Registrar, seek the advice of such external professionals considered necessary to ensure a proper and fair procedure.
- e) Shall make their collective decision by majority vote. In the event of a tie, the Chairperson shall have a casting vote.
- f) Shall inform the appellant in writing, by registered post or electronically, of the outcome by the College Registrar. All decisions of the appeal board are final subject to any legal rights of the Learner. The College Registrar shall notify the Learner's Tutors and Programme Leader of the outcome of the appeal.

8.2.7 Responsibility for this Policy

The Academic Council is ultimately responsible for the reviews and appeal policy. The College Registrar is responsible for the implementation of the appeals policy and reports to the Academic Council. Certain officers of the College have formal decision-making powers related to their roles and responsibilities and include, but are not limited to the Programme Leader who is responsible for managing Stage 1 of the appeal process.

The Academic Director manages Stage 2 and the College Registrar manages Stage 3. Certain formal committees of the College have formal deliberative, decision-making powers delegated to them by the Academic Council. The Reviews and Appeals Committee is the hearing and decision-making unit in the case of academic reviews and appeals.

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8.2.8 Policy Control Sheet

Policy Area	Support for Learners
Policy Title	Policy for Managing Learner Recheck, Review and Appeal
Approval Date	3/3/2019
Effective Date	3/3/2019
Review Date	1/9/2020
Relevant Supporting Policies	<ul style="list-style-type: none"> - Assessment and Standards, QQI, Revised 2013 - Core Statutory Quality Assurance Guidelines, QQI, 2016 - Policy and Criteria for Marking Awards, QQI, 2017 - HET and Apprenticeship Programme Validation Manual, QQI, 2018 - Policies and Criteria for the Validation of Programmes of Education and Training, QQI, 2017 - Quality Assuring Assessment Guidelines for Providers Revised 2013 (Version 2 - revised 2018*) - Statutory Quality Assurance Guidelines for Providers of Blended Learning Programmes (QQI March 2018)
Monitoring Procedures	<ul style="list-style-type: none"> - Learner Feedback - External Examiner Report - Academic Standards Committee Report - Appeals and Review Committee Report - Academic Council Report

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8.3 Policy for Managing Learner Withdrawals

8.3.1 Definition

Withdrawal - This is where a Learner ceases study on a programme before completion of the programme. There are two types of withdrawal:

- 1) College-initiated: The College may initiate withdrawal of a Learner for:
 - Non-engagement
 - Non-payment of fees
- 2) Learner-initiated: where a Learner requests to permanently cease being a registered Learner on a Setanta College programme.

8.3.2 Purpose

To provide a framework by which a registered Learner can withdraw from a programme and the College can withdraw a registered Learner from their programme.

8.3.3 Scope

This policy applies to all registered Learners and all staff and faculty who are involved in withdrawing a Learner from a programme of study. The policy applies to the following situations:

- 1) Where a Learner seeks to voluntarily withdraw from a programme.
- 2) Where the Academic Director, based on the criteria specified, recommends to the College Registrar that a Learner be withdrawn from a programme.

8.3.4 Policy Statement

Setanta College recognises that there are instances when a Learner chooses to withdraw from their programme of study or where they choose to transfer their studies to another institution. While the College recognises the rights of Learners to do this, establishing the cause of the Learner decision or the factors that influenced the decision is an important part of the feedback process and informs programme development and delivery, and Learner support and Learner management processes in Setanta College.

Setanta College has a duty of care to all Learners throughout their studies and in relation to a decision to withdraw or transfer.

8.3.5 Procedure for this Policy

Procedure for Processing a Learner-Initiated Withdrawal

The Learner notifies the College of an intention to withdraw in writing to the College Registrar.

The College Registrar, or nominee, acknowledges the Learner's notification in writing, noting the:

- Learner's intention to withdraw
- Date by which the withdrawal will come into effect (this is normally five working days after notification to the College)
- Consequences of withdrawal in respect of rights and entitlements

- Learner’s entitlement to credit for any completed modules, pending a decision of the Examination Board.

The Learner is not required to disclose information of a sensitive nature, but any such information provided will be treated in confidence.

The College Registrar withdraws the Learner from their programme, revoking all access rights and entitlements to the programme and College services. The College Registrar notifies all relevant College departments of the Learner’s withdrawal.

8.3.6 Responsibility for this Policy

The withdrawal of a Learner from their programme is the responsibility of the College Registrar, on recommendation from the Academic Director.

8.3.7 Policy Control Sheet

Policy Area	Support for Learners
Policy Title	Policy for Managing Learner Withdrawals
Approval Date	3/3/2019
Effective Date	3/3/2019
Review Date	1/9/2020
Relevant Supporting Policies	<ul style="list-style-type: none"> - Qualifications and Quality Assurance (Education and Training) Act 2012 - Core Statutory Quality Assurance Guidelines (2016), QQI - Policy and Criteria for Making Awards, QQI, 2017
Monitoring Procedures	<ul style="list-style-type: none"> - Academic Council report - Student Services Manager monthly reports

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8.4 Policy for Mitigation of Extenuating Circumstances

8.4.1 Definition

The definition of extenuating circumstances is the occurrence of unforeseen events which have:

- Prevented a Learner from attending a substantial number of classes
- Affected their ability to study or complete assessments
- Resulted in assessment deadlines being missed
- Adversely affected performance in any assessments undertaken

Such circumstances include serious illness, hospitalisation, accident, family bereavement or other serious personal or emotional circumstances. Extenuating circumstances do not cover events which are foreseen, e.g. sporting or cultural commitments. Assessment includes any tasks that contribute to the achievement of credits (summative assessments), including (but not limited to) projects, assignments, essays, or examinations.

8.4.2 Purpose

Learners are expected to meet the academic demands of their chosen programme. However, they may experience a range of serious and unanticipated difficulties, which adversely affect their ability to study, complete assessments, or attend their required classes and other learning activities. The purpose of this policy is to allow consideration of special circumstances in a fair and equitable manner across all Programmes in the College.

8.4.3 Scope

This policy applies to Learners undertaking Setanta College programmes, including those validated by QQI leading to awards on the National Framework of Qualifications.

8.4.4 Policy Statement

Learners are expected to advise the College of any circumstances that affect their programme of study. All Learners must be treated equitably and their right to privacy and confidentiality will be maintained at each step of the process. All information provided in relation to extenuating circumstances will be treated in strictest confidence and such information will be limited to the personnel directly involved in administering and evaluating the circumstances. The application should be dealt with as quickly and as locally as possible.

Applications for recognition of extenuating circumstances must be submitted as soon as the Learner becomes aware of the extenuating circumstances, as close as possible to the assessments affected and no later than ten working days after the date of examination or after the submission date of an assignment. Retrospective applications may be considered only in exceptional cases where there are valid reasons for non-submission within the usual timeframe of no later than ten working days after the examination date or after the assignment submission date.

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Setanta College reserves the right to investigate the validity of applications. In cases where there is a suspicion that an application may have been submitted fraudulently, the issue may be referred to the College’s Disciplinary Committee.

The decision on the impact of the extenuating circumstances on the Learner’s performance is a matter of academic judgement on the part of the Academic Director. The decision taken by the Academic Director is final. A Learner may appeal the decision following Setanta College’s Policy for Learner Recheck, Review and Appeal.

8.4.5 Procedure for this Policy

Learners are required to make a formal statement of circumstances which have affected them, outline the impact of these circumstances and support this statement with appropriate written verification. This verification must comprise a statement from an appropriate professional or other recognised person verifying the circumstances described in the application and indicating their impact on the Learner’s ability to meet the demands of the programme.

The Extenuating Circumstances Form must be used to present this application and sent to the Student Services Manager or designated nominee. The Student Services Manager then notifies the Academic Director of the application. The Academic Director reviews the application and notifies the Learner of the decision within five working days.

Learners who wish to appeal the decision must do so within five working days of being notified of the decision. The policy and procedure for Learner Recheck, Review and Appeal is implemented at this stage.

8.4.6 Responsibility for this Policy

The Academic Director is responsible for implementing this policy with the support of the Student Services Manager.

8.4.7 Policy Control Sheet

Policy Area	Support for Learners
Policy Title	Policy for Mitigation of Extenuating Circumstances
Approval Date	3/9/2019
Effective Date	3/9/2019
Review Date	1/9/2020
Relevant Supporting Policies	<ul style="list-style-type: none"> - Qualifications and Quality Assurance (Education and Training) Act 2012 - Core Statutory Quality Assurance Guidelines (2016), QQI - Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), 2015.
Monitoring Procedures	- Academic Council report

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8.5 Policy for Reasonable Accommodation (Learners with Disability)

8.5.1 Definition

The [Equal Status Acts \(2000-2015\)](#), places certain requirements on schools and educational institutions in relation to how they deliver their services.

- a) “A Reasonable Accommodation” is any action that helps to alleviate a substantial disadvantage due to an impairment or medical condition¹³
- b) In the context of supporting Higher Education Learners, a reasonable accommodation is any provision made for a particular Learner to allow them to demonstrate their achievement of the learning outcomes of a piece of learning without any disadvantage which may arise on the basis of their having a disability or long-term illness.

The legal definition of disability, which is outlined in the [Equal Status Acts \(2000-2015\)](#), defines disability as follows:

1. “The total or partial absence of a person’s bodily or mental functions, including the absence of a part of a person’s body
2. The presence in the body of organisms causing or likely to cause, chronic 2 disease or illness
3. The malfunction, malformation or disfigurement of a part of a person’s body
4. A condition or malfunction which results in a person learning differently from a person without the condition or malfunction
5. A condition, illness or disease which affects a person’s thought processes, perception of reality, emotions or judgement or which results in disturbed behaviour.”

8.5.2 Purpose

The purpose of this policy is to ensure that the College treats Learners with disabilities fairly and equitably throughout their programme of study and assessments. This will allow the Learners to compete on an equal footing with their peers and to demonstrate their true knowledge and competency.

8.5.3 Scope

The policy applies to all Learners of Setanta College with a disability or a long-term illness, whether this is present at the commencement of the programme or arises during the programme.

8.5.4 Policy Statement

Setanta College is committed to implementing a policy of equal opportunities for Learners with disabilities.

The College will ensure, through the availability of Learner support services, that no Learner is disadvantaged by reason of having a disability, within reason and budgetary limitations. The College welcomes applications from Learners with disabilities and will take every

¹³ Association for Higher Education Access and Disability (AHEAD) (2018), ‘Reasonable Accommodations at Work’. Available at: <https://www.ahead.ie/employer-accommodations>

reasonable action, within budgetary limitations, to ensure that specific requirements are met and that all Learners are able to participate as fully as is practicable in the academic and social life of the College.

Learners whose written or practical assessment performance is significantly impacted by a disability may require extra time in a practical assessment setting and also time extension when it comes to written assessments.

The College will ensure that all facilities are accessible to all Learners insofar as is possible. This includes physical accessibility to and within the buildings, as well as access to information.

8.5.5 Principles of Reasonable Accommodation

- i. Disclosure
 - The College encourages Learners to disclose their disabilities during the application process or following admission to the College. This is done by notifying the College administration staff.
 - College administration staff will notify the teaching staff of Learners that require reasonable accommodations.
 - All Learners are encouraged to disclose their disabilities, as non-disclosure will severely limit ability to access appropriate procedures, accommodations and supports.
- ii. Types of Reasonable Accommodations
 - Time extensions for assessments
 - Technological supports such as voice to text facilities
 - Writing accommodations including spelling waiver
 - Learning materials provided in accessible, modifiable electronic formats
 - Alternative assessment formats, e.g. Viva Voce
 - Extended individual tutorial support
- iii. Learner Responsibility
 - Students are responsible for applying for reasonable accommodation; the College cannot be expected to seek to offer reasonable accommodations.

8.5.6 Responsibility

Responsibility for ensuring equality of access for a Learner with disability throughout their programme of study and assessments lies with the Senior Management Team of the College. A number of administrative units and academic departments may be involved in coordinating reasonable accommodations. If a College employee refuses to provide a required reasonable support, proceedings can be brought against the College.

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8.5.7 Policy Control Sheet

Policy Area	Support for Learners
Policy Title	Policy for Reasonable Accommodation (Disability)
Approval Date	3/9/2019
Effective Date	3/9/2019
Review Date	1/9/2020
Relevant Supporting Policies	<ul style="list-style-type: none">- Qualifications and Quality Assurance (Education and Training) Act 2012.- Core Statutory Quality Assurance Guidelines (2016), QQI.- Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), 2015.- Equal Status Acts (2000-2015)
Monitoring Procedures	<ul style="list-style-type: none">- Senior Management Team meeting- Report of Teaching and Learning Co-Ordinator- Academic Council

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8.6 Policy for Temporary Deferral of Studies

8.6.1 Definition

Deferral - A deferral is a temporary suspension of studies granted to a registered Learner following consideration of a request by the Learner.

8.6.2 Purpose

For any number of reasons, it may be necessary for a Learner to temporarily defer their studies on a programme. This policy sets out the circumstances, principles, grounds, and criteria under which the College will allow or advise a Learner to temporarily defer their place on the programme.

8.6.3 Scope

This policy applies to Learners registered on QQI-validated programmes leading to awards on the National Framework of Qualifications.

8.6.4 Policy Statement

Setanta College recognises that there are instances when a Learner chose to defer their programme of study. The College recognises the rights of Learners to do this, establishing the cause of the Learner decision or the factors that influenced the decision is an important part of the feedback process and informs programme development and delivery, and Learner support and Learner management processes in Setanta College.

Setanta College has a duty of care to all Learners throughout their studies and in relation to a decision to withdraw or transfer. Where the College is concerned about a Learner's progress or circumstances, the College may advise the Learner of the option of deferral to defray the effect of any circumstances affecting their ability to complete the programme with their original cohort.

8.6.5 Procedure for this Policy

A Learner applies for deferral by completing and submitting the deferral form to the College Registrar. The College Registrar evaluates the application and accompanying evidence for validity and authenticity. Learners should not assume that their deferral is granted. They should continue with their studies and assessments as per their current programme schedule.

The College Registrar forwards the application to the Academic Director for evaluation and consideration of the following factors:

- The stage the Learner is at in the programme and the scheduled timetable
- The remaining requirements for completion of the programme
- The best academic interest of the Learner
- The academic achievements of the Learner to date
- The Learner's circumstances and supporting evidence.

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The Academic Director notifies the College Registrar of their recommendation and any associated implication for the Learner.

The Learner is notified in writing of the decision and associated implications, which may include:

- Any fee implications, including any increase in fees
- Requirements for progression on the programme at the point the Learner returns to studies
- The credit for completed modules that the Learner carries with them
- Implications for incomplete modules that the Learner will have to complete upon returning to studies
- An indicative return to studies date which is convenient for both the Learner and the College

The College Registrar updates the Learner record and notifies any relevant College departments. Learners who are granted a deferral and subsequently do not recommence their studies are not entitled to a refund of fees paid.

Where the deferral is not granted, the College Registrar notifies the Learner in writing. The Learner is advised that they are required to continue with their programme or they can opt to voluntarily withdraw. The Learner has a right to reapply for a deferral if their circumstances change or if more information becomes available.

8.6.6 Responsibility for this Policy

The College Registrar in consultation with the Academic Director, is responsible for deferring a Learner's place on a programme.

8.6.7 Policy Control Sheet

Policy Area	Support for Learners
Policy Title	Policy for Temporary Deferral of Studies
Approval Date	3/9/2019
Effective Date	3/9/2019
Review Date	1/9/2020
Relevant Supporting Policies	<ul style="list-style-type: none">- Qualifications and Quality Assurance (Education and Training) Act 2012- Core Statutory Quality Assurance Guidelines (2016), QQI
Monitoring Procedures	<ul style="list-style-type: none">- Academic Affairs Committee- Academic Council

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SECTION 9: INFORMATION AND DATA MANAGEMENT

9.1 Policy on Information Management

9.1.1 Definition

Information management can be defined as "recorded information, in any form, created or received and maintained by the College or person in the transaction of business or conduct of affairs and kept as evidence of such activity". Records occur in all types of recording media.

9.1.2 Purpose

The College recognises that the efficient management of its records is necessary in order to support its core functions, to comply with its legal and regulatory obligations and to enable the effective management and operation of the College. It is committed, through the Information Management Policy, to creating, keeping and maintaining those records which document its principal activities, including teaching, research, the administration of its resources and the protection of the rights and interests of the College and its stakeholders.

9.1.3 Scope

This policy applies to all Setanta College staff, Learners and alumni and to all College records and information, including but not limited to:

- Setanta College Learner Data
- Setanta College Staff Data
- Setanta College Financial Data
- Setanta College Commercial Data
- Setanta College Intellectual Property
- Setanta College Academic Data.

9.1.4 Policy Statement

Setanta College will develop internal and public information systems that allow for the collection, processing, and use of information by staff so as to ensure the effective support and development of academic programmes and associated activities.

9.1.5 Information Management mechanisms

i. College Information Systems

Setanta College provides information on its courses through the college website. Information provided outlines the following:

- Titles of each programme offered by Setanta College
- Information about the relevant awarding body
- If applicable the relevant level of qualification on the National Framework of Qualifications
- Information on entry requirements, progression and transfer for each programme
- Details for procedures for Protection of Enrolled Learners

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- Details of fees and methods of payment, and refunds
- Details on Quality Assurance for Transnational and Collaborative programmes where applicable
- Details of component modules, programme duration, and assessment methodologies, and the target market
- Where a programme has recognition or accreditation from a professional body or is delivered in partnership with another institution this information is also included.
- Details of English Language requirements for applicants whose first language is not English
- Contact details for further queries relating to details of the programme

All information is compiled by the College Registrar and approved by the Senior Management Team prior to release and is in line with QQI guidelines and relevant legislation. Where information or logos of a professional body are being utilised within the literature or website, approval is sought from that third party in advance.

ii. Learner Information Systems

Setanta College ensures that it keeps up to date Learner information. This data includes personal details, contact information, continual assessment results, stages completed, subject choices and results, awards conferred and classification.

The database system is robust and comprehensive, capable of:

- Maintaining secure Learner records for current use and historical review
- Providing reports required for internal quality management
- Generating data required for and compatible with QQI's systems
- Generating statistical and other reports to meet QQI information requirements

The College has the required technical expertise for the ongoing operation of information systems and has arrangements in place for back-ups of all data in the case of technical failure.

Obligations under GDPR data protection legislation are complied with. This includes establishing data access controls, data backup systems and Learner information material making clear what personal data will be required to be collected and for what purpose.

Administrative and information technology resources should be sufficient to ensure that the database is maintained securely and that data, particularly that relating to Learner assessment are accurate and complete.

iii. Management Information Systems

The College management information system enables necessary information to be stored and channelled to where it is needed when it is needed. It facilitates timely and accurate analysis and research by Setanta College on performance indicators and College objectives.

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In particular information regarding Learner admissions, progression, Learner result and Learner retention are generated and used in the appropriate monitoring and review processes.

