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Quality Assurance Manual

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cct

College Dublin
Computing • IT • Business

Quality Assurance Manual



FOREWORD

This latest edition of the CCT College Quality Assurance Manual brings it in line with the Statutory Quality Assurance Guidelines developed by QQI for use by all Providers¹, the Statutory Quality Assurance Guidelines for Providers of Blended Learning Programmes² and the Sector Specific Quality Assurance Guidelines for Independent/Private Providers Who Come to QQI on a Voluntary Basis³, along with the Standards and Guidelines for Quality Assurance in the European Higher Education Area, May 2015⁴.

The revision also takes into consideration the change in scope of programmes offered by CCT College Dublin leading to QQI awards, now encompassing policies and procedures applicable to programmes leading to awards up to level 9 on the National Framework of Qualifications and delivered through blended learning.

This most recent edition was informed by consultation with key stakeholders of the College including students, staff and faculty and following engagement with the wider higher education community. The manual was approved by the Academic Council and subsequently reviewed by an independent panel on behalf of QQI and approved as being appropriate for the scope of provision to which it applies. Prior to this latest revision, the manual underwent a significant review encompassing substantial changes in 2018.

The College was first established in 2005 and the first edition of the QA Manual was published in 2008, following agreement of the College's QA system with the Higher Education and Training Awards Council (HETAC), in Ireland, a major milestone for the College. The original QA Manual was reviewed and revised at regular intervals, in accordance with good practice, reflecting institutional and sectoral change and ensuring continued alignment with QQI policies and the European Standards and Guidelines for Quality Assurance in Higher Education.

The provision of high-quality higher education and professional programmes in ICT, Computing and Business, through a learner-oriented culture, remains at the heart of what we do at CCT. Effective and ongoing quality assurance procedures underpin and guide our efforts to ensure the consistent and superior delivery of education and training, and related academic support services.

Neil Gallagher
College President

¹ QQI's Core Statutory QA Guidelines

<https://www.qqi.ie/Downloads/Core%20Statutory%20Quality%20Assurance%20Guidelines.pdf>

² QQI's Blended Learning Guidelines

<https://qaguidelines.qqi.ie/topic-spec-blended.html>

³ QQI's Sector Specific QA Guidelines

<http://www.qqi.ie/Downloads/Sector%20Specific%20Quality%20Assurance%20Guidelines%20V2.pdf>

⁴European Standards and Guidelines (ESG) http://www.enqa.eu/wp-content/uploads/2015/11/ESG_2015.pdf

Version Control Record

The following tables summarises the revision history of the CCT QA Manual since QA procedures were first approved by QQI through the re-engagement process in 2018. Individual policies also include a policy version control record. Some policies may have originally predated this manual, having been in operation in CCT as HETAC / FETAC provider.

Version numbers are revised in accordance with the following:

Minor edits to existing policies and procedures e.g. change in role / responsibility, addition of clarity etc. but the QA Manual remain substantially unchanged, results in the version number changing to the next decimal place.

Material changes to the manual, including the addition, removal or replacement of policies and procedures warrants the renumbering of the manual to the next whole number.

Revision History

Version	Approval Date	Revision Description	Approved By
3	Sept 2020	Review and updating of policies. Revised to include Blended Learning Policy, as approved by QQI through extension of scope application.	Academic Council (Extension of Scope approved by QQI, Sept 2020)
2.1	July 2020	Edits to data protection policies to reflect legal obligations on employers in respect of return-to-work protocols arising from COVID 19 pandemic.	Academic Council
2	Sept 2019	Revisions to reflect changes in organisational structure and amendments to policies to reflect approval of extension of scope up to level 9 taught Masters.	Academic Council (Extension of scope approved by QQI, April 2019)
1	Sept 2018	New publication to concisely document the governance and quality assurance arrangements, policies and procedures of the College and submitted to QQI for approval through re-engagement.	Academic Council (QQI through re-engagement, Dec 2018)

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CCT MISSION STATEMENT

The Mission of the CCT College Dublin (CCT) is to provide learners with accessible and flexible education opportunities, and professional development programmes that reflect current and emerging knowledge and practices relevant to the learner and to employers. CCT specialises in provision of computing and business related programmes of learning.

Through a learner-centred culture of enquiry, innovation and excellence, we challenge our learners, staff, and all other stakeholders to create, apply and share knowledge and values in a supportive, responsive, caring, and vibrant learning environment.

CCT is committed to developing graduates with personal and professional knowledge and skills that will enable them undertake the roles, responsibilities and challenges posed by business, industry, the professions, public service and society.

CCT VISION

CCT's Vision is to be a leading specialist college of teaching and learning excellence, inspiring individuals and transforming lives.

We will do this through:

- inspiring a lifelong passion for learning, exploration and discovery that will ensure leadership with a global outlook and innovative approaches to sustainable economic, social, cultural and personal development.
- embracing access, equality of opportunity and progression in order that our diverse learner population is empowered to succeed as citizens of a challenging world.
- blending theory with applied enquiry, industry-aligned, scholarly, professional and vocational pursuits with scientific and creative expression in the broad disciplines of Business and Information Communications Technology. Through these we serve to improve our region, our country and our world.
- championing a co-operative teaching and research culture that connects with other higher education institutions, schools, industry, local communities, government and non-governmental development agencies.
- actively nurturing continuous enhancement of all of our relationships to progress excellence in innovation, knowledge transfer and reputation in an international higher education landscape.

SECTION 1 - QUALITY CULTURE

1.0 Quality in CCT College Dublin

CCT College Dublin (CCT) has committed itself to embracing an inclusive Quality Assurance (QA) culture.

As an independent, third-level educational institution, providing full-time and part-time ICT, Computing and Business programmes, CCT has ownership of its QA policies and procedures. In this context, it aims to be benchmarked against the most reputable institutions in national, European and global contexts. CCT is conscious of its obligations, as a provider of programmes leading to Quality & Qualifications Ireland (QQI) awards, requiring it to agree its policies and procedures for QA with QQI, to continuously improve its quality assurance instruments and to monitor and evaluate their effectiveness for ensuring standards in programmes and the learning experience.

This Quality Manual describes the key structures, processes, policies, procedures, and quality assurance mechanisms that facilitate a systematic approach to embedding a continuous quality improvement ethos within CCT. This revision has been conducted to take on board feedback from internal and external sources over last two years.

The CCT quality system is all encompassing, incorporating the academic and commercial activities of the College and including clearly defined roles and responsibilities. It is underpinned by a sound governance structure that separates academic and commercial governance and values the input of all stakeholders, including providing for formal learner representation within the governance system.

CCT has invested substantial time and resource to ensure the quality system is tailored to the needs and activities of CCT and is reflective of the organisation's strategic objectives. Furthermore, the quality system integrates with CCT's legal obligations as a College and an employer in the areas of health and safety, data protection, immigration, and employment law.

The primary focus of CCT's quality assurance policies and practices is the maintenance of academic standards and relate to the direct activities of the College. The College is, however, mindful of the potential impact of peer relationships and external partnerships on academic standards and the quality of our graduates as well as the practice and reputation of CCT as a reputable education provider. CCT therefore ensures appropriate consideration is given by the governance structures of the College for any potential partnerships and peer relationships and the potential impact or influence on the College, its reputation, and stakeholders. The College does not presently engage in any collaborative provision or joint awards. Should it seek to do so in the future appropriate quality assurance procedures will be agreed with QQI. Existing partnerships and external relationships are with reputable bodies including:

- Quality and Qualifications Ireland (QQI)
- The Higher Education Authority (HEA)
- The Higher Education Colleges Association
- The National Forum for the Enhancement of Teaching and Learning
- The International College of Business
- International Conference on Engaging Pedagogy
- Edexcel – Pearson, UK
- Microsoft Academy

- The Irish Computer Society

1.1 Principles of Quality Assurance at CCT

The following principles underpin the college's Quality Assurance strategy.

- Transparency and Accountability
- Communications and Information
- Equality and Diversity
- Stakeholder engagement
- Learner Participation
- Access, Transfer and Progression
- Quality of our graduates
- Dynamic and Active Learning
- Learner Support
- Fair and Consistent Assessment
- Engaging and Innovative Teaching
- Programme Development, Delivery and Review
- Lifelong Learning
- Staff Development
- Campus Learning Environment
- Verifiable Data and Monitoring Mechanisms
- Provision and Maintenance of Resources
- Continuous Improvement
- Research, Development, and Innovation
- Quality and standards of QQI awards

Quality Assurance in CCT College draws on overarching principles, as set out in QQI Quality Assurance Guidelines and Criteria for Provider Access to Initial Validation of Programmes Leading to QQI Awards⁵:

a) *The Learning Outcome Principle*; Higher and Further Education and Training exists principally for the purpose of enabling people to learn and accordingly, provision should be designed, implemented and evaluated with learning outcomes in mind.

b) *The Implementation Principle*; Quality Assurance procedures should be fully implemented by providers.

c) *The Externality Principle*; A provider-owned quality assurance system makes appropriate use of external persons who are independent of the provider and who are expertly qualified to make national and international comparisons.

⁵ QQI Guidelines for Initial Access to Validation, <http://www.qqi.ie/Publications/Publications/QA%20Guidelines%20and%20Criteria%20for%20Provider%20Access%20to%20Initial%20Validation%20of%20Programmes%20Leading%20to%20QQI%20Awards%20-%20HET.pdf#search=externality%20principle%2A>

d) The ESG Principles⁶;

- Providers have the primary responsibility for the quality of their provision and its assurance,
- The interests of society in the quality and standards of higher and further education, need to be safeguarded,
- The quality of academic programmes needs to be developed and improved for students and other beneficiaries of education,
- There needs to be efficient and effective organisational structures within which those academic programme can be provided and supported,
- Transparency and the use of external expertise in quality assurance processes are important,
- There should be encouragement of a culture of quality within higher and further education institutions,
- Processes should be developed through which institutions can demonstrate accountability, including accountability for the investment of money,
- Quality assurance for accountability purposes is fully compatible with quality assurance for enhancement purposes,
- Institutions should be able to demonstrate their quality at home and internationally,
- Processes should not stifle diversity and innovation.

e) The Irish Higher Education Quality Network (IHEQN) Principles as outlined in the following documentation,

- *IHEQN Principles of Good Practice in Quality Assurance / Quality Improvement for Irish Higher Education and Training 2005,*
- *IHEQN Principles for Reviewing Effectiveness of QA Procedures in Irish Higher Education and Training 2007,*
- *IHEQN Common Principles for Student Involvement in QA 2009*

⁶ ESG, http://www.enqa.eu/wp-content/uploads/2015/11/ESG_2015.pdf

SECTION 2: GOVERNANCE AND DECISION-MAKING

2.0 Governance Structure

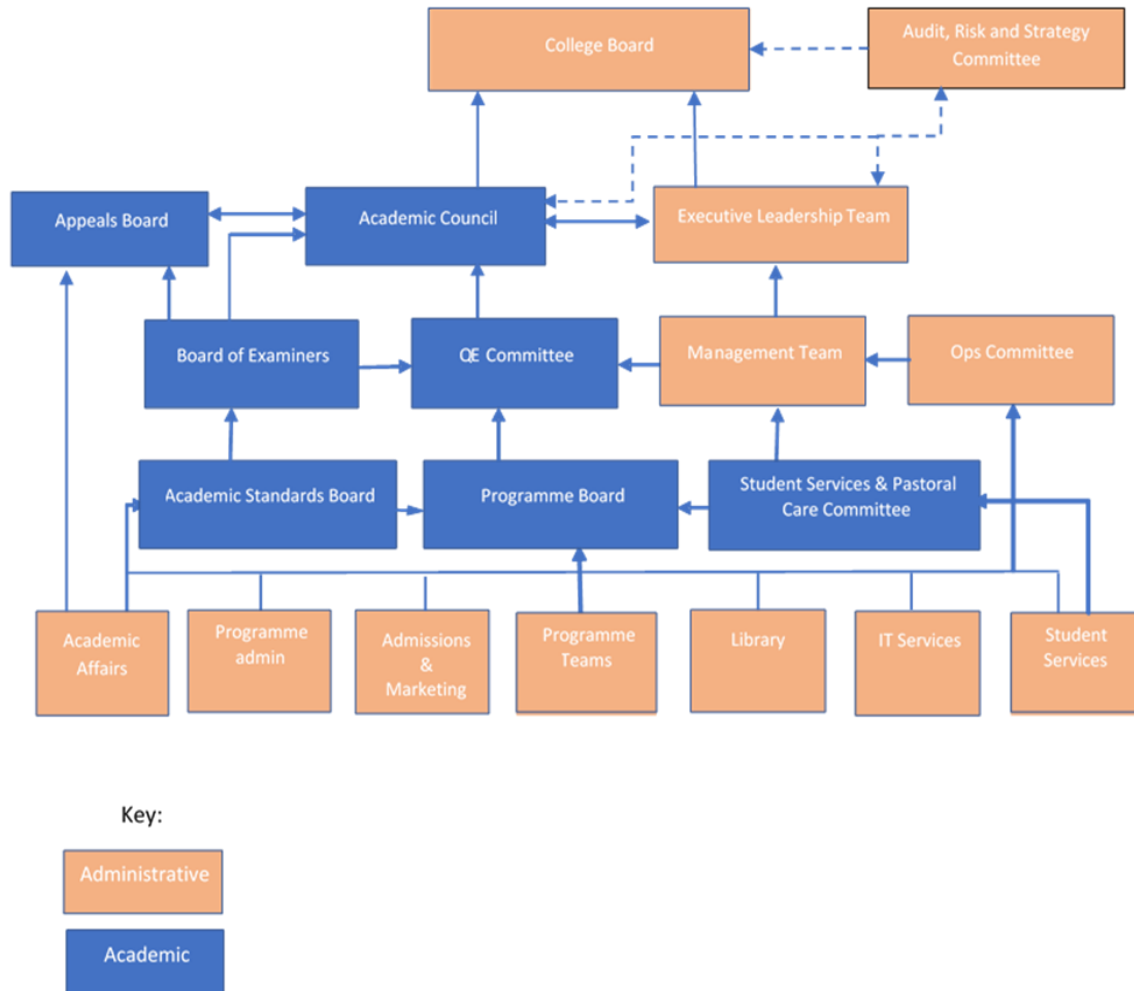
CCT's governance structure has been designed to ensure full corporate and legal compliance along with quality in the educational service provided to all learners, including mechanisms to encourage continuous improvement in the management of quality. The governance structure (Figure 1) underpins the college's approach to realise its commitment to quality. All staff members are key players in the development and implementation of quality assurance. Collective responsibility is achieved through this structure.

Students, staff and other stakeholders are represented on various committees and are a vital part of the quality assurance process of the College, ensuring externality, consideration and management of risk and avoidance of singular perspectives controlling decision-making. CCT recognises that the participation of students is a fundamental aspect of the quality assurance process and therefore promotes student engagement and partnership throughout the institution. The College values the student perspective as a means of facilitating the enhancement of the student experience and improving the quality of what we do.

Through a cycle of planning, implementation, monitoring and review, a process of continuous improvement is established across the institution. This process is interactive and collective, based upon a core structure of active committees and stakeholders (both internal and external) carrying out the procedures outlined by this manual.

Accurate, effective and timely communication among all stakeholders of the college has been, and remains, central to the effective operation of CCT. At the heart of this, are effective QA and organisational structures.

Figure 1 - CCT Governance Structure



Sub Committees

New sub-committees will be created, as required. However, it is CCT policy to empanel only the minimum number of committees consistent with effective and efficient operation of the college.

The following subsections present the role and responsibilities of each committee within CCT's QA structure.

2.1 Corporate Governance

2.1.1 College Board

CCT's legal entity is that of a registered company limited by guarantee in Ireland (company registration number 390136). The College Board governs the operation of the company as a commercial, for-profit organisation. The two company Directors of CCT are the College President (also Company Secretary), and the Dean for Administration and Finance. The Board also includes non-executive members, bringing specific expertise and externality to assist the College governance. Membership of the Board is as follows:

- Two independent non-executive members, one of which is the Chair of the Board
- College President
- Dean for Admin and Finance

The main roles and responsibilities of the Board are as follows:

- to govern the college and the company, giving due consideration to risk, based on strategic goals and objectives agreed through the committees of the CCT QA structure
- to ensure the financial viability of the college from year to year
- to act in the most ethical interests of the college stakeholders, particularly with protection of enrolled learners policy
- submitting final accounts for financial and performance audit on an annual basis
- approving annual financial budgets and setting salary levels on an annual basis
- appointing staff
- accounting to college stakeholders for annual performance
- maintaining corporate and legal responsibility of the college

The Board meets three times per year. The Board delegates day to day management of the College to the Executive Leadership Team, supported by the Management Team. Academic Governance is delegated to the Academic Council. The Board receives reports from both committees via the respective Chairs or through the referral of matters for the Board to consider. The Board is further supported by the CCT Audit, Risk and Strategy Committee.

2.1.2 Audit Risk and Strategy Committee

The Audit, Risk & Strategy Committee is a sub-committee of the College Board, appointed by and accountable to the Board. The Committee assumes an advisory role, using expertise from within its membership or invited attendees to:

1. Form an independent, objective and constructive view of the College's strategic ambitions and business operations to advise the Board on matters relating to all areas of risk.
2. Provide independent assurance to the Board that CCT's risk management, governance and internal control processes are operating effectively, through the maintenance of the CCT Risk Register which is shared with the Board for decision-making and oversight.
3. Advise the Board on strategic developments and opportunities to grow the business.

As an advisory committee, members are not required to vote on proposals or determine decisions. The role is to consider all information available to it and to utilise this to facilitate the College Board in making informed decisions to prevent, manage and or mitigate risk.

Membership and Quorum

- Independent Chair of the College Board acts as Chair of this Committee also, or nominee
- Chair of CCT's Academic Council, or nominee
- 1 Director of CCT, or nominee

Nominees must be approved by the Chair.

The College Board reserves the right to co-opt additional members of the committee at any stage.

Invited Attendees

Invited attendees may be requested to attend for a specific meeting or for a specified period of time. Invitations are extended with the approval of the College Board, as determined by the nature of the business under consideration. An invited attendee assumes full membership of the Committee for the duration of their invited attendance.

It is not normally expected that more than one invited attendee will be in attendance at any one time, but this is not precluded.

Invited attendees may be internal or external to CCT with specific expertise on an area of consideration. It is anticipated that invited attendees may be drawn from the broader Management Team, and Executive Leadership Team of CCT.

To be considered quorate the Chair of the Committee, the Chair of Academic Council (or nominee) and one other member or invited attendee must be in attendance.

Responsibilities

1. To identify risk and discuss and advise on mitigation strategies in relation to:
 - a. Governance and strategy
 - b. Academic provision, policies, scope, programme and institutional reviews
 - c. Student recruitment, management and support
 - d. Public perception and reputation
 - e. Health, safety, security and compliance
 - f. Financial sustainability and investment
 - g. Technology and data
 - h. Government initiatives, public policy and regulation
 - i. Human resources
 - j. Physical infrastructure and resourcing
2. To record and report on risks identified through the CCT Risk Register. The Risk Register will normally be compiled by ELT and/or Management teams.
3. To receive reports from the CCT management team, and external experts, to assist in risk identification.
4. Advise on the adequacy of the College response to matters identified through risk assessment, audits, evaluations or reviews.
5. Make recommendations to the College Board to improve the effectiveness of governance, risk management and control processes and contribute towards organisational improvement.

2.1.3 Executive Leadership Team

The Executive Leadership Team comprises of the College President and the Deans. This team brings together senior academic, quality, and administrative expertise to provide strategic leadership and decision-making for the College. The Executive Leadership Team is supported by the wider management team.

The Executive Leadership Team is responsible for:

- a) Recommending strategic plans to the Board for approval and development.
- b) Ensuring adequate resources are available for the ongoing provision of quality and continuous improvement in all aspects of the College and recommending the acquisition of additional resources to the Board.
- c) Monitoring progress against strategic goals and undertake annual reporting on same.
- d) Overseeing the day-to-day management of the College.
- e) Determining decisions in relation to strategic growth, investment, human resources and facilities
- f) Ensuring the College operates in accordance with all legal and statutory obligations

The Executive Leadership Team meets every 2 months, alternate months to the management team, to review the progress towards attainment of the Strategic Objectives.

2.1.4 Management Team

This team is responsible for the day to day running of the College, implementation of the Strategic Plan and serves to complement the work of the Academic Council and QE Committee.

The Management Team comprises of the Executive Leadership Team, along with the Managers of CCT departments and functions and those in leadership roles. This team is responsible for the day to day running of the College, operationalising the Strategic Plan, works under the direction of the Executive Leadership Team and serves to complement the work of the Academic Council and QE Committee.

The Management Team comprises of the following members:

- College President (Chair)
- Dean of Academic Affairs
- Dean of School
- Dean for Admin and Finance
- School Manager
- Head of Admissions

- Head of Student Services
- Head of Marketing
- Head of Enhancement
- Librarian
- Student Success Lead
- ICT Programmes Development

The terms of reference of the Management Team are:

- a) To operationalise and report on implementation of strategic plans and attainment of strategic objectives
- b) To ensure effective operational management of the college, based on strategic goals and objectives and decisions of the Executive Leadership Team and College Board.
- c) To make recommendations to Academic Council or the Executive Leadership Team
- d) Discuss and make decisions or recommendations on College management, communications and operations, as required by the Executive Leadership Team.
- e) To encourage staff and stakeholders to contribute positively to the growth of the College.
- f) To ensure a College wide approach to operations through effective communication and dissemination
- g) Providing the Executive Leadership Team with progress reports on individual areas of leadership or management responsibility

The Management Team meets a minimum of three times per year.

2.1.5 Operations Committee

The Operations Committee brings together all full-time staff within CCT, normally once every two months, to provide regular updates on College operations and developments and to secure the input of frontline staff in decision-making, to ensure that goals and objectives set by the Academic Council and Executive Leadership Team, are being met. This committee seeks to ensure that day-to-day operations remain efficient, and smoothly delivered. This committee is the only one where all full-time staff meets as a whole, and all functions within the college are represented at once, which normally facilitates greater ideas generation and innovation.

The terms of reference of the Operations Committee are:

- a) To provide a forum where all functions of the institution are represented at once.
- b) To monitor and provide updates on daily, weekly, monthly operations of CCT departments and functions.
- c) To update staff on action plans, strategic goals, objectives, and general tasks set by other committees.

- d) To agree marketing, and communications development within CCT.
- e) To provide a forum for sharing new ideas to facilitate overall quality improvement of the College.
- f) To make recommendations, and reports, to the Academic Council, QE Committee, and Management Team.

2.2 Academic Governance

2.2.1 Academic Council

Introduction

The College Board has devolved responsibility for academic matters to the Academic Council. The Board receives reports from Academic Council, respecting the authority and academic freedom of members of the Council.

Academic Council serves to protect, maintain, and develop the academic standards of the programmes and the activities of the College. It is the authority responsible for protecting the academic reputation of the College, the programmes it offers and the awards to which they lead.

Membership

Membership of the Council comprises academic, administrative and support personnel of the College, including faculty representatives, and student representatives. The Chair is an external person with higher education expertise.

Members of the Academic Council are appointed by the Board. Membership of Academic Council is a mix of ex-officio members as well as faculty representatives and student representatives. The Academic Council consists of the following members:

- Chair (external member with high level higher education expertise)

Ex-officio members:

- Dean of Academic Affairs (Secretary)
- Dean of School
- School Manager
- Quality Assurance Officer
- Head of Student Services
- Head of Library Services
- Faculty Coordinators (one from each faculty)

Elected / Selected members

- A minimum of two faculty representatives (one from each faculty)
- A minimum of two and a maximum of four student representatives ideally representing undergraduate and postgraduate.

Student representatives should normally be elected from both full and part time learners.

The College President is entitled to attend Academic Council meetings but does not hold voting rights.

Faculty and Student Representatives are appointed following a peer nomination and selection process. Where no nominees are secured, the matter is returned to Council for an alternative approach to be agreed.

Term of Office

Elected members of the Council hold office for a period of three years and are eligible for reappointment. Membership is limited to two consecutive terms and such members may not be reappointed until at least one term has passed.

Resignation of Position

Elected members may resign their membership at any time through written notification to the Chair of the Council and the College Board.

Specific Functions of the Council

The role of the Academic Council is:

- a) To review and recommend for approval or rejection proposals for the development of programmes or academic activities
- b) To consider strategic development proposals in the context of the potential impact on existing provision, learners, staffing and resources and make appropriate recommendations in respect of same, to the Board, with a view to maintaining and protecting the academic reputation of the College and its integrity as a provider of academic programmes;
- c) To approve and oversee design, development, and implementation of programmes of study in accordance with the budgets approved by the Board.
- d) To make recommendations to the Executive Leadership Team and College Board for the establishment of appropriate structures to deliver programmes of study, and any academic development.
- e) To facilitate decisions on the selection, admission, retention, and exclusion of students.

- f) To be responsible, for making academic regulations for the college, and to agree and maintain regulations on assessment of learners and academic conduct, subject to the requirements of QQI or any other educational authority with which the College has agreements.
- g) To manage relevant sub-committees related to academic redress, such as the Academic Standards Board (ASB), and Appeals Board.
- h) To assign such responsibilities to the QE Committee as deemed appropriate and oversee the actions of the Committee accordingly.
- i) To receive recommendations from the QE Committee in relation to annual monitoring and quality improvement planning and accept, reject or amend and approve recommendations as appropriate.
- j) To oversee the assessment of learners and formally ratify decisions relating to progression and recommendation for award as determined by Boards of Examiners.
- k) To manage and coordinate various sub-committees established by the Academic Council to carry out its work. The Academic Council can establish such and so many committees, as it sees fit to assist in the performance of its functions. The acts of all sub-committees and other academic committees at CCT shall be subject to confirmation by the Academic Council, unless the Academic Council with the approval of the Board dispenses with the necessity for such confirmation.
- l) To formally assess and approve all validation, programme review, revalidation, and institutional review processes and documentation.
- m) To contribute to the quality of all programmes of study and the institution itself.
- i) To monitor the implementation of continuous improvement activities and contribute to the future operations and strategic development of the College.
- j) To oversee the process of approval of public information, as delegated to the Dean of Academic Affairs in conjunction with relevant departmental heads.

Standing Orders

Schedule of Meetings

The Academic Council shall meet at least three times per academic year (September – August). A schedule of meetings shall be agreed in advance. Additional meetings may be scheduled upon

request to the Chair, when agreed by the Chair or by decision of the Academic Council during the course of a meeting.

Duration of Meetings

Meetings will not normally be longer than 2 hours duration. Extension of a meeting beyond this duration must be approved by the Chair and agreed with at least 50% of members in advance., ensuring quorum can be retained throughout the extended period.

Notice of meetings

Members shall be given at least 5 working days' notice of a meeting. Notice must be communicating in writing and include the agenda and all associated documentation.

Documents

All documents for circulation to members of the Council shall be lodged with the Dean of Academic Affairs not less than 10 working days prior to the scheduled meeting. Additional documents may be tabled at a meeting of the Council, with permission of the Chair, in cases where it was not possible to meet the deadline for submission of documents to the Dean of Academic Affairs.

Agenda

The agenda shall document the business matters for discussion at the meeting. All proposed agenda items must be communicated to the Secretary not less than 10 working days prior to the scheduled meeting. The secretary will issue the proposed agenda to the Chair for approval prior to circulation to members.

Members may request the deletion or deferral of an agenda item at the start of a meeting. Only emergency matters which could not have been foreseen 10 working days prior to the meeting, and that are of such priority that cannot wait until the next scheduled meeting, can be added to the agenda at short notice upon the Chair's approval.

Other Business

The agenda item " Any Other Business" is for the purpose of either informing the meeting of agenda items proposed for the subsequent meeting, or, briefly notifying the Council of matters of fact. It is not for the introduction of matters that require debate and decision-making.

Quorum

To be deemed quorate, over 50% of the membership must be present. If a quorum is not established within 15 minutes of the scheduled start time of the meeting the Chair will confirm an alternative date for the meeting and all business will be deferred to the rescheduled meeting.

Members' Attendance at meetings

Elected members of Council with three instances of consecutive absence from Council meetings, unless due to illness or with prior approval of the Chair, will be considered to have resigned their membership. Process for nomination of new members will commence immediately after the third absence.