The information system also collects and makes available to QQI information relating to completion rates in accordance with the [QQI Monitoring Policy 2014](#)

9.1.6 Responsibility for this Policy

The College Registrar assumes the role of the Data Protection Controller. In addition, all employees who create and keep records as part of their official duties are responsible for them in a wide sense. An external provider supports and maintains/back-ups on the online learning portal in conjunction with the IT Manager and College Registrar. The Student services manager is responsible for the secure transferring of Learner Data to third party accrediting bodies such as QQI. The Senior Management Team is responsible for the templates used for management reports.

9.1.7 Policy Control Sheet

Policy Area	Information and Data Management
Policy Title	Information Management
Approval Date	3/9/2019
Effective Date	3/9/2019
Review Date	1/9/2020
Relevant Supporting Policies	<ul style="list-style-type: none"> - Core Statutory Quality Assurance Guidelines (2016), QQI - Qualification and Quality Assurance (Education and Training) Act 2012 - 2012; European Standards and Guidelines for QA in the European Higher Education Area, QQI Core Quality Assurance Guidelines - QQI Monitoring Policy 2014 - General Data Protection Regulations (GDPR)
Monitoring Procedures	<ul style="list-style-type: none"> - Management reporting templates - Senior Management Team: Review of any error reporting or data breaches

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9.2 Data Protection Policy

9.2.1 Definition

For the avoidance of doubt, and for consistency in terminology, the following definitions will apply within this Policy.

i. Personal Data

Any information relating to an identifiable person who can be directly or indirectly identified by reference to an identifier. This definition provides for a wide range of personal identifiers to constitute personal data, including name, identification number, location data or online identifier, reflecting changes in technology and the way organisations collect information about people. The GDPR applies to both automated personal data and to manual filing systems where personal data are accessible according to specific criteria. This could include chronologically ordered sets of manual records containing personal data. Personal data that has been pseudonymised – e.g. key-coded – can fall within the scope of the GDPR depending on how difficult it is to attribute the pseudonym to an individual.

ii. Special Categories of Personal Data

A category of Personal data, relating to: Racial or Ethnic Origin, Political Opinions, Religious, Ideological or Philosophical beliefs, Trade Union membership, Information relating to mental or physical health, information in relation to one's Sexual Orientation. The special categories specifically include genetic data, and biometric data where processed to uniquely identify an individual.

Personal data relating to criminal convictions and offences are not included, but similar extra safeguards apply to its processing.

iii. Data Controller

Means the natural or legal person, public authority, agency or other body which, alone or jointly with others, determines the purposes and means of the processing of personal data; where the purposes and means of such processing are determined by Union or Member State law, the controller or the specific criteria for its nomination may be provided for by Union or Member State law.

iv. Data Subject

A living individual who is the subject of the Personal Data, i.e. to whom the data relates either directly or indirectly.

v. Data Processor

A natural or legal person, public authority, agency or other body which processes personal data on behalf of the controller.

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vi. Data Protection Contact

A person appointed by Setanta College to monitor compliance with the appropriate Data Protection legislation, to deal with Subject Access Requests, and to respond to Data Protection queries from staff members, Learners, and all data subjects or potential data subjects. The appointed individual at the College is the College Registrar.

vii. Relevant Filing System

Any set of information in relation to living individuals which is not processed by means of equipment operating automatically (computers), and that is structured, either by reference to individuals, or by reference to criteria relating to individuals, in such a manner that specific information relating to an individual is readily retrievable.

viii. Personal Data Breach

A breach of security leading to the accidental or unlawful destruction, loss, alteration, unauthorised disclosure of, or access to, personal data transmitted, stored or otherwise processed.

ix. Supervisory Authority

An independent public authority which is established by a Member State pursuant to Article 51; In Ireland, the supervisory authority is the Data Protection Commissioner.

9.2.2 Purpose

The purpose of this document is to provide a concise policy statement regarding the Data Protection obligations of Setanta College. This includes obligations in dealing with personal data, to ensure that the organisation complies with the requirements of the EU General Data Protection Regulation (GDPR).

9.2.3 Scope

The policy covers both personal and special categories of personal data (sensitive data) processed in relation to data subjects by Setanta College. The policy applies equally to personal data held in manual and automated form. All Personal and Special Categories of Personal Data will be treated with equal care by Setanta College. Both categories will be equally referred-to as Personal Data in this policy, unless specifically stated otherwise.

9.2.4 Policy Statement

Setanta College is committed to complying with the Data Protection principles set out in the GDPR. This Policy applies to all Personal Data collected, processed and stored by Setanta College in relation to its staff, Learners, and service providers. Setanta College makes no distinction between the rights of Data Subjects who are employees, and those who are not. All are treated equally under this Policy.

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9.2.5 Procedures for this Policy

i. Procedure for Enrolled Learners

Learners read and agree to the Learner Data Protection notice which is provided as a resource on the college website prior to enrolling onto a programme of study.

ii. Setanta College as a Data Controller

During its daily organisational activities, Setanta College acquires, processes and stores personal data in relation to:

- Employees
- Former employees
- Learners
- Applicants (to programmes and employment vacancies)
- Graduates
- Third party service providers engaged by the College

In accordance with the GDPR, this data must be acquired and managed fairly. Not all staff members will be expected to be experts in Data Protection legislation. However, Setanta College is committed to ensuring that its staff have enough awareness of the GDPR in order to be able to anticipate and identify a Data Protection issue, should one arise. In such circumstances, staff must ensure that the Data Protection Contact is informed, without delay, in order that appropriate corrective action is taken.

As a higher education provider, there is regular and active exchange of personal data between Setanta College and its Data Subjects. In addition, Setanta College may exchange personal data with Data Processors and or Joint Data Controllers on the Data Subjects' behalf. This is consistent with Setanta College's obligations under the terms of its contract with its Data Processors, Joint Data Controllers and its Data Subjects. This policy provides the guidelines for this exchange of information, as well as the procedure to follow if a Setanta College staff member is unsure whether such data can be disclosed. In general terms, the staff member should consult with the College Registrar, as the Data Protection Contact, to seek clarification.

iii. Data Protection Contact

All personal data enquiries, or requests to exercise an individual's rights as a data subject, can be directed to The College Registrar, Setanta College, Thurles Chamber Enterprise Centre, Nenagh Road, Thurles, Co. Tipperary or by email to admin@setantacollege.com. If an individual is dissatisfied with the information provided or believe the request to exercise their rights has not been addressed, the individual concerned can make a complaint to the supervisory authority. As Setanta College operates primarily in Ireland, the supervisory authority is the Data Protection Commissioner who can be contacted through the following means:

By post: Office of the Data Protection Commissioner, Canal House, Station Road, Port Arlington, Co. Laois, R32 AP23, Ireland.

By phone: +353 (0761) 104800 | **By email:** email info@dataprotection.ie

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iv. Data Subjects' Rights

Under GDPR data subjects have increased rights and data controllers are required to notify data subjects of their rights. Individuals have the right to:

- Be informed about the collection and use of their personal data. This is a key transparency requirement under the GDPR.
- Withdraw consent, where consent is the legal basis for data processing
- Access their personal data (a data subject access request).
- Have inaccurate personal data rectified or completed if incomplete.
- Have personal data erased (the right to be forgotten) in certain circumstances
- Request the restriction or suppression of their personal data, in certain circumstances
- Data portability, allowing individuals to reuse their data across different services, where feasible
- Object to personal data processing, in certain circumstances

To exercise any of these rights, please use the data protection contact details provided in this Policy. Where we require additional information from you to verify your identity and the legitimacy of the request or to establish the specific reasons for the request to enable Setanta College to respond appropriately we will do so in a timely manner. There is normally no fee applied in respect of any rights

v. Third-Party processors

During its role as Data Controller, Setanta College may engage several Data Processors to process Personal Data on its behalf. In each case, a formal, written contract is in place with the Processor, outlining their obligations in relation to the Personal Data, the specific purpose or purposes for which they are engaged, and the understanding that they will process the data in compliance with the GDPR.

Setanta College recognises that it remains the Data Controller and the College is thus responsible for how the data is used.

vi. Joint Data Controllers

In certain circumstances, in its role as Data Controller, Setanta College may be the joint controller for personal data of data subjects. In each case, each party recognises the full extent of the Data Controller obligations in relation to the Personal Data, the specific purpose or purposes for which it is collected, processed, retained and transmitted and the requirement to process the data in compliance with the GDPR.

Irrespective of whether Setanta College acts as sole data controller or as joint data controller, data subjects may exercise their rights under GDPR in respect of Setanta College's data controller obligations. Any joint controller must extend the same rights to the data subjects. In such cases, neither Controller is responsible for the data processing determining by the joint controller.

In addition to cases where the College is required or permitted by law to disclose your personal data to others, the College may disclose your personal data in connection with the purposes referred to above. These include, but are not limited to:

- Quality Qualifications Ireland
- Higher Education Colleges Association and the HECA PEL Committee
- Funding bodies, research sponsors, industry funders and other agencies that support, sponsor or otherwise have a valid interest in your education
- The Higher Education Authority (HEA) (see the HEA's Learner Data Collection Notice http://hea.ie/about-us/data_protection/)
- National Forum for teaching and learning
- Providers of academic and other services to the College (who are obliged to keep your data safe and secure), which may also include, but is not limited to, wholly/majority owned subsidiaries of the College
- Examination Boards and External Examiners
- Government departments where required (e.g. Department of Education and Skills, Department of Employment Affairs and Social Protection, Revenue)
- Potential employers (where you have requested us to provide a reference)
- The College's insurance brokers and providers where required for administering claims
- Professional and regulatory bodies where programmes are accredited by such bodies
- External auditors
- Other higher education institutions, partners or research organisations to or from which a Learner transfers or pursues an exchange programme or where a Learner's programme is being run collaboratively
- Plagiarism detection service providers (e.g. Turnitin) to ensure academic standards.

9.2.6 Data Protection Principles

The following key principles are enshrined in the GDPR and are fundamental to the Setanta College Data Protection policy. In its capacity as Data Controller, Setanta College ensures that all data shall be:

- a) Processed lawfully, fairly and in a transparent manner in relation to individuals. Setanta College will meet this obligation in the following way:
 - Setanta College will ensure that collection of the data is justified under one of the lawful processing conditions – legal obligation, contractual necessity, etc.
 - Where required and no alternative appropriate legal basis for processing is identified, the informed consent of the Data Subject will be sought before their data is processed.
 - The data subject will be fully informed about the consent requested and the right to withdraw consent
 - Where Setanta College intends to record activity on CCTV or video, this will be brought to the attention of data subjects and an appropriate policy will be made publicly available.

- Processing of the personal data will be carried out only as part of Setanta College's lawful activities, and Setanta College will safeguard the rights and freedoms of the Data Subject
 - The Data Subject's data will not be disclosed to a third party other than to a party contracted to Setanta College and operating on its behalf, or in cases where there is a legal obligation, or it is in the vital interests of the data subject (or other parties), or in the national interest
- b) Collected for specified, explicit and legitimate purposes and not further processed in a manner that is incompatible with those purposes; further processing for archiving purposes in the public interest, scientific or historical research purposes or statistical purposes shall not be considered to be incompatible with the initial purposes. Setanta College will fulfil its obligation in this regard by:
- Only obtaining data for purposes which are specific, lawful and clearly stated.
 - Affording the Data Subject, the right to question the purpose(s) for which Setanta College holds their data,
 - Ensuring Setanta College can clearly state the purpose or purposes for data processing.
- c) Adequate, relevant and limited to what is necessary in relation to the purposes for which they are processed. Setanta College will fulfil its obligation in this regard by ensuring use of the data by Setanta College will be compatible with the purposes for which the data was acquired.
- d) Accurate and, where necessary, kept up to date; every reasonable step must be taken to ensure that personal data that are inaccurate, having regard to the purposes for which they are processed, are erased or rectified without delay.
- Setanta College will fulfil its obligations in this regard by:
 - Ensuring that appropriate mechanisms (audits, administrative and IT validation processes) are in place to conduct regular assessments of data accuracy;
 - Conducting periodic reviews and audits to ensure that relevant data is kept accurate and up-to-date.
 - Providing means for data subjects to verify the accuracy, currency and completeness of their personal data and opportunity for correction or completion to be implemented, as required.
- e) Kept in a form which permits identification of data subjects for no longer than is necessary for the purposes for which the personal data are processed; personal data may be stored for longer periods insofar as the personal data will be processed solely for archiving purposes in the public interest, scientific or historical research purposes or statistical purposes subject to implementation of the appropriate technical and organisational measures required by the GDPR in order to safeguard the rights and freedoms of individuals. Setanta College will fulfil its obligations in this regard by:
- Developing, publishing and implementing a records retention policy which clearly outlines the retention periods for personal data based upon the purpose for which the data was collected and the legal basis upon which retention is determined.

- Implementing regular audits to ensure the full and proper adherence to the records retention policy
 - Training staff in their responsibilities and obligations regarding retention of personal data
 - Implementing appropriate measures for the secure destruction, deletion or archiving of personal data at the end of the retention period.
- f) Processed in a manner that ensures appropriate security of the personal data, including protection against unauthorised or unlawful processing and against accidental loss, destruction or damage, using appropriate technical or organisational measures. Setanta College will fulfil its obligations in this regard by:
- Employing appropriate standards of security in order to protect the personal data under its care.
 - Implementing security measures to protect against unauthorised access to, or alteration, destruction or disclosure of any personal data held by Setanta College in its capacity as Data Controller.
 - Limiting access to and management of staff and Learner / graduate records to those staff members who have appropriate authorisation and password access.
 - Providing appropriate training for staff to know their obligations and responsibilities in respect of personal data.
 - Implementing appropriate measures to determine security of data transfers to other countries and only transferring outside of the EU where the transfer is:
 - made with the individual's informed consent
 - necessary for the performance of a contract between the individual and organisation or for pre-contractual steps taken at the individual's request;
 - necessary for the performance of a contract made in the interests of the individual between the controller and another person;
 - necessary for important reasons of public interest;
 - necessary for the establishment, exercise or defence of legal claims;
 - necessary to protect the vital interests of the data subject or other persons, where the data subject is physically or legally incapable of giving consent; or
 - made from a register which under Irish or EU law is intended to provide information to the public (and which is open to consultation by either the public in general or those able to show a legitimate interest in inspecting the register).

9.2.7 Data Subject Access Requests

As part of the day-to-day operation of the organisation, Setanta College staff engage in active and regular exchanges of information with Data Subjects. Where a formal request is submitted by a Data Subject in relation to the data held by Setanta College, such a request gives rise to access rights in favour of the Data Subject. Please view Setanta College 9.3 Data Access Request Policy

9.2.8 Personal Data Security Breaches

Setanta College is obliged under the Data Protection Acts, 2018 and any subsequent legislation to keep personal data safe and secure and to respond promptly and appropriately to data security breaches (including reporting such breaches to the Data Protection Commissioner in certain cases).

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It is vital to take prompt action in the event of any actual, potential or suspected breaches of data security or confidentiality to avoid the risk of harm to individuals, damage to operational business and severe financial, legal and reputational costs to the College.

9.2.9 Implementation

As a Data Controller, Setanta College ensures that any entity which processes Personal Data on its behalf (a Data Processor) does so in a manner compliant with the Data Protection legislation.

Failure of a Data Processor to manage Setanta College’s data in a compliant manner will be viewed as a breach of contract and may be pursued through the courts.

Failure of Setanta College to process Personal Data in compliance with this policy may result in disciplinary proceedings.

9.2.10 Responsibility for this Policy

The Data Controller (College Registrar) is responsible for implementing this policy. The controller has a wide range of responsibilities under the GDPR and national Data Protection legislation. All employees who process personal data are required to abide by this Policy and Associated Documentation, both now existing and introduced in the future. If all employees are not compliant with this policy they can be subject to disciplinary proceedings.

9.2.11 Policy Control Sheet

Policy Area	Information and Data Management
Policy Title	Data Protection Policy
Approval Date	3/9/2019
Effective Date	3/9/2019
Review Date	1/9/2020
Relevant Supporting Policies	<ul style="list-style-type: none"> - Qualifications and Quality Assurance (Education and Training) Act 2012. - Core Statutory Quality Assurance Guidelines (2016), QQI. - Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), 2015. - General Data Protection Regulation (GDPR), 2016 - Data Protection Act 2018
Monitoring Procedures	<ul style="list-style-type: none"> - Induction surveys - Learner feedback - Tutor feedback - College Registrar Report to Senior Management Team

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9.3 Data Access Request Policy

9.3.1 Definitions within this Policy

For the avoidance of doubt, and for consistency in terminology, the following definitions will apply within this policy.

i. Personal Data

Any information relating to an identifiable person who can be directly or indirectly identified by reference to an identifier. This definition provides for a wide range of personal identifiers to constitute personal data, including name, identification number, location data or online identifier, reflecting changes in technology and the way organisations collect information about people.

The GDPR applies to both automated personal data and to manual filing systems where personal data are accessible according to specific criteria. This could include chronologically ordered sets of manual records containing personal data. Personal data that has been pseudonymised – e.g. key-coded – can fall within the scope of the GDPR depending on how difficult it is to attribute the pseudonym to a individual.

ii. Special Categories of Personal Data

A category of Personal data, relating to: Racial or Ethnic Origin, Political Opinions, Religious, Ideological or Philosophical beliefs, Trade Union membership, Information relating to mental or physical health, information in relation to one's Sexual Orientation.

The special categories specifically include genetic data, and biometric data where processed to uniquely identify an individual.

Personal data relating to criminal convictions and offences are not included, but similar extra safeguards apply to its processing.

iii. Data Controller

Means the natural or legal person, public authority, agency or other body which, alone or jointly with others, determines the purposes and means of the processing of personal data; where the purposes and means of such processing are determined by Union or Member State law, the controller or the specific criteria for its nomination may be provided for by Union or Member State law.

iv. Data Subject

A living individual who is the subject of the Personal Data, i.e. to whom the data relates either directly or indirectly.

v. Data Processor

A natural or legal person, public authority, agency or other body which processes personal data on behalf of the controller.

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vi. Data Protection Contact

A person appointed by Setanta College to monitor compliance with the appropriate Data Protection legislation, to deal with Subject Access Requests, and to respond to Data Protection queries from staff members, Learners, and all data subjects or potential data subjects. The College Registrar acts as the Data Protection Contact.

vii. Relevant Filing System

Any set of information in relation to living individuals which is not processed by means of equipment operating automatically (computers), and that is structured, either by reference to individuals, or by reference to criteria relating to individuals, in such a manner that specific information relating to an individual is readily retrievable.

viii. Personal Data Breach

A breach of security leading to the accidental or unlawful destruction, loss, alteration, unauthorised disclosure of, or access to, personal data transmitted, stored or otherwise processed.

ix. Supervisory Authority

An independent public authority which is established by a Member State pursuant to Article 51; In Ireland, the supervisory authority is the Data Protection Commissioner.

9.3.2 Scope

Any personal data processed by Setanta College is within the scope of this policy. Individuals have the right to obtain the following:

- Confirmation that Setanta College is processing their personal data;
- A copy of their personal data; and
- Other supplementary information

9.3.3 Purpose

The right of access, commonly referred to as subject access, gives individuals the right to obtain a copy of their personal data as well as other supplementary information in accordance with the [Data Protection Act 2018](#). It helps individuals to understand how and why you are using their data, and check you are doing it lawfully.