Attendance of Non-members at a Meeting

Non-members may attend a meeting of Academic Council only on invitation of the Council, communicated through the secretary, unless otherwise approved. Non-members shall remain in attendance only for the business to which their attendance relates.

Minutes

Minutes of Academic Council shall be recorded for every meeting of the Academic Council recording attendance, apologies, and decisions made by the Council. Any dissenting opinion by a Council member shall be recorded where that member specifically requests it. Minutes shall be drafted by the Secretary and forwarded to the Chair for confirmation of accuracy and approval to circulate. Formal approval of the minutes shall take place at the subsequent meeting. Minutes of Council meetings shall be circulated to all members of the Council and to the Board via the College President. Copies of the minutes will be available to any member of College staff and will be stored on the shared drive.

Committees of Academic Council

The College Board, in devolving responsibility for academic matters to Academic Council, authorises the Council to establish such committees as deemed necessary to fulfil the duties and responsibilities of the Council. Such committees may comprise partly or entirely of persons who are not members of the Academic Council. Academic Council shall determine the membership, duties and responsibilities of such committees. Committees shall not have any authority of Academic Council devolved to them but have all proposals and decisions subject to approval of the Academic Council.

The following committees are constituted, in accordance with procedures documented in the QA manual, to assist the Council in fulfilment of its duties:

- QE Committee
- Programme Board
- Academic Standards Board
- Appeals Board
- Student Services and Pastoral Care Committee

Changes in the Constitution

The Council, through the Chair, may request approval from the College Board for changes to the Constitution to improve the workings of the Council. The Board provides a supporting role to Academic Council, not a regulatory one.

2.2.2 Appeals Board

The Appeals Board is a sub-committee of Academic Council which is convened by the Dean of Academic Affairs in the event of an application for appeal against an academic judgement being deemed to have grounds for appeal.

Membership

- Chair: Chair of Academic Council
- Two members of Academic Council, one of which must be an academic staff representative or School Manager
- An external examiner or academic from outside the College.

The Appeals Board is considered quorate when the Chair and two others are present.

Responsibilities

The role of the Appeals Board is to consider the case put forward, including the findings of any investigatory process and to determine whether the appeal should be accepted or rejected. The finding of the Board is determined by majority vote. In the case of a tied decision, the Chair has the casting vote.

The Appeals Board may seek (through the Chair) such information or advice as it considers necessary and, in such manner, as it considers appropriate.

Where an appeal is accepted the Appeals Board is required to determine the appropriate actions to be taken.

The QA Officer will be notified of the decision of the Board and will arrange for reporting to the Academic Council and for completion of recommended actions, which are also reported to Academic Council.

2.2.3 Quality Enhancement Committee

The QE Committee is a committee of, and accountable to, Academic Council. The aims of the Committee are:

- to work with the staff, management and other committees in CCT to implement a total quality culture throughout the College
- to maximise opportunities to promote excellence in teaching, learning, research, and the student experience through quality assurance mechanisms

- support Academic Council in developing systems, policies and procedures to quality assure and improve CCT services and programmes based on the outcomes of robust evaluation processes and analysis of quality indicators or impact assessments.

Membership

- Head of Enhancement, or nominee (Chair)
- QA Officer (Secretary)
- Head of Student Services
- School Manager
- Librarian
- Head of Marketing
- 1 Academic representative

The Dean of Academic Affairs reserves the right to attend meetings of the QEC.

Quorum

The quorum for the meeting shall be a minimum of 4, including the Chair.

Terms of Reference

The Terms of Reference of the Committee are to:

- a) foster a quality culture throughout the College, supporting excellence in teaching and learning and supporting research, innovation, scholarship and professional development through implementation of effective QA mechanisms to inform, monitor, review and enhance.
- b) facilitate the sharing of good practice in academic activities and student services
- c) facilitate staff and student engagement in quality assurance and enhancement activities
- d) to oversee the annual review of the CCT QA system and make recommendations for the approval by Academic Council of QA policies, or changes to same, arising from monitoring and review activity or resulting from legislative or sectoral change
- e) to receive nominations for external examiner appointments and make a recommendation to Academic Council.
- f) to monitor programme development and review activity and report to Academic Council accordingly.
- g) review and analyse the outcomes of quality processes and recommend to Academic Council actions, projects or developments to facilitate continued attainment of standards or to enhance standards, services or practice. As such, the Committee shall receive the following annual reports:
 - Programme reports
 - External Examiner Reports
 - Admissions audit report
 - Student satisfaction survey results
 - ASB report
 - Exam Board audit and monitoring report
 - Student Services report
 - Library Report
 - Report from Centre for Teaching and Learning

- h) To advise on matters relating to quality enhancement that the Academic Council may refer to the Quality Enhancement Committee.
- i) To formulate, oversee implementation and monitor a quality enhancement plan for the College, aligned to the strategic plan, and report on this to Academic Council

2.2.4 Academic Standards Board

The Academic Standards Board is the sub-committee of Academic Council established to deal with allegations of academic misconduct.

Membership

Members of the board can only consist of staff members not previously involved in the case

- Chair: Dean of School
- A lecturer,
- the QA Officer

Nominees may be appointed by agreement of the Chair or Dean of Academic Affairs.

The staff member alleging misconduct cannot not be a member of the ASB.

Responsibilities

The role of the ASB is to consider cases of alleged academic misconduct referred to it, including the outcome of any investigatory process.

The Board can reach one of three outcomes:

- No case to answer
- Case proven / admitted
- Inconclusive

Where the ASB determines there is no case to answer, it must conclude the process at this point and communicate the requirement for all records of the allegation to be destroyed.

Where ASB determines a case is proven or admitted, it must apply penalties in accordance with the misconduct policy approved by Academic Council.

Where ASB determines the outcome as inconclusive, no penalty can be awarded, and no specific record of the allegation can be retained on the learner record. In such cases the learner must be reminded of their obligations in respect of academic conduct.

The Chair of the ASB presents an annual report to the Academic Council, via the QE Committee summarising the number of cases considered, proven and inconclusive, the nature of the offences and the penalties applied.

Appeals against decisions of the ASB are heard by the Appeals Board.

2.2.5 Programme Board

Programme Boards, not to be confused with Programme Team Meetings, are the formal body responsible for the ongoing monitoring and development of a programme or suite of programmes.

Programme Leaders or the School Manager are responsible for chairing Programme Boards for each academic year. The Programme Board has the overriding responsibility for developing, continuously improving, and managing the effective delivery of programmes under CCT policy, within their respective Faculty. Programme Boards are also responsible for the conception, and initial planning of programme design and development, along with establishment of more specific Programme Development Teams (sub-committees) for full design and development of new programmes.

Programme Boards are typically comprised of the following:

- School Manager or Programme Leader (Chair)
- Faculty Coordinator
- Quality Assurance Officer,
- Student representative
- All teaching staff related to the programme.
- Any employer representatives associated with the programme
- Admissions representative,
- Library and Information Services representative

The terms of reference of the Programme Board are:

- a) To monitor and manage the programme on an ongoing basis, in accordance with programme validation.
- b) To ensure that the programme is kept up to date and relevant, and that the curriculum content and assessment is suitable for the learning outcomes.
- c) To ensure that recommendations of external examiners, where possible, are actioned.
- d) To address issues that may arise from time to time with student performance in individual modules or with the programme as a whole.
- e) To implement action plans from annual monitoring reports and monitor impact of same.
- f) To undertake development of new programmes, under the guidance of the Dean of School, once approval has been received, and assist in the programme validation process.
- g) To contribute to a self-evaluation report for the periodic evaluation of the programmes.
- h) To monitor, evaluate and manage assessment practice, including ongoing coordinated planning of assessment, and regular assessment feedback to learners.

- i) To identify and share good teaching, learning, and assessment practice between members of staff.
- j) To review and act upon feedback from students as appropriate, and report to the QE Committee and Academic Council.
- k) To monitor student attendance rates, student retention, progression and success rates, and make recommendations to the Academic Council based on these.

Programme Boards meet once per semester, and once after academic year end.

2.2.6 Board of Examiners

The meeting of Internal and External Examiners, normally held after examination periods, is referred to as the meeting of the Board of Examiners.

Boards of Examiners comprise of:

- Chair
- Secretary (faculty coordinator)
- Programme Leader
- Academic faculty for all modules under consideration
- External Examiners for each programme under consideration

Only those academic staff who participated in the assessment of learners for a given award (or stage leading to an award) together with the Chair, and such External Examiners appointed by CCT and notified to QQI, will participate in making recommendations in relation to award or stage progression.

The proceedings and deliberations of the Board of Examiners are strictly confidential. The date of meeting of Board of Examiners shall be agreed annually by the External Examiner(s), Dean of Academic Affairs, Dean of School, and the School Manager.

The power of the Board of Examiners shall include the consideration and determination of recommendations in relation to the results of all semesters not previously considered by such Board.

Fuller information on the conduct and authority of Boards of Examiners is included in the Board of Examiners Policy in section 5 of the QA Manual.

2.2.7 Student Services and Pastoral Care Committee

The Student Services and Pastoral Care Committee provide a dedicated forum where class representatives and CCT staff meet to monitor the effectiveness of student supports and identify opportunities for the College to further enhance its services and pastoral care of students.

The Student Services and Pastoral Care Committee comprises of the following members:

- Head of Student Services (Chair)
- Head of Admissions
- Quality Assurance Officer
- Class representatives

The terms of reference of the Student Services and Pastoral Care Committee are:

- a) To review and discuss formal and informal student feedback and make recommendations to other committees within the CCT QA structure where necessary.
- b) To examine and review student body opinion on the general student welfare and support services, particularly those non-academic services provided by CCT.
- c) To review on an ongoing basis, the effectiveness of all mechanisms of student consultation and communications including the operation of all mechanisms through which students can evaluate CCT programme and services.
- d) To report, annually, to the Academic Council.
- e) To monitor whether CCT continues to meet standards and guidelines set by the QQI Code of Practice for Provision of Programmes of Education and Training for International Students in the context of the International Education Mark (IEM).

The Student Services Committee meets a minimum of three times per year.

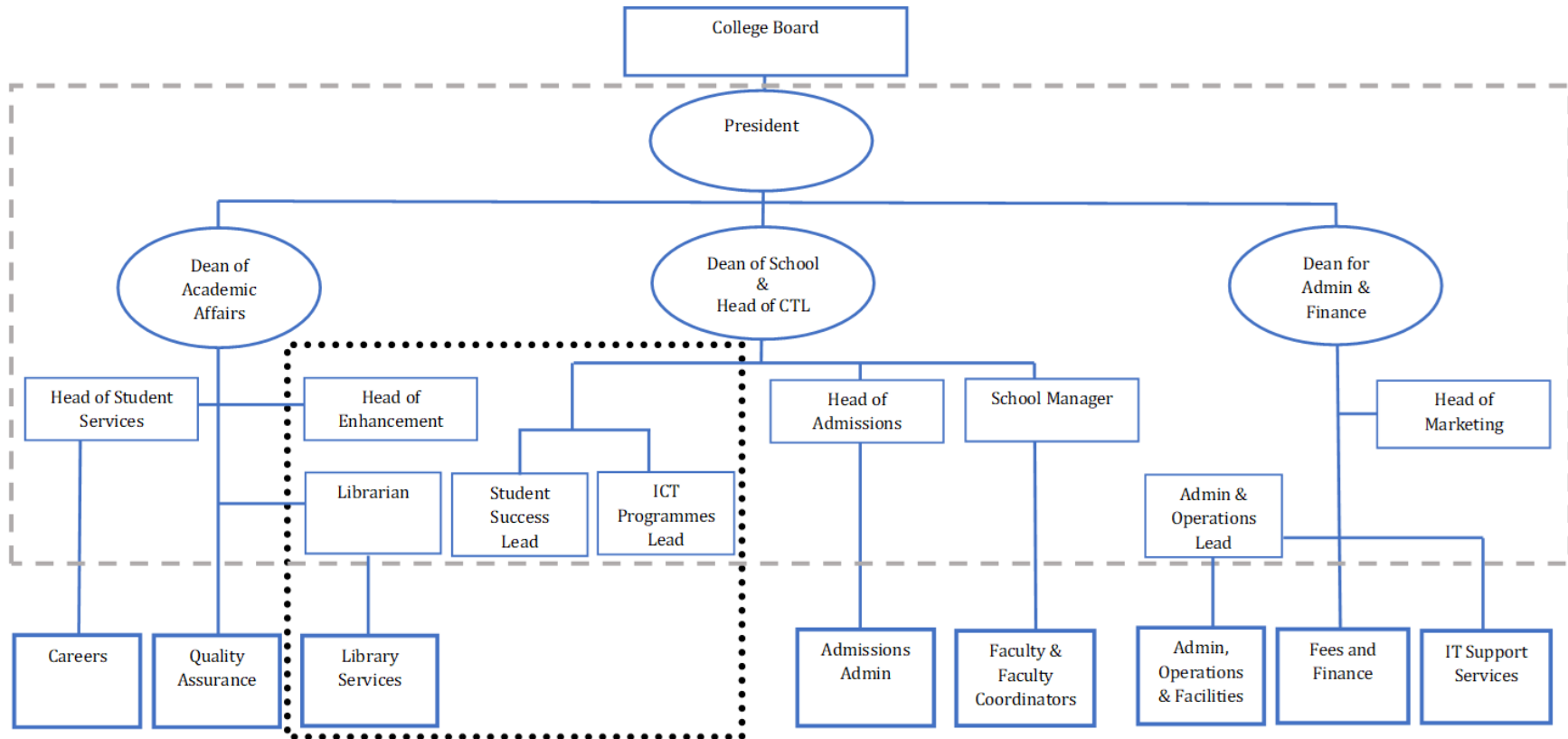
The Student Services and Pastoral Care Committee (SS&PC), establishes a Student Class Representative system in each class at the beginning of each academic year. Each programme group nominates and elects one class representative. The Student Services and Pastoral Care Committee requests the attendance of two class representatives (normally ultimate or penultimate year students for undergraduate programmes) at Committee meetings. However, the Student Services and Pastoral Care Committee also establishes the Student Class Representatives sub-committee where all class representatives attend two meetings per year with the three staff members of the SS&PC Committee, to discuss in more detail how CCT can improve student services and pastoral care of students.