9.3.4 Data Access Request Policy

The following processes regarding data access request are applied at the College.

- i. An individual is only entitled to their own personal data, and not to information relating to other people (unless the information is also about them or they are acting on behalf of someone). For this reason Setanta College will take reasonable steps to verify that the information requested falls within the definition of personal data. Individuals can make a subject access request through the Data Protection Controller – admin@setantacollege.com, using the official Data Access Request form. Setanta College encourages the submission of requests in writing, to the to ensure it is wholly understood what is being requested at what specific time and date.

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- ii. A record of all subject access requests received will be retained. GDPR places a responsibility on Data Processors to respond to a subject access request within one month, in most circumstances. For implementation of this policy Setanta College interprets that to be 30 calendar days. An extension of the response time by a further two months is acceptable if the request is complex or Setanta College have received several requests from the individual. In such cases Setanta College will notify the individual within one month of receiving their request and explain why the extension is necessary.
- i. There may be circumstances when Setanta College needs to verify the identity of the individual making the access request. In such case, proof of identity will be sought as soon as possible, before responding to the request. The period for responding to the request will commence once the proof of identity has been received. In certain case an access request may be made by a third party such a solicitor or representative. This is permissible where the third party can provide verifiable evidence which confirms their authority to do so.
- ii. Subject access requests are to be processed free of charge in most circumstances. Where the request is manifestly unfounded or excessive Setanta College may charge a reasonable fee for the administrative costs of complying with the request. A reasonable fee may also be charged if an individual requests further copies of their data following a request. This fee will be based on the administrative costs of providing further copies. Unless specifically requested otherwise, Setanta College will normally respond to a subject access request through a commonly used electronic format. In certain circumstances a data subject may be invited to view their data on Setanta College premises where it is not feasible or practicable to provide another means of access. Responding to a subject access request should not adversely affect the rights and freedoms of others – including the right to privacy, trade secrets or intellectual property.
- iii. Where the information sought includes the personal data of others Setanta College is not obliged to comply with the request except if:
 - The other individual has consented to the disclosure; or
 - It is reasonable to comply with the request without that individual's consent.
- iv. In determining whether it is reasonable to disclose the information, Setanta College will consider all relevant circumstances, including:
 - The type of information that would be disclosed
 - Any duty of confidentiality to the other individual
 - Any steps taken to seek consent from the other individual
 - Whether the other individual can give consent and any express refusal of consent by the other individual

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- v. A subject access request will also include the provision of personal data held by any processor operating on behalf of Setanta College. It does not include data held by a joint controller. In such circumstances a separate access request should be made to the joint controller. Setanta College views an access request as relating to the data held at the time the request was received. However, in some instances, routine use of the data may result in it being amended or deleted while the access request is being processed. In such cases Setanta College will supply information it holds at the time of responding to the request. This does not permit Setanta College to delete or amend data specifically because of an access request.
- vi. Setanta College will seek to provide information to data subjects in a concise, transparent, intelligible and easily accessible form, using clear and plain language. It is noted that there is no obligation to interpret, type or re-write poorly handwritten notes or translate information into a language other than English. Setanta College reserves the right to process an access request where it is manifestly unfounded or excessive, considering whether the request is repetitive in nature. In such cases justification for the decision will be provided in writing, within one month.
- vii. The data subject will be advised of their right to make a complaint or to seek judicial remedy. Further details on the rights of the Data Subject are available on the Data Protection Commissioner's website www.dataprotection.ie or through contacting the Data Protection Commissioner

By post: Office of the Data Protection Commissioner, Canal House, Station Road, Portarlinton, Co. Laois, R32 AP23, Ireland.

By phone: +353 (0761) 104800, or

By email: email info@dataprotection.ie

9.3.5 Procedures related to the Data Access Request Policy

- i. Where an individual exercises their right to access personal data, a data subject should submit their request in writing using the official Setanta College Personal Data Access Request Form to the Setanta College Data Protection Contact, by email to admin@setantacollege.com where it will be recorded, and the date of receipt noted. Where a request is received through other means or through an alternative member of Setanta staff, the date of first receipt will also be recorded. Staff members receiving a request to access personal data must forward it to the Data Protection Contact as an urgent priority. In the case of absence of the Data Protection Contact, the matter should be forwarded to the College Registrar. To assist in providing a full response, the data subject is requested to be as specific as possible about the information they wish to see and provide as much information as possible to assist in locating it.

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- ii. Setanta College may hold a substantial amount of data across different departments, but an individual may only want access to a small portion of that data. Setanta College therefore requests individuals to be as specific as possible about the information they wish to see. An individual seeking amendment to their personal data processed by Setanta College, must specify what data is incorrect and provide the correct version of same.
- iii. Evidence to support the required change of personal information may be required in some cases, e.g. change of name. We will advise you if this arises. Upon receipt of an access request, the Data Protection Contact will determine whether further information, including proof of identity or authority, is required. Once the Data Protection Contact is satisfied all information required is available the data access request will be processed. Where this requires assistance from other individuals they will be notified of the information request and the timeframe in which they must provide it.
- iv. The Data Protection Contact will compile the response to the data access request, including the provision of supplementary information. The response will be issued to the data subject, normally in electronic format, except where specified otherwise or where this is not feasible and practicable. A copy of the response will be retained by the College for a period of 12 months. The data subject will be notified of their right to correction, right to erasure, right to withdraw consent and right to complain to the supervisory authority (Data Protection Commissioner).

9.3.6 Implementation of the Data Access Request Policy

As a Data Controller, Setanta College ensures that any entity which processes Personal Data on its behalf (a Data Processor) does so in a manner compliant with the Data Protection legislation.

Failure of a Data Processor to manage Setanta College's data in a compliant manner will be viewed as a breach of contract and may be pursued through the courts. Failure of Setanta College to process Personal Data in compliance with this policy may result in disciplinary proceedings.

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9.3.7 Policy Control Sheet

Policy Area	Information and Data Management
Policy Title	Data Access Request
Approval Date	3/9/2019
Effective Date	3/9/2019
Review Date	1/9/2020
Relevant Supporting Policies	<ul style="list-style-type: none"> - Core Statutory Quality Assurance Guidelines (2016), QQI - Qualification and Quality Assurance (Education and Training) Act 2012 - 2012; European Standards and Guidelines for QA in the European Higher Education Area, QQI Core Quality Assurance Guidelines - General Data Protection Regulations (GDPR) – 2016 - Data Protection Act 2018
Monitoring Procedures	<ul style="list-style-type: none"> - Teaching Staff Appraisals - Annual Staff Survey - College Registrar Report to Senior Management Team - Academic Council Annual Report

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SECTION 10: PUBLIC INFORMATION

10.1 Policy on Public Information

10.1.1 Definition

Public Information means "any information, regardless of form or format, that the College discloses, disseminates, or makes available to the public for the purposes of promotion, recruitment and business development.

10.1.2 Purpose

To ensure that information is readily shared with current and prospective Learners and all other stakeholders and that timely and accurate changes to this policy are reflected promptly in all communications from the College to the public.

10.1.3 Scope

Publication of official College information that has been ratified as sufficient and accurate – programme information, QA policies and procedures, quality assurance evaluation reports.

10.1.4 Policy on Public Information

Setanta College are committed to providing accurate, impartial, objective and readily accessible information about the programmes and services which they offer.

The following information is made available to prospective Learners:

- The legal name of the College and the company
- Profiles of key academic staff
- College Quality Assurance policies and procedures
- Outcomes of external Quality Assurance and accreditation engagements
- Information about GDPR and all associated policy statements
- Contact details for the College
- International programme delivery locations are detailed to prospective Learners

After Setanta College has successfully completed any QQI Cyclical Review and Programme Reviews/Revalidation the reports and findings will be published on the College website in a specific quality assurance section on the website.

10.1.5 Policy on Programme Information

Information made openly available will include, but is not limited to:

- i. Accreditation status with all professional, regulatory and statutory bodies – and the relevant level of qualification on the National Framework of Qualifications where applicable.
- ii. Protection of Enrolled Learners
- iii. Titles and learning outcomes of each programme offered by Setanta College
- iv. Information on entry requirements, progression and transfer for each programme

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- v. Details of fees and methods of payment, and refunds
- vi. Details of component modules, programme duration, and assessment methodologies, and the target market
- vii. Where a programme has recognition or accreditation from a professional body or is delivered in partnership with another institution this information is also included
- viii. Details of English Language requirements for applicants whose first language is not English
- ix. Contact details for further queries relating to details of the programme
- x. Programme Handbooks and Quality Assurance handbooks are only available on the internal online Learner portal. Communication from lecturers and administration staff can be relayed through the online learning portal
- xi. Recognition of Prior Learning

This information is monitored and updated regularly to ensure external parties and stakeholders have a clear view of the college and its operations and to enable potential applicants make informed choices. It is the responsibility of the College Registrar to approve the accuracy of all programme information prior to this information being published.

10.1.6 Responsibility

The College Registrar has overall responsibility for the information contained within the written documents, reports and brochures issued by the College and contained on its website. Programme Leaders and Programme Administrators are responsible for correct information related to their programme being accurate before being published and the updating of same information if and when any changes are made. The Marketing Manager is responsible for updating the Setanta College brochure/prospectuses and the website as directed by the Programme Leaders and Programme Administrators and ultimately the College Registrar.

10.1.7 Policy Control Sheet

Policy Area	Public Information
Policy Title	Public Information
Approval Date	3/9/2019
Effective Date	3/9/2019
Review Date	1/9/2020
Relevant Supporting Policies	<ul style="list-style-type: none"> - Core Statutory Quality Assurance Guidelines (2016), QQI - Qualification and Quality Assurance (Education and Training) Act 2012 - 2012; European Standards and Guidelines for QA in the European Higher Education Area, QQI Core Quality Assurance Guidelines
Monitoring Procedures	<ul style="list-style-type: none"> - Ongoing feedback from both Learners and stakeholders - Review website content to reflect changes to enrolment dates - Annual review of Quality Assurance manual

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SECTION 11: TRANSNATIONAL PROGRAMMES

11.1 Policy for Transnational Programmes

11.1.1 Definition

According to the *Policy for Collaborative Programmes, Transnational Programmes and Joint Awards* revised by QQI in 2012, 'transnational' education is the provision or partial provision of a programme of education in one country by a provider which is based in another country.

11.1.2 Purpose

The purpose of this policy is to support the College's Strategic Plan (2019-22) (see Appendix 1) and its related strategies with respect to the operation of transnational programmes. It communicates Setanta College's policy on transnational programmes to Setanta College staff and current Learners, other awarding and accrediting bodies and to prospective applicants.

11.1.3 Scope

This policy governs the operations of all transnational programmes provided by Setanta College in locations outside the state as agreed with QQI.

11.1.4 QQI Policy for Transnational programmes

The QQI policy for the Collaborative Programmes, Transnational Programmes and Joint Awards (2012) states that transnational programmes should only be considered:

1. Within the framework of a clear, realistic, and periodically reviewed organisational strategy for doing so
2. Where arrangements for provision are financially sound and would not significantly diminish capacity to provide already established validated/accredited programmes
3. Where the learning environment can be sufficiently well-resourced (humanly and materially) to enable Learners to comfortably attain the intended learning outcomes which should be in compliance with QQI awards standards.

11.1.5 Setanta College Policy for Transnational programmes

It is the policy of Setanta College to deliver its programmes in a transnational context subject to the following criteria:

- a. The policy will be pursued to the extent that it forms a part of the strategic planning priorities of Setanta College
- b. The delivery of transnational programmes will be pursued on a phased basis and in line with the resources which are made available for such purposes
- c. It will be a priority of Setanta College to ensure that those pursuing its courses in a transnational environment will have a learning experience which is equivalent in every respect to the experience of those pursuing the same programmes in Ireland

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- d. Targeted structures and systems will be put in place to pursue the delivery of transnational programmes in a manner which meets the requirements of QQI and gives a high-quality learning experience to its Learners
- e. The monitoring and evaluation of programmes delivered in a transnational context will be carried out in as rigorous and focused a manner as that of programmes delivered in Ireland

11.1.6 Organisational Strategy

This section describes key objectives, resources and actions for international growth including:

- Strategic Objective
- Finance and Capacity
- Learning Environment Resources

i. Strategic Objective

The operation and delivery of transnational programmes is a clear strategic objective of the Setanta College strategy 2019 – 2022 which has been recently reviewed. That strategy states that:

Ireland's position as a key international gateway has never been more apparent. With the growth of global corporations locating in Ireland, the result of Brexit making Ireland the main English speaking link between Europe and the wider world, amongst other factors, Ireland has established itself as a leading international hub. This has extended to higher education in the country with nearly all IoTs and Universities prioritising internationalisation as a focus of their strategy while experiencing a growth in international activities and international Learner numbers. Similarly, a key component of the growth in global corporations headquartering in Ireland is the quality of and access to graduates. Ireland has long been regarded as 'the Land of Saints and Scholars', with the scholarship element now leading the charge. Within the sporting realm, Ireland has consistently achieved in performance with world leading athletes in soccer, rugby, boxing, golf, equestrian sport, swimming, and athletics. This has extended further to the support element of sport with the export of Irish coaching talent to Italy Rugby, USA Boxing, Kenyan Athletics, Premier League Soccer, etc. and the adoption of innovative Irish coaching technologies such as STATSports, Kitman Labs, and Orreco on a global and elite scale.

In reviewing what the vision of Setanta College aims to achieve, the need to operate internationally is obvious. To be a leading organisation within the field of human performance would require a presence in the leading markets in terms of human performance development. Within each subject specialisation there are different market rankings but the accepted locations include North America (USA and Canada specifically), Asia-Pacific (Australia, New Zealand, Japan, China), IMEA (India, UAE, Qatar, South Africa), and Europe (Ireland, UK, Western Europe, Russia). Strategically targeting a select few of these markets will go a long way to establishing momentum towards the college vision.

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Setanta College has always aligned itself with world governing bodies including the organisers of rugby union and rugby sevens, World Rugby and the largest professional society for S&C, the National Strength and Conditioning Association (NSCA). The borderless requirement for the enhancement of knowledge and development of quality graduates on a sport or industry specific basis also drives the need for a wider delivery reach. For example, the sport of rugby has 105 playing countries in its World Rugby Rankings, with the sport functioning in many more. There are over 7 million players globally to be developed and coached to fulfil their potential and achieve what they want from the game. To effectively deliver education and an impact within a single sport like rugby, hurling, soccer, golf, etc, there is a definite need to do so to the wider playing regions.

While the traditional Irish higher education market is significant in size, the main delivery model of Setanta College (blended learning) allows access to a smaller portion of the accessible market. This in itself justifies the focus on opening other markets to ensure growth and stability. However, the vision again ensures focus is on the global space in terms of establishing the college as a leader in the human performance field.

It is clear from this, therefore, that the internationalisation of its activities is a clear strategic objective of Setanta College, recognises its particular strengths and challenges and is clear as to the place such international programmes would play in its future. It is also clear that Setanta College already has many pre-existing international networks and relationships which will help it in the achievement of this objective.

It should be clearly noted, however, that the college intends to provide transnational programmes using its own resources. What is proposed are not collaborative programmes and will not involve joint awards.

ii. Finance and Capacity

It is anticipated that the programmes which are proposed for international delivery will enhance the financial strength of Setanta College rather than otherwise. There are two reasons for this.

- a. The cost of delivery of most Setanta College programmes involve both online delivery and practical workshops. The development of the systems and content for online delivery is a significant part of the College's overall costs. However, once the systems and content have been delivered, the marginal cost of the delivery to additional Learners is low so the profit margin is higher. It is acknowledged that there will be additional cost in the delivery of the practical elements of the programmes in an international context. However, it is estimated that the cost of this delivery over and above that which might be incurred in an Irish context will be more than compensated for by the savings in the online delivery.

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- b. There is a major international market for the programmes delivered by Setanta College and, because of its existing networks, its name is better known in these markets than might be anticipated. Setanta College is, therefore, satisfied that it will have little difficulty recruiting viable cohorts of Learners to each of its programmes delivered in an international context.

Setanta College has also considered the impact on its capacity to deliver its existing programmes and any negative implications which might exist for such delivery. There are again, two reasons why the College is satisfied that its capacity will not be compromised.

- As noted above, the marginal demands on the resources which deliver the online elements of the programme will be small and will give rise to significant income from those elements of the programmes.
- The College does, however, recognise that there will be a need for additional resources both at the centre of the organisation and at the delivery sites for addressing the management of the programme delivery and this has been provided for in its future recruitment plans. See Figure 11.1 below showing new roles to be established once transnational provision is approved.

iii. **Learning Environment Resources**

Setanta College has also developed a template to assess course development and delivery resource requirements. This template includes an assessment of:

- The personnel hours devoted to delivery
- The personnel hours devoted to programme management including external examiners
- The personnel hours devoted to assessment and review
- Any specific programme costs such as facility rental, equipment provision and so on
- An assigned percentage, relative to the credits of the programme, of the technology costs of the College including the personnel costs involved
- An assigned percentage, relative to the credits of the programme, of the management costs of the College including HR, Finance, Marketing, Governance and General Management

This template is completed at the time of programme development and is reviewed each year to take account of any changes in any of the factors involved including rates of pay, costs of technology, other running costs and so on. This same template will be used to assess the costs of programmes being delivered transnationally. Costs are then allocated on a module basis so that the spread of costs across modules is identifiable.

The College's Learner records system is in a position to identify the fee income generated per module and per programme so it is possible on an annual basis to determine the costs of the delivery of a programme relative to its income. It is anticipated, of course, that income will exceed costs. Where such is not the case, remedial steps will be identified which may include the reduction in costs, the increase in income or both.

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Where a programme is loss-making after remedial efforts have been taken, the Finance Manager and the College Registrar will consider the situation and make a recommendation to Senior Management regarding the future of the programme. A loss-making programme, may not necessarily be discontinued, depending on its importance in the overall suite of programmes on offer and the level of loss being sustained.

In addition to using the template to monitor the financial viability of the programme the college also uses it to monitor the resources which are being provided for programme delivery on an ongoing basis. In particular account is taken of the numbers on any given module and additional teaching personnel are assigned to the module where numbers beyond those anticipated are registered. With regard to online teaching and learning resources these are reviewed by Tutors on an ongoing basis and amended as necessary to reflect developments in the field of study in question.

These resources are considered in a structured way at programmatic review and the annual programme review and changes made to ensure that resources are current in so far as that is possible.

The College is well aware of the importance of ensuring a well-resourced learning environment and has put in place structures, policies and procedures to address these matters in a detailed way.

With regard to the recognition within the Setanta College structures of the proposed transnational programmes, the following should be noted from Figure 11.1 below.

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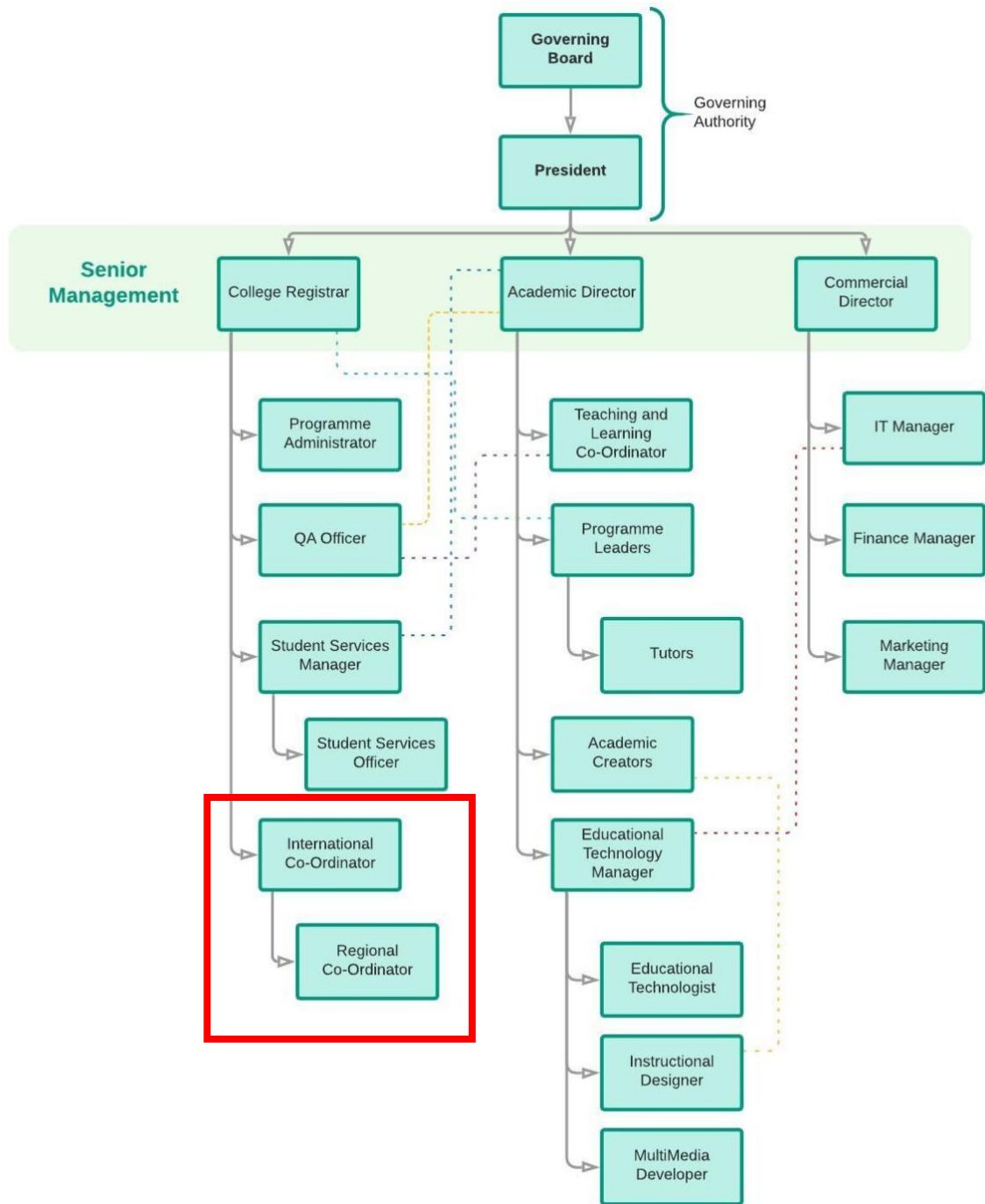


Figure 11.1 Organisational Structure within Setanta College highlighting dedicated roles specific to Transnational programme delivery.

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International Co-Ordinator and Regional Co-Ordinator

The two positions which are outlined in red in the above organisational structure diagram, are specifically assigned to the delivery of transnational programmes. These are members of the Academic Affairs Committee. They include:

- An International Co-Ordinator who will ensure that all of the Quality Standards of the college are applied in an international learning context and
- Regional Co-Ordinator who will be based on the ground in the various learning jurisdictions and who will be responsible for ensuring compliance, quality and control in the regional learning environment.

In order to ensure that similar approaches are being taken in each region and that the quality of provision remains high, the following will be in place:

1. Regional Co-ordinators will be expected to have regular on-line calls with the International Co-ordinator and the International Learning Committee
2. Regional delivery staff will be required to complete the same Quality Assurance records as staff based in Ireland
3. Regional delivery staff will be expected either to come to Ireland for induction once a year or to attend an induction session in the region which will be delivered by college staff based in Ireland
4. The International Co-ordinator will visit each of the active regions at least once a year to meet with delivery staff and inspect facilities
5. Templates for the requirements for learning facilities and staff will be developed and provided to Regional Co-ordinators

11.1.7 Procedures for Transnational Programmes

The following procedures relate to Learner admission, progression and recognition in a transnational programme context.

Consistent with the general criteria and guidelines noted in Section 4 (4.1 Policy for Access, Transfer and Progression), international Learner entrants will be required to provide evidence that the candidate is an active coach with a relevant coaching qualification from a national sporting organisation. This qualification will be verified by the College's College Registrar's office before a candidate is accepted on a Setanta College programme.

- English language proficiency

In addition, the English language requirements as described in Section 4.1 of Policy for Access, Transfer and Progression, will be relevant. Demonstration of their level of English language proficiency will be assessed based on a composite score of 6 for the IELTS.

In the case of international Learners where English is not their first language they will be required to demonstrate a sufficient level of English Language proficiency. Setanta College require a composite score of 6 for the IELTS⁹ (International English Language Testing System).

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11.1.8 Protection of Enrolled Learners

Setanta College has Learner protection arrangements in place with respect to enrolled Learners on all QQI validated courses, ensuring Learners' education at Setanta College is protected, and in accordance with the Qualifications and Quality Assurance (Education and Training) Act 2012. The arrangements are with at least two other providers in respect of each QQI course whereby Learners will transfer to similar courses provided by the other providers or will continue their existing course transferred to one of the other providers in the instance of a trigger event.

This is facilitated through membership of the HECA PEL Scheme. The Qualifications & Quality Assurance (Education & Training) Act 2012 stipulates that a provider should put in place for the protection of enrolled Learners on programmes of three months duration or more where moneys have been paid by, or on behalf of the Learner, to the provider for a programme of education and training. This legal requirement is made of individual providers, and each provider is expected to have a PEL policy and set of procedures in place. In addition to this requirement, Setanta College strives to ensure that all its programmes are taught out and finished.

The purpose of the policy and procedure on PEL is to facilitate Setanta College reaching workable and tangible PEL solutions across all programmes, for its continuation to completion. Arrangements which facilitate Learners to complete their studies, is the preferred PEL option and approach for QQI and Setanta College, as this accommodation is in the best interests of the Learner. This policy and procedure will apply to enrolled transnational Learners as well as to Learners in Ireland and Setanta College will extend its coverage to any such programmes.

11.1.9 Staff recruitment in a Transnational programme context

In line with current standard recruitment procedures where the college requests expressions of interest from suitably qualified individuals, international staff will be recruited in a similar manner. Initially online - through expressions of interest and with subsequent initial interviews either online or face to face. This allows a short listing of candidates for a formal face to face interview. This may be held on site in Setanta College or externally as may be appropriate. International staff will be provided with the same induction process as domestic or home based staff.

11.1.10 Staff communication in a Transnational programme context

It is important from a Quality Assurance and engagement perspective to have equivalence of communication at home and abroad through clear but similar means of communication. There are a number of challenges relating to staff communication in an international context. Face to face meetings will clearly not be possible at least on a regular basis as would a home based face to face meeting.

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To offset this and to ensure an equivalence where possible, the college will use the medium of any of a number of remote means for face to face communication. A key objective is to ensure that there is a sense of community between both home and international staff.

International staff will have at least one face to face meeting with a senior academic leader as directed by the International Co-ordinator during the academic year. This meeting can occur at either the international staff location or the college home environment. Similar standard electronic communication and updates as outlined above will be in place for the international staff member.

11.1.11 Staff Development in a Transnational programme context

In keeping with the policy of staff development for staff members based in Ireland, the College applies the same policy and approach to staff development who may be based at an international venue. The Academic Director oversees continuing professional development among staff and in conjunction with the International Co-ordinator facilitates face to face meetings with international based staff. All staff receive training in teaching through blended learning mediums.

In addition, specific training for staff to support programme or college developments are organised as needed. With respect to the annual CPD event for academic staff, international staff are requested to attend and are facilitated to do so. Also, the content of this event is informed by all academic staff based at home or in a transnational programme context. Within all annual staff reviews including staff who may be based in a transnational programme context on-going CPD is addressed. For ease of both staff based abroad and at home the annual staff review may be conducted at a time coinciding with the annual CPD meeting. The college supports the progression of formal education and academic qualification advancement for its internationally based academic staff based on resources available.

The model as described previously seeks to ensure that all staff have equal engagement with the college. In addition, through the annual CPD meeting which is a face to face engagement either remotely or directly, international staff will be involved. Other opportunities exist for international staff integration including the workshops and conferences hosted at the college base and through other events that are run by the college where all staff are encouraged to attend. Individual appraisals also allow a personal development progression and these are part of the CPD options as described above.

11.1.12 Online Element of Blended Learning in a Transnational programme context

Where Setanta College offers the online learning element of their programmes to Learners based outside of Ireland, the college ensures that due diligence and risk management arrangements are in place that are robust and fit-for-purpose. The College International Co-ordinator works with the College's Regional Co-ordinator and the relevant national agencies to establish that appropriate procedures are in place and these include:

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Internal approval processes are in place as part of programme design to confirm that any relevant legal or regulatory requirements have been met. For example:

- Requirements for local accreditation or recognition by statutory or regulatory bodies, which may be at programme and/or institutional level
- Permission for foreign providers to operate within the local jurisdiction
- Cultural considerations that may inhibit group interactions, for example between different religious groupings or synchronous delivery of content where gender considerations are required
- Regulations that may prohibit or inhibit the charging of fees
- Other jurisdictional requirements that may influence the blend of learning permitted.

An internal process to consider and approve business models and associated risk management to ensure viability and sustainability of quality are in place as part of programme design of international programmes. Matters that are specific or heightened in the online and blended learning context include the following, which are included as part of the programme development and design process:

- Taxation
- Definitions of 'Learner or Learner' that may impact funding streams
- The location of servers
- Employment law that may inhibit the ability to employ local Tutors or use other support functions
- Recognition of qualifications gained through online learning

Appropriate legal advice will be sought by the Regional Co-Ordinator to ensure, for example, that:

- Learners' interests are safeguarded in accordance with the rules of the specific country involved
- The location of servers will meet the needs of stakeholders in each jurisdiction
- Provider's software or learning resources licences will be valid within each jurisdiction or other arrangements are put in place
- There is compliance with local financial regulations or taxation issues
- There is compliance with local employment law
- There is compliance with local law or expectations of consumer protection
- Intellectual property rights or copyright are not compromised

In addition, before offering blended learning options to Learners outside Ireland, Setanta College will have tested delivery systems to ensure that Learners outside Ireland will have equal access to support and to learning resources and that the platforms routinely used are available in the jurisdiction in question.

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11.1.13 Assessment of Learners in a Transnational programme context

In general, the regulations regarding the assessment of Learners in a transnational programme context and those in Ireland will be the same and the same attainment will be expected of both. Setanta College is putting structures, systems and processes in place to address the learning experience of Learners in a transnational programme context and to ensure that it is on a par with that of Learners based in Ireland. These structures, systems and process will impact on assessment of Learners as well as on all other aspects of the learning experience. General steps and some specifically relating to assessment are set out below.

There are currently two categories of programme delivery to those who are not based in Ireland.

1. Delivery to those who do not live in Ireland but who avail of the on-line learning environment and who come to Ireland to participate in the necessary face-to-face learning processes. The risks associated with this category of Learner are relatively small as they will be experiencing the same learning and assessment processes as will those Learners who are based in Ireland. The principal additional challenges which need to be addressed relate to the recognition of the Irish qualification in their own country and ensuring that they have the linguistic and other capabilities to engage in the programme of study in an appropriate way.
2. Delivery to those who do not live in Ireland but who avail of the on-line learning environment and who participate in face-to-face learning environments in their own countries. The risks associated with this category of Learner include those relating to the category above but additional risks are related to the quality of the face-to-face learning environment in their own country; the quality of the Tutors delivering the face-to-face learning experience in their own country; ensuring the compliance with the laws of the third country with regard to matters such as employment law, health and safety legislation and similar.

In order to address these issues, Setanta College intends to take a number of steps including:

- The risks to the quality of learning experience of foreign Learners will be included on the Risk Register and suitable mitigation measures and responsible people identified
- A number of new positions will be established within the Academic Affairs Committee in Setanta College. These will include an International Co-Ordinator who will ensure that all of the Quality Standards of Setanta College are applied in an international learning context and Regional Co-Ordinators who will be based on the ground in the various learning jurisdictions and who will be responsible for ensuring compliance, quality and control in the regional learning environment.

In order to ensure that similar approaches are being taken in each region and that the quality of provision remains high:

1. Regional Co-Ordinators will be expected to have regular on-line calls with the International Co-Ordinator
2. Regional delivery staff will be required to complete the same Quality Assurance records as staff based in Ireland

3. Regional delivery staff will be expected either to come to Ireland for induction once a year or to attend an induction session in the region which will be delivered by Setanta staff based in Ireland
4. The international Co-Ordinator will visit each of the active regions at least once a year to meet with delivery staff and inspect facilities
5. Templates for the requirements for learning facilities and staff will be developed and provided to Regional Co-Ordinators
6. Templates for engagement with education, employment, health and safety and financial regulators in regional environments will be developed and provided to Regional Co-Ordinators
7. Where assessments are being carried out at remote locations, these assessments will be recorded and reviewed by programme leaders/topic specialists to ensure consistency of marking.

In addition, where necessary and appropriate, regional marking averages across all modules will be reviewed by programme leaders and lecturers and where patterns of inconsistency are identified these will be addressed.

In order to ensure that Learners have the capacity to participate in programmes –

- The level of spoken English as well as written English required by Learners will be regularly reviewed and entry requirements adjusted to take account of these reviews
- Equivalence of qualifications will be regularly reviewed by the International Co-Ordinator and Regional Co-Ordinators using internationally agreed criteria
- Evidence of capacity to participate may be required to be demonstrated through practical exercises or examinations

In order to ensure that the specific experience of international Learners is assessed feedback processes for international Learners will be tailored to ensure that their specific experiences are captured and that the specific experience of learning from an organisation which is not based locally is capable of being reviewed.

11.1.14 Learner Support for Learners studying in a Transnational programme context

In general, Learner support for Learners in a transnational programme context and those in Ireland will be the same and the same standards will be expected of both. Setanta College is putting structures, systems and processes in place to address the learning experience of Learners in a transnational programme context and to ensure that it is on a par with that of Learners based in Ireland.

Choosing the correct facility that the onsite face to face workshops take place in is critical to achieving the same level of support available to those Learners studying outside of Ireland. The Quality Assurance of this will be managed by the International Co-Ordinator and a venue assessment will take place prior to agreeing a venue.

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Through a venue assessment, it will be established that the proposed location for delivery and access to the facilities and resources required for successful completion of the programme are, and remain to be, satisfactory in relation to the quality of the learning experience.

It is the responsibility of the International Co-Ordinator in accordance with the College's Quality Assurance procedures to ensure that teaching staff are appropriately qualified. In addition, it is important to deliver the required level of support to Learners who are studying in a transnational programme context and that the level of support facilitates the achievement of the learning outcomes for the award. A Regional Co-Ordinator will be in attendance at each face-to-face workshop that takes place to ensure the smooth operation of the programme.

11.1.15 Managing Risk in a Transnational programme context

Because the College intends to deliver its programmes at locations outside of Ireland, it must consciously consider the nature of the risks which may apply in such circumstances. There are currently two categories of programme delivery to those who are not based in Ireland.

- i. Delivery to those who do not live in Ireland but who avail of the on-line learning environment and who come to Ireland to participate in the necessary face-to-face learning processes

The risks associated with this category of Learner are relatively small as they will be experiencing the same learning and assessment processes as will those Learners who are based in Ireland. The principal additional challenges which need to be addressed relate to the recognition of the Irish qualification in their own country and ensuring that they have the linguistic and other capabilities to engage in the programme of study in an appropriate way.

- ii. Delivery to those who do not live in Ireland but who avail of the on-line learning environment and who participate in face-to-face learning environments in their own countries

The risks associated with this category of Learner include those relating to the category above, but additional risks are related to the quality of the face-to-face learning environment in their own country; the quality of the Tutors delivering the face-to-face learning experience in their own country; ensuring the compliance with the laws of the country with regard to matters such as employment law, health and safety legislation and similar.

In order to address these issues, the College intends to take a number of steps –

- The risks to the quality of learning experience of foreign Learners will be included on the Risk Register and suitable mitigation measures and responsible people identified
- The International Co-Ordinator and the Regional Co-Ordinator and members of the Academic Affairs Committee will oversee the programme.

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In addition, specific consideration will be given to the following aspects of transnational delivery –

- Learner admission, progression and recognition
- Protection of Enrolled Learners
- Staff recruitment
- Staff communication
- Staff Development
- Online Element of Blended Learning
- Learner Support
- Assessment of Learners

11.1.16 Responsibility for Transnational Programmes

The College Registrar assisted by the Programme Administrator and the International Co-Ordinator are responsible for implementing this policy. There will be a number of other staff involved throughout including the Regional Co-Ordinator, Programme Leader(s), Module Tutors, Student Services Manager (and Student Services Officer).

11.1.16 Policy Control Sheet

Policy Area	Transnational Programme
Policy Title	Policy for Transnational Programmes
Approval Date	3/9/2019
Effective Date	3/9/2019
Review Date	1/9/2020
Relevant Supporting Policies	<ul style="list-style-type: none"> - Qualifications and Quality Assurance (Education and Training) Act 2012. - Core Statutory Quality Assurance Guidelines (2016), QQI. - Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), 2015. - Policy for Collaborative Programmes, Transnational Programmes and Joint Awards (2012), QQI. - IHEQN Guidelines for the Approval, Monitoring and Review of Collaborative and Transnational Provision (2013)
Monitoring Procedures	<ul style="list-style-type: none"> - Academic Affairs Committee - International Co-Ordinator report to Academic Council - Regional Co-Ordinator facility feasibility report

SECTION 12: OTHER PARTIES INVOLVED IN EDUCATION AND TRAINING

12.1 Policy on Other Parties involved in Education and Training

12.1.1 Definition

Setanta College engages with other sport and exercise Colleges and Universities to promote the values and principles of physical fitness and athletic development education for its Learners/Learners. Collaboration implies that the College works with another educational institution to promote education programme connections between both institutions.

12.1.2 Purpose

The purpose of engaging in active partnerships in both education and within sport coaching industry is to advance the standing of the College both nationally and internationally. Further through its partnerships the College is in a position to ensure that it maintains currency and keeps up to date in relevant aspects of sports coaching and performance science.

12.1.3 Scope

The policy relates to all partnerships that Setanta College has in place and guides through its strategic plan for future partnerships.

12.1.4 Policy Statement

Setanta College has over time developed a working relationship with a number of education and industry partners. Establishing such partnerships fits within the overall vision and mission of the College as it sets about establishing itself as a leading education provider within human performance and sports science research, training and education.