Figure 3 – Indicative Schedule of Committee Meetings

	College Board	Academic Council	ELT	Mgmt Team	QEC	PB	EB	SS & PC	OC
Sep							X (repeat)		X
Oct			X			X		X	

Nov		X		X	X				X
Dec			X				X (Feb starts)		
Jan	X			X			X		X
Feb			X		X			X	
Mar		X				X			X
April	X		X						
May				X	X			X	X
June		X	X				X		
July	X								X
Aug		X	X		X	X			

CCT Organisation Chart



Key:



Executive Leadership Team



Management Team



Centre for Teaching & Learning

2.3 Roles and Responsibilities

College President

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 and be responsible for the efficient and proper daily management of the college. This is a Managing Director role, and it is ultimately accountable and responsible for all departments and affairs institution-wide.

Dean for Administration & Finance

This role holds responsibility for the daily operation, effectiveness and continuous improvement of the admissions and marketing administration, the accounting and finance function of the College and the general administration of the College. The role also holds responsibility for the daily operation and running of the College in the President's absence. The Dean for Administration and Finance is a member of the Executive Leadership Team and the Management Team.

Dean of Academic Affairs

The Dean of Academic Affairs is responsible for the academic standards, academic direction, quality assurance management, and educational development of the College. The management of student services and library services also come under this remit. The Dean of Academic Affairs, under the Academic Council, oversees validation and accreditation initiatives and works with other senior staff in managing QA / institutional / programmatic reviews. The person occupying this role serves as a key contact between the College and accrediting and regulatory bodies as well as other providers and external academic networks, groups and organisations.

The Dean of Academic Affairs works in close cooperation with the Dean of School and is a member of the Executive Leadership Team and Management Team.

Dean of School

The Dean of School is responsible for research, teaching, learning and assessment within CCT College, and the promotion of the College research profile. The Dean of School leads the enhancement of academic practice and the development of this within the College in accordance with international standards, and within the policies and procedures approved by the CCT College Academic Council. The Dean maintains a teaching allocation as part of this academic leadership post. This post manages the two faculties within the institution, through the School Manager who reports to this position. The Dean of School is a member of the Executive Leadership Team and Management Team.

School Manager

The School Manager provides operational leadership to faculty and a team lead to both Faculty Coordinators in working to ensure effective management and coordination of all programmes within CCT. The School Manager supports the Dean of School and Dean of Academic Affairs in implementing strategic objectives, administration and implementation of academic policy and procedure, and working towards continuous improvement of the College. The School Manager is a pivotal role, acting as a key point of contact for faculty, administration, students and members of the management team. The School Manager functions broadly comprise of the following main responsibilities:

- Overall operations management of all academic programmes at CCT College Dublin, and ensuring the smooth and efficient running of programmes
- Lead the implementation, and support the monitoring and review, of CCT QA policies and procedures across all programmes in both faculties
- Significantly contribute to overall programmatic, strategic, and academic development of higher education programmes at CCT
- Contribute to the overall strategic growth and development of the college
- Act as a liaison point for the Faculty Coordinators, for provision of academic student support services
- Provide leadership and support to Faculty Coordinators in respect of continuous improvement of administrative operations
- Coordinate faculty staff and ensure they are meeting requirements of their own roles, responsibilities, and project deadlines

Head of Admissions

This role is responsible for the management and control of student recruitment and admittance of all full time and part time students to CCT College, in accordance with the programme entry requirements as confirmed in communication with the Dean of School. This role is carried out in close and continual consultation with the lead academic personnel in the College and is responsible for ensuring compliance with the programme entry requirements as validated, and other applicable legislative requirements. The Head of Admissions presents an Admissions and Marketing Strategy in January of each year and strives to ensure that marketing targets are met. The Marketing Strategy of the College comprises national and international marketing. This role also involves promotion and awareness of the College nationally and internationally and takes responsibility for ensuring information to learners complies with statutory requirements.

Head of Student Services

The Head of Student Services is responsible for the experience of students at CCT College, mainly through activities and events. The Head of Student Services reports to the Dean of Academic Affairs and is a member of the Management Team of CCT College. As a relatively small-sized College, the Head of Student Services is expected to make contributions to all areas of the management of the institution. Striving to ensure the effective pastoral care of enrolled learners, within a positive learning experience and environment at CCT College, is core to this role.

Some of the annual events which the Head of Student Services manages and coordinates with the QA Officer include: Orientation and Induction sessions, Graduation Ceremony, supervising Peer Mentoring, as well as the design, development, and coordinating of extracurricular activities and events for the student body.

Head of Enhancement

The Head of Enhancement is a member of the Management Team reporting to the Dean of Academic Affairs and is responsible for quality improvement specifically related to enhancing teaching and learning, strengthening employer – education partnerships, and building capacity in research, development and scholarship in CCT. As an Associate of the CCT Centre for Teaching and Learning, the Head of Enhancement works with the Dean of School to promote scholarship in pedagogic practice and the development of academic faculty for the delivery of programmes up to level 9 on the NFQ.

Head of Marketing

The Head of Marketing reports to the Dean for Administration and Finance and works closely with the College President in a business development capacity. The Head of Marketing is responsible for building the CCT College brand and raising awareness of the programme offerings and academic activities of the College, its staff and students.

Librarian

The Librarian is a leadership position with responsibility for managing the physical and virtual collection of CCT College Dublin and the design, implementation and monitoring of library services to students and faculty. The librarian is a member of the management team and is an associate of the Centre for Teaching and learning.

ICT Programmes Lead

The ICT Programmes Lead is a member of teaching faculty with leadership responsibility for ICT programmes within the School. The role is tasked with managing and coordinating the design and development of all ICT programmes within CCT, particularly those requiring external accreditation for inclusion on the Irish National Framework of Qualifications. The Programmes Lead supports the Dean of School in mentoring academic faculty and ensuring continued programme cohesion and compliance with validation requirements. Responsibilities include:

- Working closely, collaboratively, and collegially with senior colleagues within CCT, in terms of programme development, curriculum cohesion, programme enhancement and programmatic reviews
- Agreeing validation / revalidation timelines of ICT programmes with the Dean of Academic Affairs and ensure adherence to same
- Contributing to the professional development of academic staff in respect of programme validation requirements
- Playing a leadership role in the implementation of planned programmatic, strategic, and academic development of higher education ICT programmes at CCT
- Liaising with key stakeholders, such as the employer engagement forum, for the purpose of informing programme development and enhancement.
- Supporting the Dean of School, through the provision of discipline expertise, to ensure continued fairness and consistency in assessment practice, with a particular focus on award stage and capstone assessments.
- Supporting the Dean of School and Dean of Admin in significantly contributing to the coordinated and collaborative planning of software platforms, tools, and tech to enable teaching, learning and assessment, within a pedagogy first approach.

Student Success Lead

The Student Success Lead is a member of teaching faculty with leadership responsibility for student success. The post holder plays a leadership role, as an associate of the Centre for Teaching and Learning to promote access, progression and attainment within CCT. Responsibilities include:

- Making a significant contribution to the CCT Student Success Strategy and its implementation;
- Representing CCT on sectoral bodies and working groups in relation to student success;
- Supporting the Dean of School in proactively developing the student mentoring academy;

- Significantly contributing to CCT's student success by developing and implementing strategies to advance learning, engagement and completion of programmes at CCT.
- Evaluating the impact and effectiveness of strategies to promote student success;
- Promoting best practice in teaching and assessment to enhance student engagement through the development of faculty; which is recognized by students as inspiring and responsive to their needs

Admin and Operations Lead

The Admin and Operations Lead works under the direction of the Dean for Administration and Finance to provide operational leadership relating to programme coordination and student services, for part time and government funded initiatives, in addition to coordinating and overseeing resources and facilities management matters.

Programme Leader Role

In CCT College a programme leader has responsibility for the management, delivery and academic integrity of the programme they lead. This includes but is not limited to ensuring fitness for purpose of all aspects of programme design, development, delivery and assessment, the quality of programme content and the learning experience.

A programme leader is required to be cognisant of QA policies and procedures and the parameters of the validation for the programme they lead.

Responsibilities include:

- Working with Management in respect of recruitment and selection of faculty and the management and professional development of the programme team.
- Ensuring relevant, accurate and up to date information about the programme is made available for marketing purposes
- Ensuring an effective, relevant and fit-for-purpose induction programme is in place and provided for each intake.
- Providing support and guidance to the programme team as may be required, in conjunction with other senior academic personnel
- Provide academic and pastoral guidance to students and ensure appropriate interventions where causes for concern are identified.
- Lead programme meetings, including the Programme Board
- Management and oversight of the assessment process and ensuring all requirements are met within the specified timeframes
- Liaising with external examiners and providing a formal response to reports
- Ensuring adherence to internal and external QA and monitoring requirements and maintaining currency with developments in the field of study and the potential implications for the programme.
- Raising the profile of the programme through research, publications/presentations and networking
- Leading the review, evaluation and short, medium and long-term planning of the programme, including reporting to the Academic Council

- Liaising with the Academic Council and the Management Team in respect of programme planning, monitoring and enhancement.

Lecturer Role

- To lecture on CCT College programmes within a weekly schedule and fixed period each semester, agreed with the School Manager
- To keep updated with the general course syllabi at CCT College
- To be aware of each semester and academic year schedule, including Assessment and Programme and Exam Board dates
- To administer and coordinate all course exams as required
- To prepare lessons efficiently in order to competently conduct a lesson.
- To prepare module assessment (of which you are a Module Leader / Lecturer) to an appropriate level of delivery and in accordance with Modular Learning outcomes
- To employ a range of appropriate resources, materials and methodologies
- To employ a range of additional resources and supplement lessons where required
- To employ a range of appropriate teaching techniques and styles (where applicable)
- To report any student academic problems to the School Manager, or any Management Team member
- To report any student welfare problems to the Programme Leader, Head of Student Services, or any Management Team member
- To set and mark any assignments prepared by the students and return within the deadlines set by CCT College and any assessment schedules
- To assist in general faculty administration work where required by the college
- To attend regular staff meetings and development sessions
- To liaise with other lecturers teaching on the same programme
- To keep accurate records of all lessons and file with the college
- To keep accurate records of student attendance
- To regularly provide feedback and contribute significantly to the continuous development of the college.

Policy Control Sheet

Policy Title	Governance and Decision-Making
Responsible Officer(s)	Executive Leadership Team
Issuance Date	August 2018
Effective Date	August 2018
Last Review Date	January 2021
Supersedes	2019 EDITION
Next Review Date	August 2024
Designated Reviewer(s)	Dean of Academic Affairs
Scope	All staff

Revision History

Revision	Approval Date	Revision Description	Originator	Approved By
New Policy	April 2018	New policy to provide greater clarity on process and requirements as well as clarify the limitations in accordance with validation	QA Committee	Academic Council
V1.1	Sept 2019	Amended to reflect discontinuation of Advisory Board, changed membership of management team and creation of Executive Leadership Team. Retitling of QA Committee to Quality Enhancement Committee with broader terms of reference.	SMT	Academic Council
V1.2	January 2021	Updated to include the addition of Audit, Review and Assessment Committee, Admin and Operations Lead and Amendment of Programme Development Lead to ICT Programmes Lead. Updated Org Chart added to reflect same.	ELT	Academic Council

SECTION 3: POLICY FOR QUALITY ASSURANCE

3.0 Context

The quality assurance policies and procedures of CCT have evolved over the lifetime of the College and developed as a result of monitoring, review, feedback and consultation. The policies are underpinned by the principles of fairness and transparency and a commitment to equity and standards and provide an appropriate framework for the College to achieve its mission.

CCT is first and foremost, a teaching institution committed to excellence and quality in the design, development, and delivery of its academic programmes, its service provision in relation to those programmes, and research, scholarship, innovation and development activities in support of those programmes.

The College is committed to the ongoing review of effectiveness of the quality assurance system. The QE Committee monitors the effectiveness of policy implementation and incorporates findings into the College Quality Improvement Plan. All documented quality assurance policies are evaluated for their effectiveness and fitness for purpose on a cyclical basis with each section of the QA system being reviewed at least once in a five-year period. Under the direction of the QE Committee, each Departmental Head is responsible for the annual review of policies and procedures within their area of responsibility and proposing any updates.

The Academic Council has ultimate responsibility for the approval and oversight of the CCT quality assurance system and is supported in that by the Quality Enhancement Committee. The Dean of Academic Affairs has executive responsibility for the day-to-day management and oversight of Quality Assurance within the College. Departmental Heads have responsibilities delegated to them and the Programme Board is responsible for matters relating to academic programmes. Each staff member is responsible for ensuring compliance with the policies and procedures documented within the CCT QA system.

As an employer and an education and training provider, the College is required to satisfy a range of obligations under legislation. Satisfaction of these requirements is, in the main, documented throughout the Quality Assurance Manual under the relevant headings.

3.1 QA Policy Statement

CCT embraces a quality culture where quality assurance and enhancement activities are used to inform decision-making at all levels within the organisation. As stated in the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), 2015, *“At the heart of all quality assurance activities are the twin purposes of accountability and enhancement. Taken together, these create trust in the higher education institution’s performance.”*⁷

The CCT quality assurance system serves to set and monitor attainment and maintenance of minimum standards and facilitate enhancement of College programmes, services, and the learner experience. It is central to protecting the College’s academic reputation and ensuring the needs of all stakeholders are considered and responded to as appropriate. Quality enhancement is at the core of the quality assurance system, as exemplified through the required monitoring and review activities that encourage continual improvement. The system is also intended to provide guidance to stakeholders in relation to specific policies, procedures and regulations, in doing so, ensuring transparency and clarity around decision-making.

⁷ http://www.engq.eu/wp-content/uploads/2015/11/ESG_2015.pdf, page 7

The QA system is the central operating system of the College, connecting all roles, departments and business activity. The QA Manual documents the system, but it is understood to be a live document that will be continually reviewed, revised and updated in response to business development, stakeholder feedback, and quality assurance activity outcomes. Within CCT, due to the integration of continual improvement and quality assurance, the term quality assurance is used as an all-encompassing reference to quality assurance and enhancement activities.

The quality assurance policies and procedures of CCT are guided by the following:

1. The Qualifications and Quality Act (Education and Training) 2012
2. Standards and Guidelines for Quality Assurance in the European Higher Education Area, 2015
3. All relevant QQI Policy and other such standards and guidelines as may be published from time to time.
4. The National Framework of Qualifications
5. Policies and Procedures formally approved and adopted through CCT processes.