12.1.5 Educational Partnerships

In partnership with Limerick Institute of Technology, Setanta College supports the delivery of the Bachelor of Science in Strength and Conditioning (S&C), a 4 year full-time programme offered at the LIT campus in Thurles.

Setanta College supports the full-time Bachelor of Science in Sports Strength and Conditioning which is delivered at the University of South Wales (USW).

Setanta College and Irish American University (American College Dublin) formally begun a partnership on a level 9 Master of Science programme in Performance Coaching which is accredited through the Middle States Commission on Higher Education.

The role of Setanta College within these educational partnerships is initially to provide a complete range of module content and support to both partners. In addition, Setanta College had at the early stages an active role in the selection and provision of suitably qualified lecturing personnel. Setanta College is currently expanding its support role to include other international educational bodies and this also fits with its vision of being a leading provider of strength and conditioning and human performance education through both direct delivery and through blended learning.

These partnerships assist the College in advancing its profile as both a national leader in human performance and sports science research, training and education and as an international provider in partnership with other educational bodies.

12.1.6 External Collaborations

a. National Strength and Conditioning Association

The National Strength and Conditioning Association is recognised as the global body that oversees the professional standing of strength and conditioning related programmes and qualifications. The NSCA is based in Colorado USA. It has over 50,000 members worldwide who are certified members of the NSCA. Their flagship membership is the Certified Strength and Conditioning Specialist (CSCS). This is a required certification for any professional who seeks to gain employment in the USA in particular. All professionals who seek to take the CSCS examination are required to have the equivalent of a Level 7 or higher academic qualification.

Setanta College is recognised as an education recognition provider of programmes of study by the NSCA within the field of strength and conditioning. Thus, graduates attaining a Setanta College degree are entitled to complete the CSCS preparation and take the examination.

b. World Rugby

Setanta College is the official strength and conditioning provider for World Rugby. World Rugby has a wide international reach and the College delivers non-QQI accredited start-up programmes for coaches within the World Rugby community. As part of the growing demand for S&C and performance science education within this sporting community internationally, the College intends to offer QQI validated programmes in the future to international Learners who graduate from the start up level 1 and 2 programmes. This is subject to adhering to all QQI international policies and procedures for such programme delivery.

c. Register of Exercise Professionals

Setanta College works closely with REPS Ireland to offer in conjunction with the Certificate of S&C (Level 6) an industry recognised personal training certification to its graduates. This relationship is important in allowing a greater reach of the vocational and professional skills that are now sought after within the health and fitness industry.

d. Sports Technology Industry partners

Setanta College has a close working relationship with the sports technology industry. This association with leading sport technology companies is important in attaining the stated mission of the college. Working with companies such as Statsports, ORRECO, PUSH, VALD and other technology-based companies, Setanta College is able to support the technology companies with feedback and bespoke reports on their company products. Further, the college takes an impartial approach to providing up to date content regarding the scientific merit and practical application of these technologies to its Learner base. It does so through a regular editing and revision of its education content and through frequent public presentations.

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12.1.7 Governing Board membership, examiners and authenticators

The membership of the Governing Board consists of external expertise in both an academic and an industry focused point of view. This composition of membership reflects an independence and externality of members. It ensures that the College's vision, mission and goals and strategic actions are independently informed. Further, through the composition of this board membership, the College programmes will reflect the most up-to-date applied coaching methods within human performance development and this also ensures that the College is aware of the development of internationally respected standards within Performance Science/Coaching and Strength and Conditioning as well as allied fields of study. Their role includes:

- To be active in the promotion of Setanta College
- Act in the capacity of Academic External Adviser
- To provide a real-world context to the college
- To be available to attend special occasions and workshops

12.1.8 Responsibility of this Policy

The Governing Board would initiate any external relationships that may impact positively on the College. If a partnership was developed that involved a joint or collaborative award then the Academic Council would be involved in making sure that the College complies with its Quality Assurance standards prior to a Memorandum of Understanding being signed by both Institutions.

12.1.9 Policy Control Sheet

Policy Area	Other Parties involved in Education and Training
Policy Title	Other Parties involved in Education and Training
Approval Date	3/9/2019
Effective Date	3/9/2019
Review Date	1/9/2020
Relevant Supporting Policies	<ul style="list-style-type: none">- Core Statutory Quality Assurance Guidelines (2016), QQI- Qualification and Quality Assurance (Education and Training) Act 2012- Specific Guidelines Quality Assurance Guidelines (2016),
Monitoring Procedures	<ul style="list-style-type: none">- Ongoing Learner completion rates- Graduate success- Number of new partner programmes- Annual review of partnership agreement

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SECTION 13: SELF EVALUATION, MONITORING AND REVIEW

13.1 Policy for Ongoing Monitoring and Review of Blended Learning Programmes

13.1.1 Definition

Monitoring and Review in this context includes:

- Ongoing Self-monitoring and Self Evaluation activities

This policy and related procedures are informed and comply with the following QQI & ESG policies:

- Qualifications and Quality Assurance (Education and Training) Act 2012(Revised 2014)
- Core Statutory Quality Assurance Guidelines (2016), QQI.
- Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), 2015.
- ESG guidelines on monitoring and review of academic programmes.

The policy and procedures for Ongoing Monitoring and Review of Blended Learning Programmes are an integral component of both the programme review/revalidation and cyclical review processes in the College as can be seen in Figure 13.1 below.

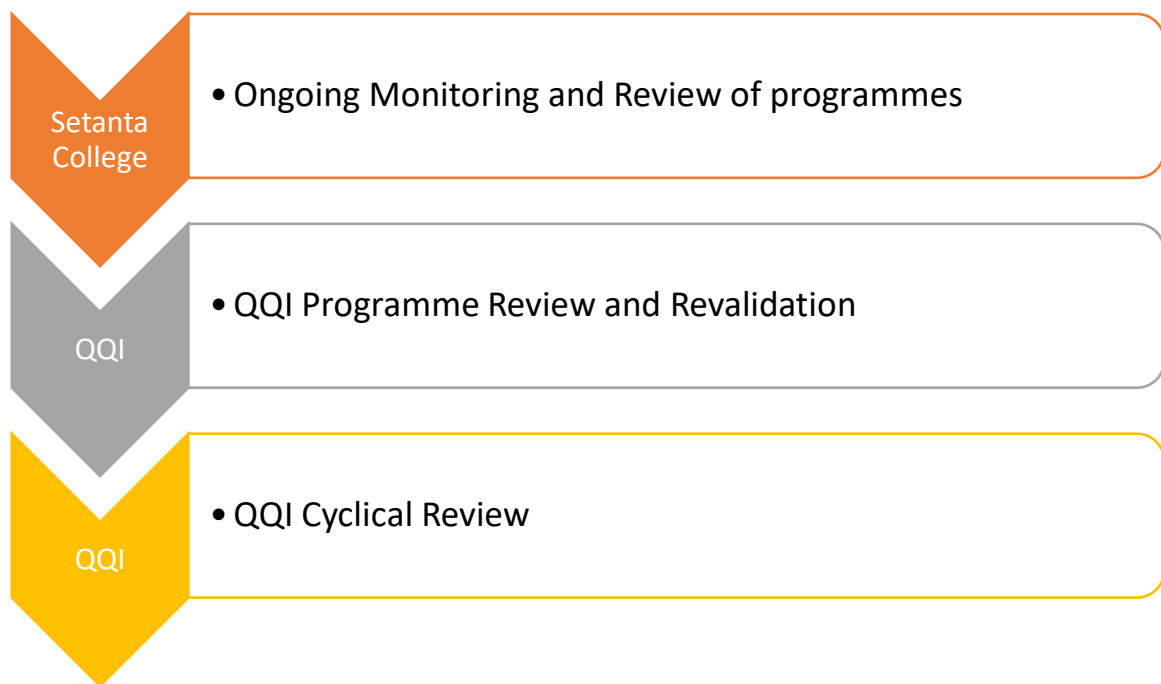


Figure 13.1 Overview of Setanta College Self Evaluation, Monitoring and Review Process

Periodic evaluation of programmes by way of Programmatic Review and External Review including periodic evaluation of the College's Governance and Quality Assurance infrastructure by way of QQI Cyclical Review are covered under College Policies and procedures for Programmatic Review and Cyclical Review.

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13.1.2 Purpose

The purpose of this Policy for On-going Monitoring of Online or Blended Learning Programmes is to ensure that:

- Programmes meet with conditions of validation
- Validated programmes are continually updated to remain fit for purpose
- All programmes are delivered to the highest Teaching and Learning quality standards
- To provide detailed up to date information to inform College strategic decision making

13.1.3 Scope

The [Guidelines for Quality Assurance in European Higher Education Area \(2015\)](#) state Institutions should monitor and periodically review their programmes to ensure that they achieve the objectives set for them and respond to the needs of Learners and society. These reviews should lead to continuous improvement of the programme. Any action planned or taken as a result should be communicated to all those concerned.

13.1.4 Policy Statement

Setanta College will develop and deliver programmes that are well-structured, relevant to the needs of Learners, industry and the professions, and that reflect the standards set out by the National Framework of Qualifications; the College will maintain and implement formal, documented mechanisms for the ongoing monitoring and review of all programmes.

13.1.5 Procedures for this Policy

Once a programme has been established Setanta College have comprehensive monitoring and review processes for its programmes. These are outlined and presented below:

i. [Academic Council Annual Report](#)

The Academic Council will publish a comprehensive annual report which will incorporate all academic issues raised throughout the year. This report will be informed by the following:

- Programme board reviews
- External examiners reports
- Stakeholders reviews
- Knowledge Committee report on best practice in blended and e-learning
- Knowledge Committee report on industry analysis and development in sports science and human performance and relevant national and international educational programmes
- Academic Affairs Report
- Tutor module reviews
- Annual staff survey
- Learner module reviews
- Learner surveys and graduate surveys

This annual report will provide important information for the programmatic and institutional review processes.

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ii. Annual Programme Reviews

Setanta College holds Annual Programme Reviews at the end of the academic year or, for programmes of less than one-year duration, at the conclusion of a programme. The review shall be a critical self-evaluation of the programme. It will be conducted by the relevant programme board.

The review process will be based on information collated and presented by the College Tutors relating to their modules, as appropriate. This information may include:

- Learner feedback, as gathered by the individual Tutors.
- A module overview from the Tutor.
- A programme overview from the Tutor.

Tutor review meetings held twice a year.

- An analysis of the relevant facilities, resources and materials available for the module/programme.

In addition, the review shall consider issues that have arisen at Learner feedback and Programme progress meetings, and at programme boards.

The review should also be informed by the most recent available statistics relating to the programme, which may include:

- Application data for that academic year, and trends over previous years.
- Enrolment details for that academic year, and trends over previous years.
- Attrition rates for each year of the programme, and between years and award levels.
- Learner demographics (showing age, gender, nationality and Learner preferred sport).
- Failure rates for each module and year of the programme.

The review of a programme should be further informed, where applicable, by:

- External Examiner reports.
- Graduate feedback reports.

Conclusions arising from the Annual Programme Review should be documented by the Academic Council. A written annual report and relevant data and supporting documentation should be copied to the Academic Director and be a key input to five yearly programme reviews. The content of the annual report should reflect both the purpose of Programme Boards and the range of topics addressed in programmatic reviews.

iii. Academic Affairs Committee Review

The Academic Affairs Committee reviews all aspects of academic affairs and presents an annual report and recommendations to the Academic Council.

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iv. External Examiners Reports

- Following the assessment/examinations, the External Examiner shall provide a report to the Academic Director or his/her nominee of the College on the standard form provided by the College (See Resource 6: External Examiner Template Form).
- The External Examiner may, in addition submit a written report to the Director on such other matters as (s)he deems appropriate and may request that such matters be investigated by the College.
- The College Registrar shall provide a copy of the External Examiners report to the Academic Council and invite written comments and details of any proposed action to be taken, on foot of the External Examiners report.
- The College Registrar shall forward a copy of these comments and details of proposed action to the External Examiner in order to provide feedback to him/her. The College Registrar shall also forward these to the Academic Council.
- On completion of his/her term of office the External Examiner shall submit a general report to the Academic Director or nominee on his/her opinion of the standards of the course/programme and Learner performance.

v. Stakeholders/Partners Review

The partners of Setanta College will be surveyed each year. This survey is administered through survey monkey and it is the responsibility of the Academic Council to ensure this survey is undertaken each year. This survey serves as an important review of the relationship between the partners and Setanta College and offers the opportunity to assess areas of improvement and development in the relationship.

vi. Knowledge Management Team Reports

The Knowledge Committee is responsible for researching and monitoring developments in technology in education, and Blended Learning. It also monitors best practice in delivery of Strength and Conditioning programmes nationally and internationally. It produces two reports each year under one each under these areas and presents these reports to the Academic Council. These in turn will feed into strategy and future development of Setanta College.

vii. Annual Staff Questionnaire

The annual staff questionnaire seeks staff opinions on management, strategic planning, communication, promotion and resources of the College. This information is used by Senior Management and the Academic Council to improve the quality of the services delivered by the College.

viii. Annual Staff Reviews

Teaching staff in Setanta College complete reviews throughout the year. These reviews are to assure quality of delivery and are a collaborative process between the Academic Director and the staff members. These reviews involve a:

- Tutor Self Review
- Peer Review
- Workshop Review

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Tutor Self Review

- Each Tutor will review their module/s once a year they will highlight areas of improvement in the module and areas they felt they as a Tutor must improve.

Peer Review

- Tutors who are new to Setanta College may 'shadow' an experienced Tutor for a period of time and deliver material in partnership with that Tutor. They will then be given constructive feedback from the Tutor on their delivery style and method.

Workshop Review

- The Academic Director occasionally attends workshops being delivered by Tutors and will provide constructive feedback to the Tutor.

This three-review process will feed into the annual staff review conducted by the Academic Director.

ix. Learner Feedback

Learners in Setanta College provide feedback to the College in the following ways. These surveys are administered through Survey Monkey and it is the responsibility of the Academic Council to ensure these are undertaken each year.

Module Reviews

- Each Learner will review each module on completion of the module. The review will ask the Learner their opinion on module content and delivery.

Survey of Learners

- Learners will also be surveyed once a year regarding their opinions on the administration and any other issues relating to their experience as a Learner in Setanta College.

Graduate surveys

- Graduates of Setanta College are surveyed to give their opinions on their experience with the College these responses are an important part of the continuing development of Setanta College.

In addition to these surveys feedback is also obtained through the College complaints, review and recheck process administered by the College Academic Affairs Committee.

Learner Complaint, Review, Appeal and Recheck forms

- The Academic Affairs Committee of Setanta College deals with any Learner complaints reviews or appeals. The academic affairs committee will include a report on these in its annual report to the Academic Council.

These reviews processes are facilitated through the following academic board structure in Figure 13.2 below:

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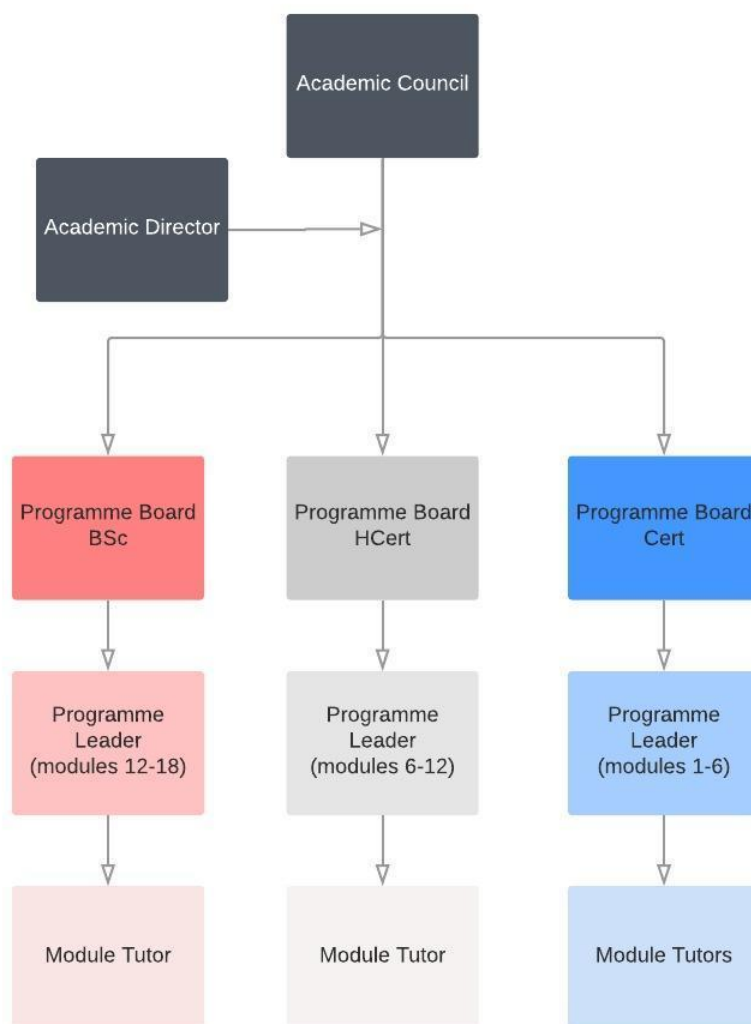


Figure 13.2: Academic Board Structure

Academic Council Meeting	December and after exam boards
Programme Board Meetings	Quarterly
Workshop Reviews	Ongoing
Programme Board Reports	November at Board Meeting
Module Tutors and Academic Director Meeting	Ongoing

Table 13.1 Calendar of Events for Ongoing Monitoring and Review of Setanta College Programmes

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13.1.6 Responsibility for Ongoing Monitoring and Review of Blended Learning Programmes

The Academic Council has ultimate responsibility for the monitoring of programmes for the purposes identified.

13.1.7 Policy Control Sheet

Policy Area	Self-Evaluation, Monitoring and Review
Policy Title	Policy for Ongoing Monitoring and Review of Blended Learning Programmes
Approval Date	3/9/2019
Effective Date	3/9/2019
Review Date	1/9/2020
Relevant Supporting Policies	<ul style="list-style-type: none">- Qualifications and Quality Assurance (Education and Training) Act 2012.- Core Statutory Quality Assurance Guidelines (2016), QQI- Statutory Quality Assurance Guidelines for Providers of Blended Learning Programmes- Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), 2015.
Monitoring Procedures	<ul style="list-style-type: none">- Annual Academic Council Report- Learner feedback- Tutor feedback- Staff feedback- Relevant Manager Reports

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13.2 Policy for Programme Review and Revalidation

13.2.1 Definition

Each programme conducted by the college is subject to periodic review, normally on a five yearly cycle as part of an overall College Programme Review and Revalidation. This Programme Review and Revalidation Event is an opportunity for the College to fundamentally re-appraise the prospectus programmes it runs and to make major modifications to them where considered appropriate.

A programme submitted for revalidation should be designed to meet the validation criteria set out in [Core Policies and Criteria for the Validation by QQI of Programmes of Education and Training, QQI, 2017](#).

In addition, the following resources are used to guide the process:

- QQI's Core Statutory Quality Assurance (QA) Guidelines (Section 3.3)
- Qualifications and Quality Assurance (Education and Training) Act 2012
- Policy and Criteria for Making Awards, QQI, 2017
- HET and Apprenticeship Programme Validation Manual – QQI 2018

13.2.2 Purpose

The specific purpose of a Programme Review and Revalidation is to:

- Analyse the effectiveness and efficiency of each validated programme, including details of Learner numbers, retention rates and success rates
- Review the development of the programme in the context of the requirements of employers, industry, professional bodies, the Irish economy and international developments
- Evaluate the response of Setanta College to market requirements and educational developments
- Evaluate the feedback mechanisms for Learners and the processes for acting on this feedback
- Evaluate the physical facilities and resources provided for the provision of the programmes
- Evaluate the formal links which have been established with industry, business and the wider community in order to maintain the relevance of its programmes
- Evaluate feedback from employers of 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.

13.2.3 Scope

All undergraduate academic programmes, are subject to Programme Review

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13.2.4 Policy Statement

Programme Review and Revalidation is intended as an opportunity to assess the ongoing suitability of a programme for its intended purpose and objectives, its continued relevance to industry or society, and its ongoing ability to provide a supportive and effective learning environment and an appropriate assessment strategy. Periodic programme review should be informed by the annual monitoring of the programme along with feedback from all key stakeholders and analysis of applicable data relating to enrolment, retention, progression and attainment.

Setanta College as part of its ongoing monitoring, self-evaluation and in accordance with requirements from QQI, undertakes ongoing reviews of its programmes. This takes the form of annual review and the more substantial programme review which normally occurs every five years. Programme review can occur earlier than the five-year validation period allows for when requested by QQI or when determined as appropriate by the College. Programme review and Revalidation can be undertaken for a programme in isolation of a suite of related programmes.

13.2.5 Procedure for the Policy

Step 1: Agree Terms of Reference

The Academic Director, Programme Leader and the College Registrar are required to meet to determine the approach and timeline for programme review. This planning phase should culminate in the drafting of a proposed terms of reference by the Academic Director. This would normally involve consultation and final agreement with QQI.

Step 2: Internal Self-Evaluation

The self-evaluation is overseen by the College Registrar and undertaken by the Academic Director in consultation with the programme leaders that have direct involvement in the programme under review. During the self-evaluation phase Setanta College reflects on its objectives and critically analyses its activities and how these lead to the achievement of these objectives. It requires an analysis of all functions, resources, services and administration as they impact on the provision of the programme.

The end result of the self-evaluation phase is the production of a Provider Programme Review Report. A review co-ordination team is established consisting of the Programme Administrator, a senior manager and a Tutor and this team is responsible for co-ordinating all aspects of the self-evaluation phase and producing the Self-Evaluation Report (SER). In addition to the internal staff members an external advisor is appointed to the review co-ordination team to ensure the rigour of the critical analysis.

The draft SER is produced by the review coordination team and circulated to the lecturing team for feedback. The Programme Team reviews the final draft before it is submitted to the Academic Council for consideration. Once the Provider Programme Review Report is approved, the process moves into the external evaluation phase.

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Step 3: External Peer Review

An Independent Peer Review Group (IPRG) is set up comprising experts from relevant fields of learning. These experts should be capable of making national and international comparisons with regard to the specific suite of programmes. The Independent Peer Review Group (IPRG) is agreed with QQI at the time of the agreement of Terms of Reference.

The functions of the IPRG include

- Studying the SER
- Visiting the provider to discuss the programme review report with the programme review team, teaching staff, Learners (past and present where possible), administrative staff, employers and any other category of internal and external stakeholders. They will also review the facilities where possible.
- Clarification and verification of details in the SER
- Consideration of proposed programme changes in the context of all other information provided and recommending acceptance or otherwise of the proposals
- Consider the Quality Assurance arrangements which affect the programmes under review
- Presenting its findings at the end of the visit
- Preparing a report on the findings of the IPRG, to include recommendations for the provider in respect of the suite of programmes under review

The independent programme review report produced by the IPRG addresses the quality of the provision and makes recommendations for improvement and/or change based on a combination of the SER and findings during the site visit and meeting with relevant stakeholders. It also includes a recommendation positive, negative or conditional, in respect of the continuing validation of the programme. The report should specify the duration of the revalidation recommended, not exceeding five years.

Once the proposed response and implementation plan is drafted this is submitted to the College Registrar for an initial review and if everything is in order it is then submitted to the Academic Council for approval. The response and implementation plan following approval will be sent, along with the modified programme documentation, to the independent panel for its response. Once the Independent Peer Review Group (IPRG) are satisfied with the response and implementation plan the College Registrar will compile the providers evaluation report which comprises of the following;

1. Finalised Provider's Programme Review Report
2. Finalised Independent Programme Review Report
3. Provider's formal response and implementation plan
4. Independent panel's response to (3)

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Step 4: Application to QQI for Revalidation

The application to QQI will be submitted by the College Registrar. The application will comprise of:

- A formal request signed by the President
- Evidence of PEL arrangements
- QA procedures, as applicable
- The terms of reference for the programme review
- The Provider's Evaluation Report as referenced above
- The updated programme and supporting documentation
- The applicable revalidation fees

The Programmes and Awards Executive Panel will either approve or decline the revalidation. All relevant reports from following the revalidation process will be published on the College website.

13.2.6 Responsibility for this Policy

The College Registrar oversees the process of programme review in consultation with the Academic Director, QQI, the appointed internal programme review team and the Independent Peer Review Group (IPRG)

13.2.7 Policy Control Sheet

Policy Area	Self-Evaluation, Monitoring and Review
Policy Title	Policy for Programme Review and Revalidation
Approval Date	3/9/2019
Effective Date	3/9/2019
Review Date	1/9/2020
Relevant Supporting Policies	<ul style="list-style-type: none">- QQI's Core Statutory Quality Assurance (QA) Guidelines (Section 3.3)- Qualifications and Quality Assurance (Education and Training) Act 2012- Policy and Criteria for Making Awards, QQI, 2017- Policies and Criteria for the Validation of Programmes of Education and Training – QQI 2017- HET and Apprenticeship Programme Validation Manual – QQI 2018
Monitoring Procedures	<ul style="list-style-type: none">- Programme Board Meetings- External Examiner reports- Learner feedback- Tutor feedback- Stakeholder Feedback- Academic Council annual report- Programme Review Self-Evaluation Report

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13.3 Policy for Cyclical Review - Institutional Review for Setanta College

13.3.1 Definition

Cyclical review is an element of the broader quality frameworks for higher education. It provides a model whereby a College self-reflects on its activities and their effectiveness, in particular looking at the effectiveness of its quality assurance policies and procedures. The self-reflection or self-evaluation is documented and this forms the basis of an external review, by QQI or any other relevant external evaluating body.

13.3.2 Purpose

This policy sets out the principles and purposes surrounding the review of Setanta College and its activities, specifically the effectiveness of its quality assurance policies and procedures.

The [Guidelines for Quality Assurance in European Higher Education Area \(2015\)](#) state Institutions should undergo external quality assurance in line with the ESG on a cyclical basis. All providers offering QQI awards are subject to external quality assurance review of their institutions.

The following College procedures are based on and extracted from the relevant QQI policy ([Policy on Cyclical Reviews; Quality and Qualifications Ireland QQI \(2016\)](#)).

13.3.3 Scope

QQI has five specific measurable purposes for its cyclical reviews which are:

- I. To encourage a QA culture and the enhancement of the Learner learning environment and experience within institutions.
- II. To provide feedback to institutions about institution-wide quality and the impact of mission, strategy, governance, and management on quality and the overall effectiveness of their quality assurance.
- III. To improve public confidence in the quality of institutions by promoting transparency and public awareness.
- IV. To support systems-level improvement of the quality of higher education.
- V. To facilitate quality enhancement by using evidence-based, objective methods and advice.

13.3.4 Policy Statement

Setanta College will develop and deliver programmes that are well-structured, relevant to the needs of Learners, industry and the professions, and that reflect the standards set out by the National Framework of Qualifications; the College will maintain and implement formal, documented mechanisms for the ongoing monitoring and review of all programmes

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13.3.6 Procedures for this Policy

i. Initial steps

1. The College Registrar, on behalf of the College, liaises with QQI to agree a review date
2. QQI provides draft Terms of Reference for the College to consider and contextualise
3. The Terms of Reference, when contextualised, are submitted by the College Registrar to the Academic Council for approval.
- a) Following approval by the Academic Council, the College Registrar returns the Terms of Reference to QQI.

ii. Self-Evaluation

1. The College Registrar co-ordinates an Institutional Self Evaluation and the preparation of a Self-Evaluation Report (SER) based on the agreed Terms of Reference
2. The objectives of the review are established in the Policy on Cyclical review
3. The College Registrar is the lead author and establishes a project plan for approval by the Academic Council
4. The following are methods by which information is collected to enable Self-Reflection
 - Staff Workshops
 - Surveys with all internal and external stakeholders
 - Meetings with external stakeholders
 - Meetings with governance bodies
 - Collation of evidence to include
 - Minutes of governance meetings
 - Reports of External examiners
 - Annual Programme Reports
 - Annual Reports of Academic Council and its respective sub-committees
 - Feedback from Learners
 - Feedback from staff, faculty and adjunct faculty
 - Sharing of the draft SER with the College community for comment and information.
5. The College Registrar presents the SER to the Academic Council for approval and returns the approved copy to QQI.

iii. The following reflects the QQI process

Typically, the following occurs:

1. QQI appoints an Expert Review Team (ERT) in consultation with the College Registrar to ensure there is no conflict of interest.
2. The Chairperson of the Review Team meets with representatives of the college to determine the agenda for the ERT visit.
3. The Expert Review Team meet with College Staff and Stakeholders as per the agenda.
4. Initial observations and recommendations are communicated at the conclusion of the visit.
5. The ERT prepare a draft report which is provided to Setanta College for factual checking.
6. The College Registrar, in consultation with the Senior Management Team(SMT), prepares and returns any factual corrections to the draft report to QQI.

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- iv. The Report of the Expert Review Team
 1. On receipt of the final report, the College Registrar circulates it to the Academic Council and to the SMT to consider the contents and recommendations.
 2. The College Registrar co-ordinates the responses and implementation plans to include timeframes for implementation and prepares the Institutional Response.
 3. The College Registrar presents the Institutional Response complete with implementation plan to the SMT and Academic Council for approval.
 4. Following approval by the Academic Council, the College Registrar submits the Institutional Response to QQI.

- v. Publication of Panel Report and Response
 1. When received and agreed, QQI will make arrangements for the publication of the panel report and institutional response

- vi. Follow-Up Report
 1. The College will provide a follow-up report to QQI one year after the approval of the implementation plan.
 2. The College Registrar will coordinate the compilation of the report based on updates provided by appropriate College personnel in respect of actions relating to their areas of responsibility.
 3. Whilst subsequent reports are not normally required by QQI, the College Registrar will undertake annual updating of progress regarding the implementation plan. Appropriate personnel will be required to advise on actions that are met, in progress, or still outstanding.

13.3.7 Responsibility for this Policy

The College Registrar is responsible for the implementation of this procedure with support from the Quality Assurance Officer.

13.3.8 Policy Control Sheet

Policy Area	Self-Evaluation, Monitoring and Review
Policy Title	Policy for Cyclical Review
Approval Date	3/9/2019
Effective Date	3/9/2019
Review Date	1/9/2020
Relevant Supporting Policies	<ul style="list-style-type: none"> - Policy on Cyclical Reviews; Quality and Qualifications Ireland QQI (2016) - Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), 2015.
Monitoring Procedures	<ul style="list-style-type: none"> - Reports of External examiners - Annual Programme Reports - Annual Reports of Academic Council and its respective sub-committees - Feedback from Learners - Feedback from staff, faculty and adjunct faculty

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RESOURCE 1: SAMPLE RISK REGISTER

Risk	Area Affected and Impact	Type	Type	Type	Threat	Level	Current Mitigation	Future Mitigation	Responsible	Monitoring	Score
A major competitor enters the market		Financial	Reputational	Strategic	Moderate	Low	Setanta keeps at the forefront of the sector and maintains high-quality relations with key stakeholders				4
Arrangements with academic partners fail		Operational	Financial	Reputational	Major	Low	Setanta maintains regular contact with academic partners and has more than one such partner				6
Arrangements with sporting partners are discontinued		Operational	Financial	Reputational	Major	Very Low	Setanta maintains regular contact with sporting partners and responds quickly to their needs				6
The quality of delivery falls below acceptable levels		Compliance	Reputational		Moderate	Low	Setanta recruits carefully, monitors students feedback and ensures that all participate in CPD				4
The web-based teaching and learning system crashes		Operational	Reputational		Moderate	Moderate	Setanta has a back-up system with in-built redundancy to minimise impact				9
A major data loss occurs		Compliance	Reputational		Major	Moderate	Setanta has high level encryption and data-protection systems in place				12
There are allegations of inappropriate behaviour against lecturers		Compliance	Reputational		Moderate	Low	All staff are Garda vetted and systems for complaint are clearly disseminated to students. Required behaviour is clearly outlined in staff handbook				4

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RESOURCE 2: SETANTA NEW PROGRAMME PROPOSAL SAMPLE

i) Programme title (examples)

- Introduction to S&C
- Foundations of athlete development
- The basics of fitness for sport

ii) Outline description

This short course in S&C is designed to give the Learner the basic concepts for developing athletes in addition to aiding their own training. There are 5 topics that will be covered during this course.

- **LTAD** – during this course we will start with LTAD. Understanding the journey from childhood, through teenage years to adulthood in terms of physical development is a basic requirement for all coaches.
- **Functional Screening** – this is a starting point when working with sports participants, Can they move well? This module will cover the basic screens which can be implemented using minimal equipment.
- **Resistance Training 1** – during this module the Learner will learn the basic principles to aid when designing a specific training programme. The Learner will also be equipped to advance their own training methods.
- **Speed & Endurance development** – are important components for any sports person. This module will cover the basics for developing speed and endurance.
- **Nutrition** - health & fitness is as much about nutrition as it is about exercise. During this module we will go through top tips for looking after your nutritional needs but also the basics of fuelling for exercise.

iii) Need Generator

- Short course as demand highlights from shows, conferences, GAA workshops
- Stepping stone for people to progress to QQI validated courses

iv) Key benefits to the potential student

- Gives the potential student information they cannot get elsewhere at an affordable price
- Gives the potential student the tools to progress their own training methods

v) Key Selling Features

- Affordable price
- Unique course
- The best parts of cert course compressed
- Enjoyable interactive learning format full of practical video

vi) Recommended Selling Price

- TBD - based on what is currently available in the market

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vii) Programme Scope (to avoid mission creep)

- 5 topics covered
- Agree on fee
- 1 quiz at end of each topic
- Certificate of completion at end of course

viii) Delivery Format & Time

- Created in-house
- Fully online course
- Interactive click through format with voice over and practical video
- Greenscreen

ix) Specific Deliverables

- Online interactive course with immediate access upon signing for course
- Certificate received upon completion of course and quiz passed

x) Proposed Development Plan

- Will to write short course
- Paul and Jonny to edit practical videos
- Rob to build interactive course
- Developed in time for show on 24th March

xi) Estimated Development Cost

- Decision based on estimated length of study time: 1-2 hours per topic (Luke)
- Practical videos that need to be edited: 15-20 videos (Paul)
- Course development time (Rob)

xii) Suggested Marketing Plan

Business Objective

- In line with the Needs Generator section:
 - Promote short course
 - Access for suitably qualified to progress to Undergrad course
 - Create brand awareness

The Offer

Gain the knowledge, which will allow you to train more effectively using the techniques, nutrition tips and exercise plans of competitive athletes.

This 360' insight into S&C will focus on mobility, stability, strength, endurance, power, speed, agility and performance.

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Target Market

- Male & Female 18-45
- Seek to promote greater female involvement – re 20/20
- Gym users, playing sports, runners, cyclists, general interest in health & wellbeing, fitness enthusiasts

Marketing Objectives

- Generate interest through sport association involvement
- Volunteer coach working at Youth level

Action Plan

- Identify ambassador of the course
- Offline (shows, events, workshops, club or corporate company visits)
 - Stand, display, print and sales pitch
- Digital Strategy
 - Create and use web assets
 - Database messaging
 - Organic and paid social promotion
 - Search marketing (SEO & PPC)
 - Retention - create a community of coaches among those who enter course.
- Budget to be confirmed

xiii) Idea Originator & Proposal Author & Date

- Thomas Callanan 23-01-18

Appendix

Aims

- ***LTAD – describe a basic understanding of long term athlete development and discuss some developmental models.***
- ***FS – describe basic screens and corrective strategies which can be implemented as a strategy for improvement.***
- ***RS – describe a variety of training methods.***
- ***Speed & Endurance – describe some common and simple methods for improving speed and endurance.***
- ***Nutrition – describe the basics of nutrition for a healthy lifestyle.***

Outcomes

- ***LTAD – the Learner will understand the basic concepts of LTAD.***
- ***FS – the Learner will understand basic screens and corrective strategies. The Learner will also be able to use this for improving their own movement capabilities.***

- ***RS – the Learner will understand the principles of training and some basic training methods which can be used to improve their own training in addition to coaching others.***
- ***Speed & Endurance – the Learner will understand some basic methods for improving both speed and endurance.***
- ***Nutrition – the Learner will understand the basics of healthy nutrition, how to assess nutritional habits and how to improve nutritional habits based on the needs.***

Hours/topic

- ***Study time of 1-2 hours per topic?***

Practical videos

- ***FS, RT & Speed/Endurance will definitely need practical videos.***

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RESOURCE 3: RECOGNITION OF PRIOR LEARNING APPLICATION FORM

If you would like credit from a previous award-bearing course to be taken into consideration for exemption from modules of a programme of study at Setanta College, please complete, in full and sign, this application form.

Please refer to the 'Policy and Procedure on Recognition of Prior Learning' when completing this form.

Notes:

1. Please help us to ensure that we receive sufficient information and documentation to assess your claim by completing the checklist at the end of this application form. Failure to supply adequate evidence with your application form will mean that we are unable to process your claim.
2. Please note that, unless there are exceptional circumstances, we will not consider previous studies that are more than five years old. If your studies are more than five years old, please refer to the 'Limitations on Credit' guidelines in the Policy and Procedure on Recognition of Prior Learning before making a claim.
3. If you are making a claim on the basis of studies that are more than five years old, please give your reasons within Section 3 (approximately 500 words) why you believe your prior learning is still current for the purpose of credit transfer.
4. Please attach a cheque/postal order/bank draft for €50 per module exemption (up to a maximum of €150) to your application. These should be made payable to 'Setanta College'.
5. Please note that there are three intakes of students per Academic year:
 - September
 - December
 - March
6. Application forms above must be submitted on or before 28 days before commencement of course

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PLEASE NOTE THAT COMPLETION OF THIS FORM DOES NOT GUARANTEE THAT EXEMPTION WILL BE GRANTED

1: Personal Details

Student ID Number (If applicable)	Click or tap here to enter text.
Surname	Click or tap here to enter text.
First Name(s)	Click or tap here to enter text.
Address	Click or tap here to enter text.
Telephone Number	Click or tap here to enter text.
Email Address	Click or tap here to enter text.
Programme of study you wish to claim credit for	Click or tap here to enter text.
Month & Year of Entry	Click or tap here to enter text.