CCT recognises that internal quality assurance and enhancement is the primary responsibility of CCT and that quality assurance and enhancement requires planning, resources and commitment from the College and the inclusion of stakeholders. In order to ensure this, a quality-based organisation structure is implemented where the QA system spans both the administrative corporate domain and the academic domain, with stakeholder representation at all levels. CCT values the contribution of learners as partners in quality assurance and enhancement and seeks to encourage, enable and promote learner representation and the views of learners in quality assurance and enhancement activities. Based upon the same principle, the College engages an advisory Board with expertise in higher education, industry, quality assurance, and education guidance.

The QA system does not exist in isolation but moreover draws upon overarching principles, such as the externality principle and the learning outcomes principle, as well as the quality improvement principle as espoused by the IHEQN and QQI.

In recognition of the significance of the European Standards and Guidelines for Quality Assurance in Higher Education, both within QQI policy but also as a benchmark for good practice, CCT applies these standards as the framework for its internal quality assurance. The CCT QA process covers the 10 ESG standards as follows:

1. Policy for quality assurance

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

The CCT policy for quality assurance is clearly articulated (this document) and details the approach for publication, revision and archiving. The policy statement accompanies the information of the governance structure within CCT and the principles for quality assurance. It reflects the overarching approach to quality assurance which is then exemplified through the detailed policies and procedures contained within the additional sections making up the QA Manual.

2. Design and approval of programmes

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

CCT documents detailed procedures for the design and approval of programmes leading to QQI awards. These are available in section 4 of the QA manual.

In accordance with good practice and QQI policy, all programmes are designed to address specific award standards to determine appropriateness for the positioning of the programme leading to a stated award on the National Framework of Qualifications. The use of clearly articulated learning outcomes is applied consistently to demonstrate suitability of standards of knowledge, skill and competence. CCT implements appropriate monitoring and approval mechanisms through its governance structure to ensure no application for validation or revalidation is put forward to QQI unless the Academic Council is satisfied the required development and review processes have been satisfied and the appropriate award standards addressed.

3. Student-centred learning, teaching and assessment

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

CCT identifies itself as a teaching and learning institution and has designed and implemented its teaching, learning and assessment strategy to reflect that. A full version of the strategy is available in section on the College website. A diverse range of teaching and learning modes, tools and approaches are utilised within the College, informed by the programme content, intended learning outcomes, learning group, delivery mode and mechanism. Teaching and learning is designed to ensure learners are enabled to acquire the specified knowledge, skill and competence and also to facilitate them developing appropriate attributes specified in the award standards and those defined by CCT as graduate attributes.

Teaching and learning is planned carefully from the validation preparation stage and tested for its appropriateness through the validation process and subsequently through ongoing monitoring such as student satisfaction surveys and faculty self-evaluation reports. Data on student engagement, retention, progression and success is also used to inform decision-making in respect of teaching and learning. Students as stakeholders are recognised as making a significant contribution to teaching and learning in the College.

Section 5 of the QA manual details the range of quality assurance policies and procedures in place to promote effective teaching and learning in the College. More recently CCT has looked to strengthen the relationship between teaching and research. This is articulated within the Teaching, Learning and Assessment Strategy and further reinforced within the QA policy for professional development, innovation, and research available in section 8 of the QA manual.

4. Student admission, progression, recognition and certification

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

CCT College is a higher education institution that seeks to promote access and widen participation to facilitate progression for learners from diverse backgrounds. Section 6 of the QA manual documents the policies and procedures in place to ensure appropriate mechanisms are in place to support this ambition.

Access, transfer and progression proposals for individual programmes, including specific pre-requisite qualifications or statements of knowledge, skill and competence are proposed pre-validation and endorsed by Academic Council prior to being considered as part of the validation process. Suitability of approved arrangements are monitored on an ongoing basis through the completion of admissions audits and the analysis of learner retention, progression and completion data.

Certification for awards of QQI remains the statutory responsibility of QQI. CCT has documented, secure and reliable procedures in place to ensure the timely and accurate provision of data to QQI to facilitate monitoring and certification.

5. Teaching staff

Institutions should assure themselves of the competence of their teachers. They should apply fair and transparent processes for the recruitment and development of the staff.

CCT recognises that effective teaching and learning is not possible without assuring itself of the competence of its teaching staff and other personnel who contribute to the wider learning experience and the assurance of a quality. Section 8 of the QA manual documents policies and procedures for assuring the quality of teaching staff and other human resources.

Specifications of required personnel are put forward as part of any new programme proposal process. Where existing personnel are in place, consideration is given to their availability and workload capacity to determine realistic availability. Where there is limitations within existing capacity or where there is an absence of expertise, the Academic Council secures assurance from the College President of the College commitment to invest in the required resources, in a time appropriate way, prior to approving a programme proposal and validation application for submission to QQI.

Ongoing monitoring of teaching staff recruitment and development, along with deployment, is undertaken by the QE Committee, reporting to Academic Council.

6. Learning resources and student support

Institutions should have appropriate funding for learning and teaching activities and ensure that adequate and readily accessible learning resources and student support are provided.

CCT College commits to the ongoing funding for teaching and learning resources and student support services. It has a proven history of investment in this area with increasing expertise and

facilities being made available year on year. Section 9 of the QA manual documents the policies and procedures relating to this area.

Where specialist resources and supports are required due to a particular discipline, mode of study, of student demographic, these are given consideration by the ELT / Management Team and appropriate mechanisms and funds are made available, as part of the programme proposal process. Academic Council is notified of this commitment and proceeds on that basis. Monitoring of suitability and effectiveness of resources and supports is incorporated into the cyclical review process through student satisfaction surveys, learner exit interview data, learner progression and completion data analysis, and departmental and programme monitoring reports.

7. Information management

Institutions should ensure that they collect, analyse and use relevant information for the effective management of their programmes and other activities.

CCT utilises stakeholder feedback and learner data in respect of admissions, progression, retention and completion to inform decision-making relating to programme provision, resourcing, marketing, admissions requirements and processes, teaching, learning and assessment and the ongoing viability of programmes.

The College considers learner progression data as a strong indicator of supports for learners and suitability of teaching and learning within its programmes. This is on the premise that learners recruited presented genuine potential to succeed. Thus, admissions data monitoring is also undertaken.

The College operates in accordance with Data Protection Legislation and ensures all personnel are aware their obligations and responsibilities in that regard. Section 10 of the QA manual provides the policies relating to information management within CCT.

8. Public information

Institutions should publish information about their activities, including programmes, which is clear, accurate, objective, up-to date and readily accessible.

The CCT website is the main vehicle for the publication of information about CCT activities, including its programmes. The College is mindful of its publications obligations under the Qualifications and Quality Assurance (Education and Training) Act, 2012, and has introduced detailed procedures to ensure the accuracy, currency and accessibility of all information published. Section 11 of the QA Manual documents the policy for public information. The specific matter of Protection for Enrolled Learners is addressed within section 7.

9. On-going monitoring and peer review of programmes

Institutions should monitor and periodically review their programmes to ensure that they achieve the objectives set for them and respond to the needs of students and society. These reviews should lead to continuous improvement of the programme. Any action planned or taken as a result should be communicated to all those concerned.

CCT College believes that the objective of providing high quality, effective teaching and learning and a positive learner experience cannot be fulfilled without the completion of ongoing monitoring and review.

Section 12 of the QA manual details the range of monitoring and review activities undertaken by the College. In summary, these comprise of:

- Student satisfaction surveys
- Faculty self-evaluation module reports
- External Examiner reports
- Departmental annual monitoring reports
- Exam Board Audits
- Admissions Audit
- Data monitoring
- Annual programme monitoring
- Programme review

Section 4 provides in greater detail the requirement for the annual monitoring of programmes and for the quinquennial review of programmes in preparation for revalidation. Academic Council receives the reports of all monitoring activity and also reviews learner data. Collectively the outcomes inform the College Quality Improvement Plan (QIP). The Academic Council monitors the implementation of the QIP by the QE Committee and receives reports on progress twice yearly.

10. Cyclical external quality assurance

Institutions should undergo external quality assurance in line with the ESG on a cyclical basis.

As a provider of programmes leading to QQI awards, CCT is subject to QQI Policy for Cyclical Review of Higher Education Institutions, 2016, within which it is considered a voluntary provider. The College is aware of its obligations to QQI and commits to adhering to all such review requirements. The policy for cyclical external quality assurance is documented within Section 12 of the QA Manual.

It is CCT policy that it will maintain a virtual quality assurance manual, comprising of easily identifiable and navigable sections and component policies and procedures which are individually listed with hyperlinks to the relevant policy and accompanying procedures. The quality assurance manual will be publicly available on the College website. Policies and procedures will be drafted in a standard format and accompanied by a policy control document detailing historical revisions. Revised or replaced policies and procedures will be removed to an archive file, retained by the Office of the Dean of Academic Affairs, available on request. Individual policies and procedures will have hyperlinks to other relevant documents mentioned in the text to permit quick and accurate cross-referencing.

Official hard copy editions of the current version of the QA manual will only be printed when approval of quality assurance procedures is being renewed with QQI or the College is conducting Programme Validations and Programmatic or Institutional Reviews.

The web document will only be able to be changed with the express permission of Academic Council, normally on completion of the review process. This virtual manual will be reviewed and updated on an annual basis, to ensure currency of dates and references. It will incorporate all approved new policy and procedures (including version number and date). All stakeholders will have 'read only' access to the current QA manual.

In the event of a dispute, the current published web QA manual will be preeminent, over all printed versions.

SECTION 4: APPROVAL, DESIGN, MONITORING AND REVIEW OF PROGRAMMES

PROVIDER NAME: CCT College Dublin			
Policy Area: Standard 4: Approval, Design, Monitoring and Review of Programmes			
Procedure Title:	CCTP401: Validation Policy	Policy Number: CCTP401	Version: 1.1
<p>Purpose: CCT’s commitment to academic standards, quality teaching, learning and assessment, and national and international good practice in programme design and delivery is ensured through a number of quality assurance procedures but commences with the programme development and validation process and continues through the programme monitoring processes implemented within the College.</p> <p>The mission of CCT is to provide learners with accessible and flexible education opportunities, and professional development programmes that reflect current and emerging knowledge and practices relevant to the learner and to employers. To fulfil this mission CCT draws upon the expertise of its staff to identify new opportunities and monitor sectoral and industry developments for the College to respond to with the development and enhancement of programmes. CCT specialises in provision of computing and business-related programmes of learning. The development of new programmes is vital to the growth and development of the College and its ability to fulfil its mission.</p> <p>New programme proposals are required to be evidence-based, including evidence of demand and details of similar provision available, including international comparators. The College considers proposals from a financial, resource, and risk basis as well as from an academic perspective. The ELT / Management team and the Academic Council take joint responsibility for the approval and monitoring of programme development.</p> <p>The programme development and validation process is a multi-step process and it is a requirement that all developments progress through each of the steps specified as determined by the nature of the programme being developed. Programmes seeking validation from QQI require additional steps to professional programmes. In such cases, CCT will ensure it adheres to the QQI Core Validation Policy and Guidelines.</p> <p>This policy applies to the development of all programmes offered by CCT but includes a specific focus on programmes leading to awards of QQI. This includes major, minor, special purpose and supplemental awards. Minor, Special Purpose and Supplemental awards may be incorporated into new programme validations and may be validated together with the major awards from which they are derived. Regardless of award type, the same development and validation process applies. Steps two to seven of this policy also apply to programmes leading to QQI awards which are subject to a revalidation process following a programme review. The requirements of the Programme Review Policy must have initially been satisfied.</p>			

Definitions:

The overall principles of programme validation are governed by the Qualifications and Quality Assurance (Education and Training) Act 2012. A number of QQI documents are critical to the design, institutional approval and QQI validation of programmes. Documents considered in the creation of any new programmes, and for guidance on monitoring and withdrawal are available at www.qqi.ie.

Major awards: Nationally and internationally recognised qualifications which satisfy the full requirements for a specific framework level on the National Framework of Qualifications NFQ. Major awards include Higher Certificate, Ordinary Degree, Honours Degree, Higher Diploma, Post Graduate Diploma, and Masters Degree.

Minor awards: Minor awards recognise attainment of part of a major award and which have relevance as an award in their own right. All Minor Awards must be linked to a specified approved major award.

Supplemental awards: Supplemental awards are for learning which is additional to a previous award. Programmes leading to such awards may be described as refresher, updating or continuing education and training, with respect to an occupation or profession. Such supplemental awards are not at a higher level than the initial award.

Special-purpose awards: Special-purpose award-types are made for specific, relatively narrow, purposes. They may comprise learning outcomes that also form part of major awards. However, where there is a need for separate certification of a set of outcomes, there should be a separate award. For example, there may be a statutory obligation for certain workers to have certification of their competence in specific areas. Special-purpose awards need not be linked to a major award. Special purpose awards derive their currency from the particular context of their use, such as individual fields of employment. Special purpose awards may or may not be part of the learning outcomes for a major award.

Minor, Special Purpose and Supplemental awards may be devised for any level in the National Framework of Qualifications (NFQ). The named award may include learning outcomes from lower Levels than the level of the named award itself, where required and reasonable.

Staff Involved: Dean of Academic Affairs, Dean of School, School Manager, ICT Programmes Lead, Head of Enhancement, QA Officer, Faculty Co-ordinator, Lecturers, ELT / Management Team, Academic Council, QE Committee

Method(s) used to carry out this procedure	Responsibility	Evidence generated by this procedure
<p>Programme Development Procedure Step 1: Proposed Programme Approval Process Proposed new programmes are considered by the ELT with further input and recommendations from Academic Council. It is understood that the detail of curriculum content will not be known at this stage, but a broad indication of the subject matter will be required. Where the proposal is for a blended learning programme, the proposed blend will also be considered. In the instance of proposed collaborative provision, the nature of the collaboration and the benefits and risks of this to CCT will also be considered. English is the language of instruction and assessment for all programmes.</p>	<p>ELT</p>	<p>Minutes confirming approval</p>

The ELT will consider the proposal to determine its suitability and feasibility in the context of:

- The rationale for the development of the programme
- being consistent with CCT’s Strategic Plan and contributing to achieving the College’s mission
- Delivery mode and locations
- Offering a valuable and worthwhile educational experience to students
- Evidence of market demand
- Financial viability including any resource implications (human and physical)
- Programme development costs, expected programme fees and ability of target market to pay
- Potential partnerships/collaborations or involvement of third parties
- Facilities and support services required
- Awarding body or internal quality assurance requirements, including scope of provision
- Professional or statutory body requirements
- The proposed programme structure
- Curriculum content including proposed teaching, learning and assessment strategies
- Potential partnerships/collaborations or involvement of third parties
- Delivery mode and location including learner support and learner experience implications
- Lecturing expertise required/available

If the ELT approves the proposal, the Dean of Academic Affairs will submit it to Academic Council for noting and to advise on any academic or regulatory matter where ELT has requested such.