2: Details of Previous studies for which you are claiming credit

2.1 Course Details

Name & Address of the Institution where your previous studies have taken place	Click or tap here to enter text.
Qualification	Click or tap here to enter text.
Course Title	Click or tap here to enter text.
Period of Study	Click or tap here to enter text.
Was the course completed?	Choose an item.
Date Qualification Awarded (if completed)	Click or tap to enter a date.

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2.2 Completed Course Modules

Please list the title, credit value, level and date of completion of all modules undertaken as part of your previous studies below. Please attach any additional pages to this and clearly label its content.

Please note that credit cannot be given for part of a module.

Module Title	Credit Value	Level of Study	Date Completed
Click or tap here to enter text.	Choose an item.	Choose an item.	Click or tap to enter a date.
Click or tap here to enter text.	Choose an item.	Choose an item.	Click or tap to enter a date.
Click or tap here to enter text.	Choose an item.	Choose an item.	Click or tap to enter a date.
Click or tap here to enter text.	Choose an item.	Choose an item.	Click or tap to enter a date.
Click or tap here to enter text.	Choose an item.	Choose an item.	Click or tap to enter a date.
Click or tap here to enter text.	Choose an item.	Choose an item.	Click or tap to enter a date.
Click or tap here to enter text.	Choose an item.	Choose an item.	Click or tap to enter a date.
Click or tap here to enter text.	Choose an item.	Choose an item.	Click or tap to enter a date.
Click or tap here to enter text.	Choose an item.	Choose an item.	Click or tap to enter a date.
Click or tap here to enter text.	Choose an item.	Choose an item.	Click or tap to enter a date.
Click or tap here to enter text.	Choose an item.	Choose an item.	Click or tap to enter a date.
Click or tap here to enter text.	Choose an item.	Choose an item.	Click or tap to enter a date.
Click or tap here to enter text.	Choose an item.	Choose an item.	Click or tap to enter a date.
Click or tap here to enter text.	Choose an item.	Choose an item.	Click or tap to enter a date.

2.3 Course Structure

Duration of course (or modules if course was not completed)	Click or tap here to enter text.
Mode of Study (If other please specify below)	Choose an item. Click or tap here to enter text.
Level of Study	Choose an item.
Total Credits Acquired	Click or tap here to enter text.

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3. Supporting Evidence

3.1 Course Outline(s)

Please enclose with your application descriptions of any additional courses/course modules completed that may be considered for credit transfer. You should provide as much information as possible about module content, course structure, methods of assessment and so on. You should be able to obtain this information from your accrediting body.

Click or tap here to enter text.

3.2 Other Supporting Documentation

Once you have completed the sections above, please also enclose evidence of studies completed. That is, certified copies of transcripts of results, certificates and course syllabi.

If your claim is on the basis of qualification obtained more than five years ago, please provide a statement below explaining why you believe your prior learning is still current for the purpose of credit transfer. You should always describe the ways in which you have kept your previous studies up-to-date. You should demonstrate how this subsequent learning relates to your studies. Please ensure that you provide dates for any subsequent learning you are asking us to consider. We may ask you to submit additional documentation in support of this statement at a later date.

Click or tap here to enter text.

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Application Checklist

Before you return your application form for credit to Setanta College, please ensure that you have:

Checklist	Tick
Included all details of previous studies that you wish to be considered for credit transfer	<input type="checkbox"/>
Attached adequate supporting evidence of the successful completion of any previous studies undertaken. That is, certified copies of transcripts of results and certificated and course syllabi.	<input type="checkbox"/>
Checked that your previous studies were taken at the same level as the Setanta College programme that you are seeking exemption from	<input type="checkbox"/>
Attached €50 per module (up to a maximum of €150) fee as payment for the consideration of previous studies	<input type="checkbox"/>
Dated	Click or tap to enter a date.

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RESOURCE 4: RECOGNITION OF PRIOR LEARNING REPORT FORM

1: Details

Student ID Number (If applicable)	Click or tap here to enter text.
Student Name	Click or tap here to enter text.
Programme of study claiming credit for	Click or tap here to enter text.

2. External Courses Completed

Click or tap here to enter text.

3. Requested Modules to be exempted:

Click or tap here to enter text.

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4. Summary of Content

Click or tap here to enter text.

5. Modules to be exempted

Click or tap here to enter text.

6. Justification

Click or tap here to enter text.

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7. Programme Leader Report

Click or tap here to enter text.

8. Signature

_____ (Programme Leader)

_____ (College Registrar)

_____ (Date)

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RESOURCE 5: FORMS FOR BLENDED LEARNING DEVELOPMENT

Module Planning Form

Programme	Click or tap here to enter text.	
Author	Click or tap here to enter text.	
Knowledge Officer	Click or tap here to enter text.	
Multimedia Developer	Click or tap here to enter text.	
Instructional Developer	Click or tap here to enter text.	
Module title	Click or tap here to enter text.	
Module learning outcomes	Click or tap here to enter text.	
Module description	Click or tap here to enter text.	
Number of hours online content	Click or tap here to enter text.	
Number of live tutorials/webinars	Click or tap here to enter text.	
Number of on-sites/conference days	Click or tap here to enter text.	
	Yes/ No	
Progress tracking		Do students need to respond to a post?
Progress tracking		Will Tutors review blog posts, forum posts, tasks sent to them by e-mail?
Refer to Module Learning Outcomes when considering deployment of each element below		
Multimedia presentation [Video, Articulate or Podcast]		
E-portfolio work?		
Forum discussion?		
Collaboration/group work?		
Peer review?		
Reflection?		
Quiz/Knowledge Check?		
Survey?		
Glossary?		
Other		
Assessment details		
Reading list		
Any other relevant information:	Click or tap here to enter text.	

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Weekly Lecture Plan

Author name	Click or tap here to enter text.
Delivery Date	Click or tap here to enter text.
Module	Click or tap here to enter text.
Module ECTS credits	Click or tap here to enter text.
Module NFQ level	Click or tap here to enter text.
Module Learning outcomes	Click or tap here to enter text.
Module objectives	Click or tap here to enter text.
Week number from 1-12	Click or tap here to enter text.

DP Lecture Objectives

Preparation Plan
Lesson overview- (what will be covered) E.g. In this week's lectures we will cover..... This will enable you to.....
Click or tap here to enter text.
Lesson learning objectives- (aligned to module outcomes): 1. Click or tap here to enter text. 2. Click or tap here to enter text. 3. Click or tap here to enter text. 4. Click or tap here to enter text. 5. Click or tap here to enter text. 6. Click or tap here to enter text.
Preparation of assessment material: E.g. Quiz questions
Click or tap here to enter text.

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KMT Execution Plan


Execution Plan			
Objective (from above)	Associated task e.g. Quiz	Time	Study/Practice/ Participate
Objective	E.g. Online quiz	<time>	Participate
Objective	E.g. Workshop	<time>	Practice
Objective	Presentation video	<time>	Study
Objective	<insert details here>	<time>	
Objective	<insert details here>	<time>	
Objective	<insert details here>	<time>	

KMT Review Plan

Review Plan			
Activity	Description	Time	Notes
Editorial review	By the KO	<time>	
Functional review	By the ID	<time>	
Presentation review	By the KO and ID	<time>	

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RESOURCE 6: EXTERNAL EXAMINER REPORT TEMPLATE

	SETANTA College <small>The Online Sports College</small>	<h3 style="margin: 0;">External Examiner's Report</h3>				
Setanta College:						
Date						
Programme Details	Programme Reference ¹⁴					
	Award Title:					
	Area Of Specialisation (ISCED CODE):					
	Main Modes of Delivery Offered:	Blended Learning				
	Stage (1,2,3,4,..., or Award Stage):					
	Semester (if applicable indicate whether first or Second):					
Classification Distribution and Trend		Current Year	Previous Year	Previous Year	Previous Year	Previous Year
	% H1/Distinction					
	% H21/Merit 1					
	% H22/Merit 2					
	% P					
Completion Rate Data	Number who started the programme					
	Number who started the stage					
	Number who completed the stage (i.e. attempted final stage examinations)					
External Examiner Details	Name					
	Main Employment					
	Email address					
	Other contact details					
Please consult QQI Effective Practice Guidelines for External Examining Revised February 2015 Quality Assuring Assessment Guidelines for Providers Revised 2013 (Version 2 – Revised 2018) and Assessment and Standards Revised 2013 for more detailed information concerning expectations.						

¹⁴ The provider should complete the factual parts of the cover sheet before forwarding the template to the external examiner.

In presenting opinions under the following headings the external examiner should make national and international comparisons.

- 1. The Evidence Considered**
- 2. Minimum Intended Programme Learning Outcomes**
- 3. Actual Attainment of Learners**
- 4. The Programme**
- 5. Assessment Procedures**
- 6. Trends**
- 7. Conclusions and Recommendations**

External examiners' signature:

Date:

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RESOURCE 7: SAMPLE WRITTEN ASSESSMENT BRIEF

Module Functional Screening: (40% of Module)

Introduction and Assignment Goal

Your project for this section relates to a movement assessment. The goal is to assess injury risk. You are required to complete this using video evidence of your assessment. The choice of tests used is up to you. Please select no more than 4 tests or screens.

Your project will be assessed on the thoroughness of the administration of each screen/test and the supporting written submission.

Video evidence (20%): Please submit a video recording of the administration of each screen or test completed. Note for some tests such as the tuck jump or LESS test, the video capture must be from a front and a side view. The video should clearly display the subject completing each test. This video capture will be used to assess the test procedures used and thus the quality and clarity of each video are most important.

Written submission (20%): This should have a brief introduction. A subject history of training and injury (if any) should follow. The rationale or justification for the tests selected should be described. The test results should be displayed clearly on appropriate tables/graphs and a discussion on these results based on injury risk identification should also be provided.

The headings for your **written** submission are:

1. Introduction – 2%
2. Subject History and Background – 4%
3. Rationale for selected screens/tests – 6%
4. Results – 4%
5. Discussion - 4%

Please submit both the written document and video file via Turnitin (Moodle). If the video file is larger it is to be submitted to KSmith@setantacollege.com via WE Transfer (details of how to complete this process will be forwarded to you).

Preparation and Feedback

Feedback following the project will be provided to you in your transcript. Use the marking criteria and the associated task descriptions when formulating your response.

Extenuating Circumstances

If there are any exceptional circumstances that may have affected your ability to undertake or submit this project, make sure you contact the College prior to your submission deadline.

Plagiarism and Unfair Practice Declaration

By submitting this project, you declare that it is your own work and that the sources of information and material you have used (including the internet) have been fully identified and

properly acknowledged as required. You also understand that the College reserves the right to investigate allegations of plagiarism or unfair practice which, if proven, could result in a fail in this assessment and may affect your progress.

Details of Submission

Any assignments submitted late will be subject to an immediate 10% penalty and a further 5% for each day late thereafter. Note that all work handed in after 10 working days following the submission date will be capped at 40%. No marks will be awarded if the assessment is submitted after the late submission date unless extenuating circumstances are applied for and accepted.

Marking Scheme

Written	Poor	Satisfactory	Good	V Good	Excellent	Marks
Intro	Very limited information	Satisfactory information on sport/activity but no reference to literature	Clear sport/physical activity demands described and references supplied	Physical activity/sport described with insight into aim of physical preparation and screening – with common injuries noted and relevant literature used		2
History – Profile	Very limited information	History sufficient to reflect on next step	Severity, duration provided and period of return to play described	Well described – in terms of severity, duration of injuries and previous recovery/rehab and with relevant mechanisms of injury also described		4
Rationale for Tests	Very limited information	Basic rationale provided	Ranging between some scientific reflection to excellent reflection and with some literature to very relevant literature used and cited correctly in support as well as comments regarding experience of the assessor/administrator made.			6
Results	Very limited information	Results listed without description	Table provided with succinct result presentation			4
Discussion	Very limited information	Satis discussion – limited to either critique of tests or self-reflection on administration	Good self-reflection of limitations of tests and of the procedure			4
Video	Poor	Satisfactory	Good	V Good	Excellent	
Test administration	No standardisation	Standardisation evident,	Good: Standardisation evident, set-up of test appropriate and good			20

		<p>however, some evidence of unfamiliar execution by subject</p>	<p>execution of all tests - limited evidence of test execution unfamiliarity by subject</p> <p>Very Good: Standardisation evident, set-up of test appropriate and very good execution of all tests by tester and subject</p> <p>Excellent: Standardisation evident, set-up of test appropriate and excellent and efficient execution of all tests with clear evidence of subject familiarity</p>	
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RESOURCE 8: SAMPLE WRITTEN ASSESSMENT MARKING SCHEME

The following assessment brief informs the marking scheme attached.

Assessment Brief: The Learner is required to complete a Functional Screen on an active subject using only 4 tests. The purpose is to evaluate the subject's Injury Risk based on the tests completed. Both video evidence of the administration of each of the 4 tests and a written submission (no greater than 1500 words) is required to be submitted.

Marking Scheme for Functional Screening Module

Written	Poor	Satisfactory	Good	V Good	Excellent	Marks
Intro	Very limited information	Satisfactory information on sport/activity but no reference to literature	Clear sport/physical activity demands described and references supplied	Very Good: Physical activity/sport described with insight into aim of physical preparation and the role of functional screening – with common injuries noted and relevant literature used. Excellent: Physical activity/sport described with subject's stage of development and insight into aim of physical preparation, and the role of functional screening – with common injuries noted and relevant literature used.		10
History – Profile	Very limited information	History sufficient to reflect on next step	Includes description of subject's injury severity, and return to play/activity described	Very Good: Well described – in terms of severity, duration of injuries and previous recovery/rehab and with relevant mechanisms of injury also described Excellent: As above with Comment re effectiveness of recovery/rehab.		10
Rationale for Tests	Very limited information on rationale for test selection.	Basic rationale provided with reference to other tests not included	Good: Some scientific reference supporting use of tests. Very Good: Ample appropriate scientific reference and reflection supporting the use of the tests. Excellent: Thorough reflection and with comprehensive literature referenced and cited correctly in support as well as comments regarding limitations of the test occasion (e.g. experience), resources and environment (e.g. equipment and technology)			10
Results	Very limited information	Results listed without description	Good: Table provided with succinct result presentation Very good: Table and data clearly displayed with raw scores and reference values.			10

			Excellent: Table and data clearly presented, containing raw score, reference values and citation of all references.			
Discussion	Very limited information	Satisfactory discussion – limited to either critique of tests or self-reflection on administration	Good self-reflection of limitations of tests and of the procedure and limited reference to injury risk evaluation. Very good self-reflection of limitations of tests used and of the procedure and ample reference to injury risk evaluation. Excellent self-reflection of limitations citing relevant literature and specific comments re sensitivity and specificity of tests used and extensive citation of relevant literature.			10
Video	Poor	Satisfactory	Good	V Good	Excellent	
Test administration	Standardisation for tests not evident	Standardisation evident, however, some evidence of unfamiliar and non-standardised administration of tests	Good: Standardisation evident, set-up of test appropriate and good execution of all tests - limited evidence of test execution and some unfamiliarity by subject Very Good: Standardisation evident, set-up of test appropriate and very good execution of all tests by tester and subject Excellent: Standardisation evident, set-up of test appropriate and excellent and efficient execution of all tests with clear evidence of subject familiarity			50

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RESOURCE 9: SAMPLING POLICY

Sampling Policy

Sampling is the process of selecting a portion of Learner results and Learner evidence for the purposes of completing Internal Verification and External Examination of Assessment. The sampling approach used by Setanta College will be applied by the Internal Verifier and the External Examiner. Assessment material for all programmes will be internally verified for each certification period. This guideline is based on the minimum sample required. However, it is at the discretion of the Internal Verifier and External Examiner to increase the sample to ensure that the above criteria is met. Learners included in the sample are marked on the Learner Result report. The following criteria should be applied to all samples:

- A range of Learners and a cross section of assessment methodologies are represented
- All Tutors are included in the sample
- The full range of attainment across grades is covered
- All Borderline cases
- A sufficient size is used to ensure sound judgements to be made about the fairness and consistency of assessment decisions
- A minimum sample size per class is sampled as follows:
 - 3 Learners for a class of ≤ 10 Learners
 - 5 Learners for a class of 11 – 25 Learners
 - 6 Learners for a class > 25 Learners

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RESOURCE 10: SAMPLE TUTOR APPRAISAL FORM

Setanta College – Programme and Tutor Appraisal

The procedure for Tutor appraisal is intended to provide an impartial overview of performance of individual College Academic staff. The purpose of this is to ensure that both the quality of direct face-to-face delivery of the program of study and the andragogical approach of the Tutor are fit for purpose. Where it is deemed by the Academic Council that additional support/intervention is required within any aspect of the Appraisal process appropriate actions will be taken.

The appraisal process consists of four parts:

Part 1: This consists of the Tutor's self-evaluation regarding the College Level support for the program (Part 1a), the Physical Resources and Services available (Part 1b) and the Program (Part 1c).

Part 2: This is a Self-Appraisal relating to the Tutor's own performance.

Part 3: The fourth section is the Evaluation of the Tutor by the Learner.

Part 4: This is the Tutor Appraisal by the College Academic Director.

Procedures for Appraisal Completion

1. Preparation

The College Registrar will contact the Academic Director and Tutor via email to prepare the procedure for Tutor appraisal. At an appropriate date, Learners will be contacted via the internal communication system requesting that they complete the Tutor Appraisal form (available online). A date is agreed for the attendance of the Academic Director at the relevant workshop/class where the Tutor will present to Learners as part of the normal face to face and workshop delivery program.

2. Attendance

The Academic Director will be introduced to the class by the Tutor and will ensure that all Learners are informed of the purpose of the visit by the Academic Director. The Academic Tutor is encouraged to engage with Learners throughout their attendance.

3. Post-Attendance Procedures for Completion

Part1a,1b,1c forms will be returned to the College Registrar by the Tutor within one week of the Academic Director workshop/class visit.

Self-Appraisal Form: The Tutor will be required to forward his/her Self-Appraisal form to the Academic Director via email within one week following the workshop/class visit. Within one

week after this a meeting of the Tutor and Academic Director will take place to review the Self-Appraisal form. Their discussion will reference all forms completed (including Learner appraisal of Tutor). The Academic Director's appraisal of the Tutor form will then be signed by both parties and returned to the Registrar via email by the Academic Director.

Learner Evaluation of Tutor: The Learners will be contacted by the College Registrar and requested to complete an anonymised Evaluation of Tutor form. This will be completed using the college survey platform (survey monkey). This will occur within the 2-week time period of the overall Tutor appraisal process.

Report to the Academic Council

All forms will be made available to the Academic Council at the next Academic Council meeting. The Academic Director will also complete an overall Academic Staff Appraisal report for the Academic Council. All appraisal will form part of the programme leader review and ultimately will appear as appendices in the Annual Academic Council Report.