Academic Council may consider the proposal at a scheduled meeting, at a special meeting for the purpose of the proposal, or via document circulation and discussion which is then noted at the next meeting of the Council. The Dean of Academic Affairs will notify the President of any recommendations of the Academic Council.

Step 2: Commencement of Programme Development

Where the ELT approve a programme proposal a development team is identified to work under the direction of the Dean of School. Where the programme development is following the review of a current validated programme and the intention is to seek revalidation, the programme team that delivers the current programme, along with the existing programme leader, will undertake the development, under the guidance of the Dean of School. Additional subject matter expertise may also be assigned to the team to reflect findings from the review.

ELT

President

Dean of Academic Affairs

Academic Council

ELT

Minutes of ELT meetings

Minutes of Academic Council meetings

For programmes not requiring validation or accreditation, the programme leader will lead the completion of the required curriculum and programme documentation.
 The completed programme documentation and any supporting documents must be submitted to the Dean of Academic Affairs who will make arrangements for review and, in respect of programmes being submitted for validation from QQI, independent evaluation against the core validation criteria.

Step 3: Internal Review and Evaluation of Proposed Programme Documentation

Upon receipt of proposed programme documentation, the Dean of Academic Affairs will undertake an initial desk review to determine the completeness of the submission. Any gaps or omissions will be referred back to the Programme Development Lead.

Once the Dean of Academic Affairs is satisfied the submission is complete, arrangements will be made for review and, where applicable evaluation against QQI criteria.

For non-accredited programmes an internal panel will be established to review the programme documentation against the proposal. In some cases, industry expertise may be invited on to the review panel. This may be a desk review but can also include a meeting with the programme leader or programme team.

In respect of programmes being submitted for validation from QQI, the Dean of Academic Affairs will arrange for a review and evaluation against the core validation criteria. Normally this comprises a desk review by a QA expert and / or subject matter expert(s). The Dean of Academic Affairs and Dean of School may also act as reviewers. On completion of the review and evaluation the Independent Evaluation Template must be completed in full. This should identify how the criteria are met and where this is evidenced. Where criteria are not met or not evidenced this should also be recorded and the Programme Development Team will be required to act upon this and provide a response. Once a response has been issued, detailing the corrective action taken, the Chair of the review and evaluation will be required to confirm their support for the submission to QQI.

Step 4: Submission, Desk Review and Pre-Site Visit Arrangements

The Dean of Academic Affairs will submit the programme validation application, along with the completed independent evaluation, a letter from the College President requesting validation, confirmation of arrangements for PEL, and the validation fee cover note to QQI. The submission will be made using the process required by QQI.

Dean of Academic Affairs

Records of review outcomes

Evaluation Report

Record of sign-off

Dean of Academic Affairs

QQI will undertake a preliminary desk review to determine the completeness of the submission. This review does not consider the suitability of the application against the validation criteria and as such, satisfaction of the review is not an indication of a positive outcome from the panel evaluation.

QQI will notify CCT, via the Dean of Academic Affairs, of a proposed panel and date. CCT will be required to confirm there is no actual or perceived conflict of interest and that the proposed date is suitable.

Once the panel is appointed the documentation will be issued to them, by QQI, for review in advance of the site visit. An agenda for the site visit will be issued by QQI to CCT. This is subject to change on the day following the review of documentation by the panel and based upon the initial meetings with the panel.

In the case of revalidation, the Dean of Academic Affairs may, with the agreement of QQI, submit the programme documentation to the panel members directly following initial discussion and agreement of arrangements and requirements with the Chair of the Panel. It should be noted that the Panel may be satisfied to consider the review of the current validated programme and the application for revalidation of the programme in the one sitting, but two distinct processes will be undertaken.

Step 5: Site Visit and Expert Panel Evaluation

The site visit takes a different format depending on whether it is a programme review and revalidation or a new programme validation. For a programme review and revalidation, the panel will initially focus on the review of the current validated programme, considering the approach taken and the findings from the review. The Panel will also review the revised proposed programme against the validation criteria. The panel may wish to meet with a range of different stakeholders as part of this process, including students, graduates, employers, staff, lecturers, and College managers. Once the programme review aspect is complete, the panel will indicate whether or not they feel the review process was appropriate and sufficiently rigorous to provide valid outcomes to inform a revalidation application. They will also indicate if they are in broad agreement with the development team's own recommendations from the review for the revalidation and provide an evaluation against the core validation criteria. At this point the Panel may opt to consider the revalidation application or arrange for a later site visit for this. An initial intention in this regard may have been reached prior to the site visit but the panel may revise this following the review process.

In considering a validation or revalidation application, as part of the site visit the panel will wish to meet representatives of the ELT / Management Team, normally the President and Deans, to determine the high-level support for the proposed programme and commitment to necessary investment as may be required. Where the proposal includes a change in scope of provision this will also be evaluated by the panel with a

<p>focus on specific QA policies and procedures, managerial support, and appropriate investment and development to ensure the change in scope is appropriate.</p> <p>Following meeting with the Senior Management, the panel will meet with the programme development team and members of CCT staff to evaluate the programme against the validation criteria. This normally takes the format of a discussion with staff about the aspects of the documentation that raised questions for the panel. A review of each module will also normally be undertaken. The panel may also request a tour of facilities as part of the site visit. For blended learning programmes, the development team should be prepared to demonstrate the VLE and online aspects of the programme and learner experience.</p> <p>For collaborative programmes, each collaborating partner should be represented at the site visit.</p> <p>On conclusion of the site visit the panel may offer an indication of their recommendation to QQI. This is preliminary and should not be taken as conclusive. A report of the panel’s observations, recommendation to QQI and any associated recommendations or conditions will follow in due course.</p> <p>Step 6: Panel Report and Response</p> <p>The panel report will be issued to the Dean of Academic Affairs and the College will be given the opportunity to correct matters of factual inaccuracy. Once confirmed a final report will be issued.</p> <p>The programme development team is required to consider the final report and compose a written response to the panel.</p> <p>The proposed response should be circulated to the Dean of School and the Dean of Academic Affairs for review and subsequently to Academic Council to approve submission of the response.</p> <p>The Dean of Academic Affairs will arrange for the submission of the response, including evidence relating to any conditions or recommendations the team have addressed.</p> <p>QQI / the panel chair will notify the Dean of Academic Affairs of their acceptance or otherwise of action in respect of conditions and recommendations. Once the panel is satisfied, the formal recommendation for validation will go forward to the QQI PAEC.</p> <p>Step 7: Confirmation of Validation</p> <p>A programme is not deemed to be validated until such a time as the QQI has confirmed this and a Certificate of Accreditation has been issued. Until such a time as this is received, all marketing materials should clearly state “subject to validation by QQI”.</p> <p>The Dean of Academic Affairs will review the Certificate of Accreditation and confirm its accuracy with QQI.</p> <p>Note: a panel may also recommend that a programme is not validated. In such cases this recommendation is also considered by the PAEC and confirmed in writing.</p>	<p>QQI / Panel</p> <p>Development team</p> <p>Dean of School, Dean of Academic Affairs</p>	<p>Panel report</p> <p>Response to report Academic Council minutes</p>
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Duration of Validation and Post Validation Monitoring

Except where noted otherwise, validation is for a period of 5 years. Programme teams are required to monitor programme implementation and delivery over the lifecycle of the validation. It is particularly important to review to fitness for purpose of the programme and its delivery, including teaching, learning and assessment strategies, on completion of the first iteration of delivery. In addition to annual monitoring a programme should undergo an in-depth review with a view to seeking re-validation at the end of the 5-year validation cycle.

Head of Marketing
Dean of Academic
Affairs

Monitoring		
Monitor (Job Title)	Frequency	Monitoring Method(s)
Dean of Academic Affairs / QA Officer	Per proposal	Completion of proposal process and monitoring of recommendations from Academic Council
Dean of School	Mock validation panel event	Mock panel report
Dean of School	Panel Report	Review of recommendations and conditions, including any recurring matters from one validation to another

POLICY CONTROL SHEET

Policy Title	Validation Policy
Responsible Officer(s)	Programme Development Leader, Dean of School, Dean of Academic Affairs
Issuance Date	August 2018
Effective Date	August 2018
Last Review Date	July 2019
Supersedes	Version 1.0 2018
Next Review Date	July 2024
Designated Reviewer(s)	Dean of School, Dean of Academic Affairs, Programme Development Leader
Scope	Internal staff (full and part time);

Revision History

Revision	Approval Date	Revision Description	Originator	Approved By
New Policy	April 2018	New policy to reflect revised policy of QQI and to detail internal requirements and validation process.	Senior Management Team	Academic Council
V1.1	August 2019	Amendments to initial proposal approval process to reflect discontinuation of proposal form. Change in allocation of responsibilities to reflect appointment to post of Programme Development Lead.	Dean of Academic Affairs, Dean of School, Programme Development Lead.	Academic Council

References upon which the Policy section is based

CCT Policy area	Approval Design Monitoring Review of Programmes
Statutory & System Wide Basis	The Irish Qualifications and Quality Act (Education and Training), 2012; European Standards and Guidelines for QA in the European Higher Education Area, QQI Validation Policy and Criteria, QQI Validation template
Related CCT Policies / Forms	CCTP402 – Programme Review and Revalidation CCTP403 – Programme Management and Annual Monitoring

PROVIDER NAME: CCT College Dublin			
Policy Area: Standard 4: Approval, Design, Monitoring and Review of Programmes			
Procedure Title:	CCTP402: Programme Review and Revalidation Policy	Policy Number:	Version: 1.1
<p>Policy</p> <p>As part of the monitoring and enhancement activity in CCT College, and in accordance with requirements from QQI, CCT undertakes ongoing reviews of programmes. This takes the form of annual review and the more substantial programme review which normally occurs every 5 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 can be undertaken for a programme in isolation or for a suite of related programmes.</p> <p>Programme review 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.</p> <p>According to section 3.3 of QQI's <i>Core Statutory Quality Assurance (QA) Guidelines</i>, programme monitoring and review is taken as an opportunity to:</p> <ul style="list-style-type: none"> • ensure that the programme remains appropriate, and to create a supportive and effective learning environment • ensure that the programme achieves the objectives set for it and responds to the needs of learners and the changing needs of society • review the learner workload • review learner progression and completion rates • review the effectiveness of procedures for the assessment of learners • inform updates of the programme content; delivery modes; teaching and learning methods; learning supports and resources; and information provided to learners • update third party, industry or other stakeholders relevant to the programme(s) • review quality assurance arrangements that are specific to that programme <p>Regular programme monitoring provides information for periodic programme review. The information collected is analysed and the programme adapted to ensure it is up to date. Revised programme specifications are published. (pp 11-12).</p>			

Programme review allows for the significant modification of a programme but where the outcome is the development of a new programme rather than the modification of an existing one, this must be addressed as a new validation as per the CCT validation policy and QQI policy for the validation of programmes.

Permitted modifications within programme review include new minor awards, new exit awards, new electives and streams, new locations for programme delivery, new assessment strategies and new programme content, for example. If such modifications are proposed, upon completion of the review process, revalidation of the programme must be sought.

Staff Involved: Dean of Academic Affairs, Dean of School, School Manager, QA Officer, Faculty Co-ordinator, Lecturers, Programme Leader

Method(s) used to carry out this procedure	Responsibility	Evidence generated by this procedure
<p>The objectives of a programme review</p> <p>Programme review is intended as a means of evaluating a programme, applying CCT College’s experience of providing the programme to date with a view to determining:</p> <ol style="list-style-type: none"> (1) What has been learned about the programme, as an evolving process (by which learners acquire knowledge, skill and competence), from the experience of providing it for the past five or so years? (2) What can be concluded from a quantitative analysis of admission data, attrition rates by stage, completion rates and grades achieved by module, stage and overall? (3) What reputation do the programme and provider have with stakeholders (learners, staff, funding agencies, regulatory bodies, professional bodies, communities of practice, employers, other education and training providers) and in particular what views do the stakeholders have about the strengths, weaknesses, opportunities and threats concerning the programme’s history and its future? (4) What challenges and opportunities are likely to arise in the next five years and what modifications to the programme are required in light of these? (5) Whether the programme in light of its stated objectives and intended learning outcomes demonstrably addresses explicit learning needs of target learners and society? (6) What other modifications need to be made to the programme and its awards to improve or reorient it? (7) Whether the programme (modified or unmodified) meets the current QQI validation criteria (and sub-criteria) or, if not, what modifications need to be made to the programme to meet the current criteria? 		

Where it is not yet known whether the programme should continue, the planning for programme review should commence and a decision is to be determined by the College upon completion of the self-evaluation, or earlier where it becomes apparent.

Terms of Reference

The Dean of School, School Manager and Programme Leader along with the Dean of Academic Affairs 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 Programme Development Lead. This would normally involve consultation with QQI. The Dean of Academic Affairs will write to QQI to arrange consultation at this stage.

It is imperative that terms of reference fully document the key parameters of the review so all parties are aware of the framework within which the review is being undertaken. Annual monitoring, sectoral change, legislative change and industry developments should be considered and utilised to inform this. Where there is the potential for additional minor or exit awards this must be stipulated as an area for consideration within the terms of reference.

QQI advise the terms of reference should

- (1) identify the programme to be reviewed;
- (2) set out the review leader and team;
- (3) set out the timetable for the stages of the review up to the application for revalidation;
- (4) specify detailed objectives, strategies and plans for:
 - a. the Provider’s Programme Review; and
 - b. the Independent Programme Review;
- (5) set out when, how and by whom the necessary programme documentation versions, reports and responses will be prepared and approved;
- (6) identify the panel that will conduct the Independent Programme Review and (subject to QQI agreement) the Independent Evaluation Report following application to QQI for revalidation.

Any programme review should ask whether a programme should continue to be provided. Therefore a programme review should always be planned to be capable of making and defending a recommendation to cease providing the programme in case this may prove necessary.

The review process should be designed to ensure that conclusions and recommendations are always based on valid, reliable evidence including quantitative evidence.

Dean of School.
School Manager,
Programme Leader,
Dean of Academic
Affairs

Terms of Reference

<p>Approval of Terms of Reference</p> <p>On completion of the draft terms of reference, these are submitted to Academic Council for consideration. This may be done by email circulation where a meeting is not scheduled in the specified timeframe. Academic Council has the authority to approve or reject the terms of reference. Where they are rejected, specific feedback detailing concerns and requirements must be provided to allow for corrective action. Once terms of reference are approved by Academic Council, the Dean of Academic Affairs will submit them to QQI with a request for approval. QQI must formally agree (in writing) the Terms of Reference for the Programme Review before the review is started if it is proposed to use the same external panel for the Programme review phase and the revalidation phase.</p> <p>Self-Evaluation</p> <p>The self-evaluation is overseen by the Dean of School and undertaken by the Programme Development Lead in collaboration with departmental heads evaluating their areas of responsibility. The self-evaluation must include an in-depth analysis of all available data relating to the programme. Outcomes should not be pre-determined and must be evidence based. The continuation of a programme and approval to progress to re-validation will be determined by the evidence of ongoing demand by potential learners and by employers, the progression and success rates and factors that influence those, the financial viability of the programme and the ongoing availability of resources and any specialist regulatory or professional body requirements. The self-evaluation must take in the views of all stakeholders, internal and external, and should seek to include a representative sample. Records of all feedback sought must be retained and provided as supporting documentation. Stakeholder feedback can be obtained through any variety of means including surveys and focus groups. The self-evaluation should be recorded using the template provided by QQI and must include:</p> <ul style="list-style-type: none"> • Baseline qualitative and quantitative information on the previously validated programme • An evaluation of the programme management and evolution over the past five years including details of any specific QA policies applicable to the programme and the fitness for purpose of these. • A contemporary evaluation of the programme by stakeholders • An analysis of the programme in light of the findings • Documented revision of the programme and action plan 	<p>Academic Council</p> <p>Dean of Academic Affairs</p> <p>Dean of School Programme Dev. Lead</p> <p>Programme Dev. Lead</p>	<p>Confirmation of approval</p> <p>Self-evaluation records e.g. minutes of focus groups, survey outcomes, etc. and self-evaluation report</p> <p>SER and programme documents submitted</p>
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The self-evaluation report must also be accompanied by a proposed programme, documented using the QQI Validation Template, including an independent evaluation against the validation criteria.

On completion the documents must be submitted to the Dean of Academic Affairs who will arrange for a review and evaluation against the core validation criteria. Normally this comprises a desk review by a QA expert and / or subject matter expert(s). The Dean of Academic Affairs and Dean of School may also act as reviewers. On completion of the review and evaluation the Independent Evaluation Template must be completed in full. This should identify how the criteria are met and where this is evidenced. Where criteria are not met or not evidenced this should also be recorded and the Programme Development Team will be required to act upon this and provide a response. Once a response has been issued, detailing the corrective action taken, the documentation will be submitted to the QE Committee for a recommendation to Academic Council.

The completed programme self-evaluation and supporting documents must be submitted to the QA Officer for review by the QE Committee.

The QE Committee is required to review the self-evaluation and determine whether it feels the review is as fulsome as it could be, whether the recommendations and proposed actions are evidence-based and that alternative actions have been considered but set aside for justifiable reason, that the proposed modifications are within the parameters of programme review, that operational impacts of proposed modifications. Upon completion of the review, the QE Committee may make a recommendation to Academic Council for the submission of the review documents on to the independent review panel. Equally a recommendation could be made that determines the programme no longer viable.

Academic Council is required to undertake its own review and endorse or reject the recommendation of the QE Committee.

The self-evaluation may be returned to the programme review team at any stage in the approval process with recommendations to be addressed.

Only when endorsed by Academic Council can the documentation be submitted to the independent review panel.

The QA Officer acts as point of contact with the Chair and Secretary of the independent review panel.

Where a recommendation to discontinue a programme is approved by Academic Council the Dean of Academic Affairs is required to notify QQI.

Dean of School
Dean of Academic Affairs

QE Committee

Academic Council

Dean of Academic Affairs

Minutes

Minutes

Notification / Q-Help record.

Panel membership

Stage 2: Independent Evaluation

Panel Membership

The panel of independent evaluators are proposed to QQI by CCT, having been approved by Academic Council, as part of the agreement of terms of reference.

Panel members must be independent of the College and any pre-existing relationships must be declared. Where potential perceived or actual conflicts of interest exist, individuals will not normally be able to act as panel members.

Independent evaluators are required to have the necessary qualifications, experience and expertise to enable them to make judgements against QQI criteria with a view to making a recommendation on whether or not a programme should be validated and provide justification for their decisions.

The expertise of a panel is determined by its membership. Expertise will normally reflect the programme’s discipline area but will also include generic areas such as pedagogy, assessment, and quality assurance but may also include relevant industry, sectoral or legislative matters applicable to the review.

The panel should include:

- a secretary, independent of the College, who will agree the agenda and draft the report in consultation with the panel.
- a chairperson who is a subject matter expert or experienced in quality assurance. The Chair should be knowledgeable of QQI policy.
- A learner representative
- An industry / sector representative
- Academic experts (normally not less than 2)

Independent Panel Review and Site Visit

Except where agreed otherwise, the approved panel should normally be provided with a minimum of 2 weeks to review documentation for programme review in advance of the site visit.

Arrangements for panel members’ accommodation will be made by the College.

The panel will meet the evening prior to the site visit to share their observations and agree their approach to the site visit.

The review of documentation and the site visit must enable the panel to conduct a systematic review. The panel is required to evaluate the effectiveness of the Programme Review considering the self-evaluation report, the programme documentation, and any information obtained through the site visit, and evaluate the programme and any proposed modifications against QQI’s validation criteria.

QA Officer

Panel

Panel report

<p>On conclusion of the site visit the Panel must prepare an Independent Programme Review Report. This can include recommendations and conditions along with the overall finding. The panel will submit the report to the Dean of Academic Affairs for factual accuracy prior to the formal provision of the report to the College.</p> <p>Formal Consideration of Panel Report and College Response Upon receipt of the final report the QA Officer will circulate this to let / Management and the Programme Leader. The Dean of Academic Affairs will oversee the preparation of the response to the report and the creation of an implementation plan. The Programme Leader is normally responsible for compiling this and ensuring all required action is taken, except where the actions required fall within the authority of senior management.</p> <p>Once the proposed response and implementation plan is drafted this is submitted to the Dean of Academic Affairs for an initial review. The Dean of Academic Affairs may return the submission to the Programme Leader or submit it to Academic Council for review with a view to approving for submission to the review panel.</p> <p>Only when Academic Council is satisfied that the panel report has been responded to appropriately, including the provision of a realistic implementation plan, and the updated proposed programme documents, will it be approved for submission to the panel.</p> <p>The response and implementation plan will be sent, along with the modified programme documentation, to the independent panel for its response.</p> <p>On receipt of the response from the Independent Panel indicating satisfaction with the College response and implementation plan, the Provider’s Evaluation Report will be compiled in preparation for revalidation. The Provider’s Evaluation Report comprises:</p> <ol style="list-style-type: none"> (1) the finalised Provider’s Programme Review Report; (2) the finalised Independent Programme Review Report; (3) the provider’s formal response and implementation plan; and (4) the independent panel’s response to (3). <p>Stage 3: Revalidation Application to QQI for Revalidation The application to QQI will be submitted by the Dean of Academic Affairs. The application will comprise of:</p> <ul style="list-style-type: none"> - A formal request signed by the President - Evidence of PEL arrangements 	<p>QA Officer Dean of Academic Affairs Programme Leader</p> <p>Academic Council</p> <p>Dean of Academic Affairs</p>	<p>Panel response</p> <p>Minutes</p> <p>Revalidation application</p>
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<ul style="list-style-type: none"> - 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 <p>As part of the application process the letter form the President will request permission from QQI for CCT to arrange for the independent evaluation of the validation submission and production of the Independent Evaluation Panel Report for validation by the Independent Panel that undertook the programme review. Where QQI grants permission for CCT to proceed in this manner, the Dean of Academic Affairs will liaise with the secretary to the Panel to arrange for the report. The report must be completed in the QQI template provided.</p> <p>From this point, the CCT validation policy step 6 onwards applies, recognising revalidation as a QQI owned process.</p>		
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Monitoring		
Monitor (Job Title)	Frequency	Monitoring Method(s)
Dean of Academic Affairs / QA Officer Academic Council	As per review schedule	Minutes of Academic Council Mock panel reports Panel reports Response to panel Actions implementation

POLICY CONTROL SHEET

Policy Title	Programme Review and Revalidation Policy
Responsible Officer(s)	Dean of Academic Affairs, QA Officer, School Manager, Programme Leaders
Issuance Date	August 2018
Effective Date	August 2018
Last Review Date	July 2019
Supersedes	Version 1.0 2018
Next Review Date	July 2024
Designated Reviewer(s)	Dean of Academic Affairs, QA Officer
Scope	Dean of Academic Affairs, Dean of School, School Manager, QA Officer,

Revision History

Revision	Approval Date	Revision Description	Originator	Approved By
New Policy	April 2018	New policy to reflect the revised validation policy of QQI and to provide detailed guidance to staff	QA Committee	Academic Council
Version 1.1	September 2019	Update to reflect replacement of Head of Faculty with School Manager.	SMT	Academic Council

References upon which the Policy section is based

CCT Policy area	Student Centred Teaching, Learning and Assessment
Statutory & System Wide Basis	The Irish Qualifications and Quality Act (Education and Training), 2012; European Standards and Guidelines for QA in the European Higher Education Area, QQI Assessment and Standards, Revised 2013
Related CCT Policies / Forms	CCTP401 – Validation Policy

PROVIDER NAME: CCT College Dublin
Policy Area: Standard 4: Approval, Design, Monitoring and Review of Programmes

Procedure Title:	CCTP403: Programme Management and Annual Monitoring Policy	Policy Number: CCTP403	Version: 1.1
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Policy
 CCT is committed to the ongoing monitoring and enhancement of programmes. The College commits to effective programme management through monitoring to retain the currency and suitability of the programme for its intended target market and purpose and also to ensure a positive learner experience. Each programme is monitored on an annual basis, with oversight of the Programme Board accountable to the Academic Council via the QE Committee. An annual monitoring report is completed each year which captures all programme monitoring and management and informs future delivery.

Programme monitoring is a continual process within CCT College to ensure the appropriate updating of programme content, the ongoing fitness for purpose of the teaching, learning and assessment strategies, and the suitability of the learner experience and learner supports. Programme monitoring activities also enable the identification of development requirements and areas of good practice for wider dissemination. The monitoring and review activities and overseen by the Programme Board, the QE Committee and Academic Council, as appropriate and provide information that aids strategic decision making at programme, faculty and institution level.

Staff Involved: Dean of Academic Affairs, Dean of School, School Manager, QA Officer, Faculty Co-ordinator, Lecturers

Method(s) used to carry out this procedure	Responsibility	Evidence generated by this procedure
<p>Annual Monitoring of Programmes</p> <p>Following the summer Board of Examiners’ meetings, the QA Officer issues the programme monitoring report template to all programme leaders with a request for a completed and programme board approved report to be returned by a specified date in August.</p> <p>The annual monitoring report is authored utilising data and information from the following sources:</p> <ul style="list-style-type: none"> • Programme Board minutes • External examiner reports • Lecturer feedback from module reports • Learner feedback through student surveys • Student intake, progression and award statistics 	QA Officer	Report Template provided in a timely manner

Content Review and Updating

CCT College recognises that validated programmes are not static entities and updating is required to ensure the ongoing relevance and currency of the programme during the validation period. However, the College is mindful that such updating cannot be so substantial, either in isolation or through cumulative change, that the programme no longer reflects that which was validated. To try preventing such a circumstance arising, CCT has a formal approval process for proposed programme modifications. Typically, modifications will likely include minor changes to teaching and learning strategies, assessment strategies, reading lists and so on. Substantial or extensive change is a matter for expert judgement and includes the requirement for QQI approval and/or additional validation.

Programme teams have both the discretion and obligation to update module content and recommended reading without the requirement for formal approval, as long as the proposed changes do not impact on the validated assessment strategy, the mode of delivery, the module learning outcomes, and the information contained with the approved programme schedule in respect of hours and credits. Changes that go beyond this standard updating are required to be submitted to the Programme Leader / School Manager with a clear rationale. All such changes should be sought at the appropriate semester or year end and be considered in the context of all modules and the programme as a whole. Consideration should be given to the potential implications for other modules and the learner experience.

Once the Programme Leader / School Manager is satisfied with the proposal, a programme-wide modifications request should be submitted to the QE Committee. This may take place at the February and May meetings of the Committee and must always accommodate the updating being completed at the end of the academic year and changes implemented for the upcoming academic year.

The QE Committee will review the request and the rationale and will consider the significance and impact of such a change. Where required, guidance may be sought from independent subject matter experts or from QQI. As part of the consideration by the QE Committee, a record of past modifications during the validation period will also be made available to the Committee by the QA Officer.

Any proposal is considered in the context of the programme’s stated philosophy, aims, objectives and learning outcomes. The modification is considered in respect of the impact the change would have on the programme as a whole, the demands placed upon learners and the teaching, learning and assessment strategy for the module and programme.

Faculty

Programme Leader /
School Manager

QE Committee
QA Officer

Proposals

Minutes

Where a proposal is deemed to be a substantial modification further discussion will take place with the School Manager to determine the immediacy of the change required and the potential of bringing forward the programmes review and revalidation timeline if required or the engagement in differential validation, as appropriate. The Dean of Academic Affairs will liaise with QQI on such matters.

The QE Committee will consider the suitability of the proposed changes and will make recommendations to Academic Council. Academic Council oversees all such developments and updates and has the authority to request further information, impose monitoring mechanisms, or request subsequent evidence of impact.

The School Manager or Programme Leader should normally be available to present the proposal and the rationale to the QE Committee.