Confidentiality

While all forms will be made available to the Tutor, at all stages of the procedure strict confidence will be maintained. The College Registrar will hold responsibility in ensuring confidentiality at all steps of the process. Each individual involved in the process will also be expected to maintain strict confidentiality in all form completion.

Learners identity is safeguarded using the college survey platform (survey monkey). Thus, all Learners complete their Appraisal forms anonymously.

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Part 1a: Tutor Self-Evaluation of College Level Support

A. College Level	Excellent	Very Good	Good	Fair	Very poor	Don't Know
Management is						
Strategic planning is						
External promotion of the course is						
Communication within the College is						
Information on the Academic Council is						
Information on the External Examiners is						
Resources for staff development are						
Staff offices are						
Quality Assurance procedures are						
Outline how improvements could be made at College level						
Tutor Signature:						
Date:						

Part 1b: Tutor Self-Evaluation of Physical Resources and Services

B. Physical Resources and Services	Excellent	Very Good	Good	Fair	Very poor	Don't Know
Lecturing facilities are						
Lecturing equipment (audio-visual etc) are						
S&C gym is						
Practical workshop areas (other than S&C gym) are						
Canteen and snack facilities are						
Services from the College administration are						
Availability of on-line library resources is						
Computer services are						
Learner support outside of class is						
Outline how improvements could be made in the physical facilities and the provision of the course						
Tutor Signature:						
Date:						

Part 1c: Tutor Self-Evaluation of The Program

C. The Program	Excellent	Very Good	Good	Fair	Very poor	Don't Know
The program as a whole is						
Relevance of the programme to Industry needs is						
Relevance of each of the modules is						
Relevance of each practical stream is						
Programme as a preparation for further study is						
Operation of the College administration is						
Clarity of Learner responsibilities is						
Appropriateness of the assessment used is						
Staging of the modules is						
Outline any further comments regarding the programme						
Tutor Signature:						
Date:						

Part 2: Self-Appraisal by Tutor

Performance	Excellent	Very Good	Good	Fair	Poor	Comment
Subject Knowledge						
Technical/Practical Demonstration Units						
Punctuality						
Engagement with Learners						
Enthusiasm						
Cooperation						
Communication Skills						
Assignment Feedback						
Overall Rating						
Opportunities for Development						
Tutor Signature:						
Date:						

Part 3: Evaluation of Tutor by Learner

Performance	Excellent	Very Good	Good	Fair	Poor	Comment
Subject Knowledge						
Technical/Practical Demonstration Units						
Punctuality						
Engagement with Learners						
Enthusiasm						
Cooperation						
Communication Skills						
Assignment Feedback						
Overall Rating						
Any Additional Comments						

Note: Any comments made should be free from racist, sexist or personal overtones. Forms with abusive comments will be discarded. Please provide critical comment in a constructive way.

Part 4: Appraisal of Tutor by Academic Director

Performance	Excellent	Very Good	Good	Fair	Poor	Comment
Subject Knowledge						
Technical/Practical Demonstration Units						
Punctuality						
Engagement with Learners						
Enthusiasm						
Cooperation						
Communication Skills						
Assignment Feedback						
Overall Rating						
Any Additional Comments						

By signing this form, you confirm that you have discussed this review in detail with the Academic Director. Signing this form does not necessarily indicate that you agree with this evaluation.

Tutor Signature

Academic Director:

Date:

RESOURCE 11: APPLICATION FOR APPEAL FORM

Read this form carefully, then complete sections 1 and 2 and submit it via your student email along with any supporting evidence to admin@setantacollege.com

The form will be completed by the college and returned to you as a notification of the outcome of the appeal.

This form relates to the process for an appeal.

As indicated in the *Policy for Managing Learner Recheck, Review and Appeal*, an appeal is defined as: An **appeal** is where a learner formally requests that the decision or judgement of a lower authority is referred to a higher authority (i.e., the Appeals and Review Committee) for reconsideration.

1. Student Information and Declarations (completed by the student)

1.1 Student Details

Surname	Click or tap here to enter text.
First Name(s)	Click or tap here to enter text.
Programme	Click or tap here to enter text.
Programme Cohort	Click or tap here to enter text.

1.2 Checklist and Declaration

Note: Do not submit this application until you have completed this checklist and signed below.

Checklist	Tick
I have read and understood the Policy and the associated Procedure for Appeals before completing Section 2 below.	<input type="checkbox"/>
I have included verifiable evidence in support of my application.	<input type="checkbox"/>
I understand that making an assertion, with no evidence to support it, does not meet any grounds for appeal.	<input type="checkbox"/>
I have completed this form to the best of my knowledge and included all relevant information.	<input checked="" type="checkbox"/>
I understand that it is my responsibility to demonstrate that I have grounds for an appeal.	<input checked="" type="checkbox"/>
I confirm the information provided is accurate per my knowledge.	<input checked="" type="checkbox"/>
Dated	Click or tap here to enter text.

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2. Student Assessment Information (completed by the student)

2.1 Decision

Identify the decision that you want to appeal. Please be specific e.g. "The decision of the Board of Examiners to award me X%"

Click or tap here to enter text.

2.2 Grounds

Note: This section gives you the opportunity to choose the grounds you wish to appeal under and explain why they are appropriate.

Grounds for Appeal	Tick
Evidence that Setanta College did not follow an established procedure in the making of a decision.	<input type="checkbox"/>
Circumstances or information of which the original decision-making body was not aware when its decision was taken, and there is a valid, substantiated reason why that information was not made available by the student.	<input type="checkbox"/>
Evidence of substantive bias by one or more of the decision-makers in arriving at a decision.	<input type="checkbox"/>

Click or tap here to enter text.

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2.3 Evidence

Note: Remember that the college will not consider appeals that are not supported by verifiable evidence that the grounds you have mentioned above are valid.

Summarise the evidence you have in support of your appeal, which may be appended to your application.		
Summary of Evidence	Type of Evidence	Submitted
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

2.4 Option to make oral representation at an appeal hearing

You may apply to attend the appeal hearing to make an oral submission to support the evidence you have submitted here. <i>Please note <u>no new evidence</u> can be introduced during the appeal hearing – attendance is the for the purpose of providing clarification only.</i> Please detail here why you feel your attendance at the meeting would benefit your appeal.
Click or tap here to enter text.

3. Determinations (Completed by the College)

3.1 Decision Being Appealed

Please select decision being appealed
Choose an item.
If you selected 'other' please provide detail below:
Click or tap here to enter text.

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3.2 Verification Checklist

Question	Tick
Received within the review window?	<input type="checkbox"/>
Student declaration complete?	<input type="checkbox"/>
Supporting evidence received?	<input type="checkbox"/>
Completed by	Click or tap here to enter text.

3.3 Decision on Grounds and Validity of Application

Question	Yes/No	Name of Decision-Maker
Response from the original decision-maker required? [if so, section 4 below must be completed]	Choose an item.	Click or tap here to enter text.
Does the student have valid grounds for an appeal?	Choose an item.	Click or tap here to enter text.
Appeal to proceed to hearing?	Choose an item.	Click or tap here to enter text.
Student to attend appeal hearing?	Choose an item.	Click or tap here to enter text.

4. Response on Factual Accuracy of the Student's Appeal by the Original Decision-Maker (to be completed by the original decision-maker if required)

Note: This is a response to the factual accuracy of the student's assertions in their appeal. Matters unrelated to the decision being appealed should not be included. Sections which do not apply should be marked "Not Applicable or N/A"

4.1 Report

<p>Ground 1</p> <p>Where the student has asserted that due process or a particular procedure was not followed, please describe the facts of the process that led to the decision and respond to the student's evidence as applicable.</p> <p>Click or tap here to enter text.</p>
<p>Ground 2</p> <p>Where the student asserts that you did not have all necessary information to make the decision please complete below and respond to the student's evidence as applicable.</p> <p>Click or tap here to enter text.</p>

Did you have the information referenced by the student?	Choose an item.
Click or tap here to enter text.	
Ground 3 Where the student asserts that bias was shown, please respond to the student's evidence.	
Click or tap here to enter text.	

Completed By

Name	Click or tap here to enter text.
Date	Click or tap here to enter text.

5.5 Appeal Hearing Report (to be completed at the appeal hearing)

Appeal Hearing Date	Click or tap here to enter text.
Appeal Committee Members	Click or tap here to enter text.
Note taker	Click or tap here to enter text.
Witnesses (if relevant)	Click or tap here to enter text.
Information provided (section 2.3)	Click or tap here to enter text.
Additional Information requested	Click or tap here to enter text.

Appeal Hearing outcome	Choose an item.
Rationale for decision including evidence relied upon	Click or tap here to enter text.
Consequences of Decision	Click or tap here to enter text.

5.1 Signature (Appeal Committee)

Appeal Board Member	Approved (Yes/No)	Date
Click or tap here to enter text.	Choose an item.	Click or tap to enter a date.
Click or tap here to enter text.	Choose an item.	Click or tap to enter a date.
Click or tap here to enter text.	Choose an item.	Click or tap to enter a date.
Click or tap here to enter text.	Choose an item.	Click or tap to enter a date.
Click or tap here to enter text.	Choose an item.	Click or tap to enter a date.

RESOURCE 13: APPLICATION FOR RECHECK FORM

Read this form carefully, then complete sections 1 and 2 and submit it via your student email along with any supporting evidence to the relevant module tutor.

The form will be completed by the college and returned to you as a notification of the outcome of the recheck.

1. Student Information and Declarations (completed by the student)

1.1 Student Details

Surname	Click or tap here to enter text.
First Name(s)	Click or tap here to enter text.
Programme	Click or tap here to enter text.
Programme Cohort	Click or tap here to enter text.

1.2 Checklist and Declaration

Note: Do not submit this application until you have completed this checklist and signed below. Applications for recheck incur a fee which is refunded if your appeal is upheld. The recheck service will not be delivered until payment has been received.

Checklist	Tick
Recheck Fee of €20	<input type="checkbox"/>
I have completed this form to the best of my knowledge and included all relevant information	<input type="checkbox"/>
I understand that a recheck is not a reconsideration of the grade, it is an arithmetical recalculation of the marks awarded	<input type="checkbox"/>
I confirm the information provided is accurate per my knowledge	<input type="checkbox"/>
Dated	Click or tap here to enter text.

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2. Student Assessment Information (completed by the student)

2.1 Assessment Recheck

Identify the assessment you wish to have rechecked.
Click or tap here to enter text.

3. Determinations (Completed by the College)

3.1 Verification Checklist

Question	Tick
Received within the recheck window?	<input type="checkbox"/>
Supplementary fee paid?	<input type="checkbox"/>
Student declaration complete?	<input type="checkbox"/>
Completed by	Click or tap here to enter text.

3.2 Decision on Grounds and Validity of Application

Question	Yes/No	Name of Decision-Maker
Recheck to Proceed?	Click or tap here to enter text.	Click or tap here to enter text.

4. Recheck Report (to be completed by the College)

Review by (faculty member)	Click or tap here to enter text.
Original Assessor	Click or tap here to enter text.
Result moderated?	Click or tap here to enter text.

Original assessment decision	Click or tap here to enter text.
Rechecked assessment decision outcome	Click or tap here to enter text.
Rationale for recalculation if applicable	Click or tap here to enter text.
Consequences of Recheck	Click or tap here to enter text.

Completed By

Name	Click or tap here to enter text.
Date	Click or tap here to enter text.

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RESOURCE 14: APPLICATION FOR A REVIEW

Read this form carefully, then complete sections 1 and 2 and submit it via your student email along with any supporting evidence to the relevant Programme Leader.

The form will be completed by the college and returned to you as a notification of the outcome of the recheck.

This form relates to the process for a review.

As indicated in the *Policy for Managing Learner Recheck, Review and Appeal*, as review is defined as:

'**Review** means the re-consideration of the assessment decision, either by the original assessor or by other competent persons. Learners are required to state the grounds for the requested review. The grounds for review will normally be that the learner suspects that the assessment was erroneous in some respect.' (QQI Assessments and Standards, Revised 2013, 4.10.3)

1. Student Information and Declarations (completed by the student)

1.1 Student Details

Surname	Click or tap here to enter text.
First Name(s)	Click or tap here to enter text.
Programme	Click or tap here to enter text.
Programme Cohort	Click or tap here to enter text.

1.2 Checklist and Declaration

Note: Do not submit this application until you have completed this checklist and signed below. Applications for review incur a fee which is refunded if your appeal is upheld. The review service will not be delivered until payment has been received.

Checklist	Tick
I have read and understood the Policy for Managing Learner Recheck, Review and Appeal before completing Section 2 below.	<input type="checkbox"/>
Review Fee: €20	<input type="checkbox"/>
I have included verifiable evidence in support of my application.	<input type="checkbox"/>
I have completed this form to the best of my knowledge and included all relevant information.	<input type="checkbox"/>
I understand that it is my responsibility to demonstrate that I have grounds for a review.	<input type="checkbox"/>
I confirm the information provided is accurate per my knowledge.	<input type="checkbox"/>
Dated	Click or tap here to enter text.

2. Student Assessment Information (completed by the student)

2.1 Assessment Recheck

Identify the assessment you wish to have reviewed.
Click or tap here to enter text.

2.1 Assessment Review

Summarise the evidence you have in support of your review, which may be appended to your application.		
Summary of Evidence	Type of Evidence	Submitted
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

3. Determinations (Completed by the College)

3.1 Verification Checklist

Question	Tick
Received within the review window?	<input type="checkbox"/>
Supplementary fee paid?	<input type="checkbox"/>
Student declaration complete?	<input type="checkbox"/>
Supporting evidence received?	<input type="checkbox"/>
Completed by	Click or tap here to enter text.

3.2 Decision on Grounds and Validity of Application

Question	Yes/No	Name of Decision-Maker
Review to Proceed?	Click or tap here to enter text.	Click or tap here to enter text.

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4. Review Report (to be completed by the College)

Review by (faculty member)	Click or tap here to enter text.
Original Assessor	Click or tap here to enter text.
Result moderated?	Click or tap here to enter text.
Original assessment decision	Click or tap here to enter text.
Reviewed assessment decision outcome	Click or tap here to enter text.
Rationale for recalculation if applicable	Click or tap here to enter text.
Consequences of Decision	Click or tap here to enter text.

Completed By

Name	Click or tap here to enter text.
Date	Click or tap here to enter text.

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RESOURCE 15: REASONABLE ACCOMMODATION REQUEST FORM

Setanta College is committed to implementing a policy of equal opportunities for learners with disabilities. All learners are encouraged to disclose their disabilities, as non-disclosure will severely limit ability to access appropriate procedures, accommodations and supports. This information and other related documentation will be treated confidentially.

1: Personal Details

Student ID Number (If applicable)	Click or tap here to enter text.
Name	Click or tap here to enter text.
Address	Click or tap here to enter text.
Telephone Number	Click or tap here to enter text.
Email Address	Click or tap here to enter text.
Current programme of study or chosen programme of study if not already enrolled	Click or tap here to enter text.

2. Accommodation Request

Identify the disability that is the basis of your request for reasonable accommodation(s).
Click or tap here to enter text.
Describe the nature and duration of the disability identified above.
Click or tap here to enter text.
Have you been treated by a doctor or other medical professional regarding the disability you have identified? Please provide contact information for anyone you identify.

Click or tap here to enter text.
Describe the accommodation you are requesting. (Please note: if a reasonable accommodation is granted it may be an effective accommodation that is different from the one you specify below.)
Click or tap here to enter text.
Please provide any additional information you believe may be of assistance while we review your request for a reasonable accommodation.
Click or tap here to enter text.

3. Additional Material

Please attach, or promptly provide, documentation from your medical provider describing the disability, the medical diagnosis, and suggested accommodations. Information provided by the medical provider will help us assess this request and identify appropriate reasonable accommodations.

Student Signature	Click or tap here to enter text.
Date	Click or tap to enter a date.

4. To be completed by Setanta College

Date Received	Click or tap to enter a date.
Date review began	Click or tap to enter a date.
Reasonable accommodations considered	Click or tap here to enter text.

Is the reasonable accommodation reoccurring?	Click or tap here to enter text.
Reason for not providing reasonable accommodation (if applicable)	Click or tap here to enter text.
Date Employee was notified of results of review	Click or tap to enter a date.
Completed By	Click or tap here to enter text.

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RESOURCE 16: PERSONAL DATA ACCESS REQUEST FORM

1 Your details

Surname	Click or tap here to enter text.
First Name(s)	Click or tap here to enter text.
Previously known as (if applicable)	Click or tap here to enter text.
Current address	Click or tap here to enter text.
Prior address	Click or tap here to enter text.
Contact phone no	Click or tap here to enter text.
Contact email address	Click or tap here to enter text.

2 Your relationship with Setanta College

Please describe, in as much detail as possible and where known, the nature of your relationship with the college.

Relevant points may be:

- *Whether you are, or were, a member of staff or a student of the college;*
- *Staff or student ID number (if applicable);*
- *Unit you worked in or the department where you studied;*
- *If you are neither a current nor a former member of staff or student of the college please indicate the nature of your relationship with Setanta College.*
- *Beginning and end dates of your relationship with the college.*

Click or tap here to enter text.

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3 Details of personal data requested

Please describe, in as much detail as you can, the nature of the personal data requested. It is not sufficient to ask for 'everything about me'. If your request is too broad or unclear, we may need to ask you to be more specific.

Possible points to consider are:

- *Description of the likely personal data held;*
- *Likely location where the records may be held;*
- *Any identifying references numbers, codes etc.;*
- *Likely dates of when the personal data was created within the college.*

Click or tap here to enter text.

4 Identification

In order to process your application in accordance with best practice and the college's own internal procedures it is necessary for you to provide proof of your identity. At least two forms of identification, selected from the list below, must accompany this application form.

- A recent utility bill (must be less than 6 months old at the time of application)
- Passport (page with your signature)
- Driving Licence (page with your signature)
- College Student ID Card

Please note that copies of any two of the above items will, in the majority of cases, suffice. However, the college reserves the right to request original documents where deemed necessary by the Data Protection Office.

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6 Agent Details (Please complete if applicable)

If you wish to appoint an agent (e.g. a family member, friend, solicitor or barrister) to act on your behalf in connection with your personal data access request please complete this section.

I confirm that I wish to appoint the individual named below to act on my behalf in relation to the personal data access request which is the subject of this form.

Agents Name	Click or tap here to enter text.
Agents Address	Click or tap here to enter text.
Agents Contact Phone No.	Click or tap here to enter text.
Agents Email Address	Click or tap here to enter text.
Relationship of agent to me	Click or tap here to enter text.

7 Declaration

I confirm that I am the data subject named in section 1 above. In accordance with the Irish Data Protection Acts of 1988 and 2003 I request a copy of the personal data held on me by Setanta College. I also confirm that the details set out by me on this application form are, to the best of my knowledge, true and accurate.

Signed	
Date	

Post Completed Application Form (with ID) to:

Data Protection Office
Setanta College
Thurles Enterprise Cent
Jimmy Doyle rd.
Thurles
Tipperary

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7 (Office use only)

Request ref no.	Click or tap here to enter text.
Date request received	Click or tap here to enter text.
Proof of Identity provided	Click or tap here to enter text.
Payment provided	Click or tap here to enter text.
Any other relevant comments	Click or tap here to enter text.

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