In the case of collaborative provision, the procedure for identification of proposed modifications and process for approval of same and the responsibilities of collaborating parties will be agreed at the negotiation stage and clearly documented in the collaborative operations manual.

Differential Validation

There are limits as to the extent of changes that CCT is authorised to make to a programme. Validation of a revised programme is required where programme change:

- Undermines anything that was central to the original validation decision
- Eliminates any of the core programme learning outcomes
- Changes the pre-requisite learning for the programme

The validation would focus on the modifications to the validated programme and their impact. This is referred to a differential validation.

Substantial changes which may require differential validation include, but are not limited to:

- The addition of modules or changes to module titles
- Changes to the programme title
- Changes to the approved programme schedule
- The addition of a new route/minor award/ exit award
- Changes to programme learning outcomes
- Change to credit weightings of modules or programmes

Dean of Academic Affairs

QE Committee
Academic Council

Minutes. Report to Council

CCT College may also require differential validation for the delivery of a programme at a new location, or delivery of the programme in collaboration with another provider or organisation until such a time that QA procedures are approved for CCT College to assume responsibility for such matters. Where differential validation is required, the CCT validation policy applies.

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Monitoring

Monitor (Job Title)	Frequency	Monitoring Method(s)
Programme Leader Programme Board QE Committee Academic Council	Annually	Minutes of Programme Board, QE Committee and Academic Council Annual Monitoring Reports Action plans and implementation updates

POLICY CONTROL SHEET

Policy Title	Programme Management and Annual Monitoring Policy
Responsible Officer(s)	Dean of Academic Affairs, QA Officer, School Manager, Programme Leaders
Issuance Date	August 2018
Effective Date	August 2018
Last Review Date	July 2019
Supersedes	1.0
Next Review Date	August 2024
Designated Reviewer(s)	Dean of Academic Affairs, QA Officer
Scope	Dean of Academic Affairs, Dean of School, School Manager, QA Officer,

Revision History

Revision	Approval Date	Revision Description	Originator	Approved By
New Policy	April 2018	New policy to provide greater clarity on process and requirements as well as clarify the limitations in accordance with validation	QA Committee	Academic Council
V1.1	September 2019	Revisions to reflect organisational change in roles and committee structure	SMT	Academic Council

References upon which the Policy section is based

CCT Policy area	Student Centred Teaching, Learning and Assessment
Statutory & System Wide Basis	The Irish Qualifications and Quality Act (Education and Training), 2012; European Standards and Guidelines for QA in the European Higher Education Area, QQI Assessment and Standards, Revised 2013
Related CCT Policies / Forms	CCTP401 – Validation Policy CCTP402 – Programme Review and Revalidation Policy

PROVIDER NAME: CCT College Dublin (CCT)

POLICY AREA: Programme Validation, Monitoring and Review

Policy and Procedure Title:

CCTP404: Blended Learning Policy

Document Number: CCTP404

Version: 1.1

Purpose:

This policy acts as an umbrella policy under which all CCT blended learning programmes leading to QQI awards will be developed, operated, managed and reviewed and their learners managed and supported. The purpose of the policy is to outline CCT College Dublin’s quality assurance arrangements specific to blended learning programmes leading to QQI awards, complementing CCT’s approved quality assurance policies and procedures, many of which include consideration of blended learning programmes.

The policy operates in the context of the CCT Strategic Plan, the Teaching, Learning and Assessment Strategy and the Blended Learning Strategy.

The policy applies to blended learning, including where

- a full module or modules may be delivered wholly online within a blended learning programme;
- where a module, modules or programmes may be delivered through a hybrid approach.

Definitions:

From first embarking on strategic developments to implement blended learning in CCT College, terminology has evolved from reference to flexible and distributed learning, e-learning, online learning and blended learning to more current terms of technology-enabled and technology-enhanced learning. For the purpose of clarity, the term blended learning is used by CCT in a quality assurance context to ensure consistency with terminology within QQI policy and guidelines. Alternative naming conventions may apply in other contexts or further evolve over the life of this policy.

CCT relies upon Torrisi-Steele’s definition of blended learning as *“enriched, student-centred learning experiences made possible by the harmonious integration of various strategies, achieved by combining F2F (face-to-face) interaction with ICT”* (2011). This aligns with Kanuka’s definition incorporated into QQI’s Blended Learning Guidelines which refers to *“the integration of classroom face-to-face learning experiences with online learning experiences”* (Kanuka, 2004 in QQI March 2018) but further reflects the potential that the blend can comprise of face to face learning interacting with technology outside of the online context also.

CCT uses the term *“hybrid learning”* to refer to the delivery of programmes, or components thereof, which rely upon the dual use of face to face and online delivery methods to accommodate specific needs of the discipline, the programme and the learner cohort. Hybrid delivery will normally include live streaming of face to face classes for participation remotely concurrently.

CCT advocates the application of the pedagogy first approach to blended learning whereby the curriculum content and learning outcomes inform the choice of tools and the sequencing of these within a lesson or a module and not vice versa. Within this approach CCT encourages the use of the Flipped Classroom, explained within the EADTU publication "Quality Assessment for E-learning: a Benchmarking Approach, Third edition, 2016" as the situation where "*students no longer acquire content knowledge by attendance at a traditional lecture but through independent study, reserving teacher-student contact time for more interactive sessions such as seminar discussion or problem-solving classes. The flipped approach is a natural fit with blended learning, where the independent study can be online using the VLE or the internet (including OER and MOOCs) and the teacher-led sessions can be face to face.*" (EADTU, 2016)

The use of the flipped classroom is advocated in CCT as a technique within the pedagogy first approach meaning it is a tool to support effective learning but is not the pedagogy itself.

Scope:

This policy applies to all CCT programmes leading to a QQI awards validated for delivery through blended learning.

The existing governance arrangements apply.

The Dean of Academic Affairs holds executive responsibility for quality assurance and academic standards in respect of blended learning programmes.

The Dean of School holds executive responsibility for teaching, learning and assessment including in respect of blended learning programmes.

The Dean for Administration and Finance holds executive responsibility for the administration of the College including operations and facilities.

The School Manager is responsible for providing operational leadership to faculty and ensuring effective management and coordination of all programmes within the school.

Programme Leaders are responsible for the management of programmes in accordance with validation requirements and monitoring the quality of teaching, learning and assessment and the learner experience on the programmes they lead.

Staff Involved:

All administrative, technical and academic staff, student support services, the Management Team and Executive Leadership Team.

Policy

All blended learning developments in CCT College will reflect the strategic intentions of the College at the given time and will naturally evolve within and alongside the strategic development of the College.

CCT blended learning programmes will satisfy the quality assurance guidelines of QQI and the policies and procedures of CCT College Dublin and in doing so shall satisfy the academic quality and standards required of all CCT programmes leading to QQI awards and reflect the underpinning concepts outlined within the CCT Teaching, Learning and Assessment Strategy.

CCT recognises the ever-evolving nature of technology and the continuum that is blended learning and thus does not specify the technologies, approaches or the blend applied to blended learning programmes, beyond the requirement for programmes to use CCT approved platforms and technologies only. The use of

technologies within programme delivery are determined by programme development teams in the context of the best suited pedagogic approach for the discipline, programme level and award type, target learners and available technologies.

The existing quality assurance policies and procedures of CCT College, as approved by QQI, remain applicable in all instances and this policy seeks to supplement those with explicit requirements with regard to blended learning programmes. In the absence of explicit requirements being documented herein, the quality assurance policies, as published apply.

Procedure Outline / Method(s) used to carry out this procedure	Responsibility of	Evidence generated by this procedure to ensure its effectiveness
<p>In accordance with QQI Statutory Quality Assurance Guidelines for Provider of Blended Learning Programmes and good practice guidelines articulated within the EADTU SeQuent (Supporting Quality in E-learning European Networks) Handbook (2015), procedures for assuring the quality of blended learning programmes in CCT reflect requirements of the organisational context, the programme level context and the learner experience context. The following procedures outline the mechanisms in place in respect of same.</p> <p>1. Development within strategic context</p> <p>The Executive Leadership Team is responsible for ensuring that all proposed developments are aligned with the strategic intentions of the College, as articulated in the Strategic Plan, underpinned by appropriate investment plans and specified timeframes for implementation.</p> <p>Specifically, the ELT is responsible for:</p> <ul style="list-style-type: none"> Clearly defining objectives, definitions and parameters specific to blended learning Appropriate dissemination and communication of strategic objectives and timeframes (and any changes to these) to ensure shared understanding and empower relevant governance structures to make informed decisions Budgeting and allocation of financial resources, along with measures for approval and monitoring of expenditure and investment, to support the fulfilment of strategic objectives Ensuring and implementing a planned approach to the acquisition, implementation, enhancement and or integration of necessary infrastructure and resources (human and physical) for the fulfilment of objectives Implementing arrangements to facilitate the trialling and testing of technologies at different stages in the acquisition and implementation stages. 	ELT	<p>Minutes of meetings Strategic planning documents Budget plans Contracts with third parties Communications to staff</p>

<ul style="list-style-type: none"> • Management of matters pertaining to intellectual property, copyright, data protection and licensing arrangements. • Effective oversight of third-party services engaged for the provision of services e.g. VLE hosting and management. • Implementing effective monitoring arrangements to ensure development and implementation of arrangements consistent with strategic intent. <p>Academic Council retains responsibility for the academic oversight and governance of all programmes, proposed and current, including those delivered through blended learning.</p>	Academic Council	Minutes of meetings
<p>2. Programme Development, Validation, Monitoring and Review</p> <p>The existing Programme Validation Policy, Programme Review and Revalidation Policy and the Programme Management and Annual Monitoring Policy apply. See QA Manual section 4.</p>		
<p>For the purpose of blended learning programmes, the programme proposer (in the case of new programmes) or programme leader (in the case of established programmes) is responsible for defining the technical resources and infrastructure requirements of the programme and identifying any specialist tools, hardware or software requirements. This is established in the curriculum planning stages when the nature of the blend is determined. CCT encourages the application of the ABC curriculum design model established by UCL.</p>	Proposer	Minutes of meetings Validation documents / programme documents
<p>The ELT is responsible for undertaking budget planning and allocation of resources in accordance with requirements or advising where budget or resource constraints require consideration of alternative approaches.</p>	ELT	Budget records
<p>Workload considerations in blended learning programmes are determined on the basis of contact hours being defined as those hours which require student engagement with faculty, with other students or with content as part of a structured lesson / supervision / learning activity. This can include synchronous and asynchronous activity but excludes independent study required for assessment preparation or homework for example.</p> <p>Independent study is defined as the notional learning hours a student is required to employ to complete elements of the programme independently, including any revision or assessment preparation time.</p>	Programme development team	Programme documents

<p>Programme development teams are required to be mindful of the potential for overload in blended learning programmes.</p> <p>Programme Development Teams are required to consult the CCT Standards and Guidelines for the Design and Development of Blended Learning Programmes, Materials and Learning Resources, available from the QA Officer.</p> <p>3. Policies, Regulations and Processes</p> <p>The Dean of Academic Affairs is responsible for ensuring the continued relevance and fitness for purpose of quality assurance arrangements in the context of blended learning programmes. This will be managed through the annual QA monitoring processes, as reported to Academic Council, supported by the Quality Enhancement Committee. As the extent or nature of blended learning provision evolves within CCT, consideration will be given to continued suitability of policies, procedures and mechanisms for their implementation.</p> <p>The CCT Privacy Statement reflects the collection, processing, storage and sharing of personal data in the online environment, in accordance with GDPR, outlining the legal bases upon which it relies and the purpose for its collection and with whom it is shared.</p> <p>All remaining policies, procedures and regulations as published by CCT remain applicable to blended learning programmes. In the absence of a specific policy relating to blended learning provision, it is assumed that the mainstream policy applies along with any specific requirements within the policy as documented.</p> <p>The Centre for Teaching and Learning, under the direction of the Dean of School, is responsible for the provision and maintenance of guidelines for blended learning to ensure satisfaction of CCT approved minimum requirements.</p> <p>4. Appointment, induction, training, professional development and appraisal arrangements</p> <p>The ELT in conjunction with Academic Council for academic staffing matters, is responsible for monitoring the suitability of minimum requirements of teaching and support staff, and arrangements for addressing these.</p> <p>In addition to the minimum requirements of academic staff as outlined in CCT's Recruitment, Selection and Probation Policy, those academic staff engaged in blended learning programmes will be required to evidence suitable technical competence and experience and a sound understanding and experience of facilitating learning through technology. Where this is not apparent, completion of specific induction and professional</p>	<p>Dean of Academic Affairs</p> <p>CTL / Dean of School</p> <p>ELT, Academic Council</p>	<p>QA Manual, policies and procedures Annual review records</p> <p>Privacy Statement</p> <p>Learning space guides</p> <p>Recruitment and selection records</p> <p>Prof. Dev. Register</p>
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<p>development programmes will be a mandatory requirement. The Centre for Teaching and Learning will facilitate access to the National Forum Digital Badges “Getting Started with Online Teaching” and “Teaching Strategies for [New] Lecturers” for which the Dean of Academic Affairs is an approved facilitator.</p> <p>Staff are encouraged to engage in CPD relating to pedagogic matters, this is not restricted to academic faculty and engagement in research and scholarship is actively encouraged.</p> <p>The appointment of specialist support staff to facilitate the delivery of the blended learning strategy will continue in accordance with existing policy and practices. The nature of appointments will reflect the requirement for academic, pedagogic, design, pastoral and technical support and the applicable criteria for selection and appointment will be determined accordingly.</p> <p>The sourcing of appropriate expertise can also include sub-contracting to third parties where specialist expertise is required. The ELT must approve any such proposal.</p> <p>See also Scholarship, Professional Development Innovation and Research Policy.</p>		CPD plans
<p>5. Intellectual Property, copyright and data protection</p> <p>All staff involved in the provision of blended learning programmes are notified of the legal limitations and parameters associated with IP, copyright and data protection.</p> <p>Intellectual property rights associated with materials developed for CCT programmes is clearly articulated in staff contracts and the staff handbook.</p> <p>Support guides are issued to all staff designing materials for use on the VLE to assist in strengthening understanding of legal parameters and ensuring legal compliance.</p> <p>The CCT College Library and the Centre for Teaching and Learning provides additional support to staff on matters of copyright, IP, open source and creative commons licencing.</p> <p>See also Staff Code of Conduct Policy, Data Protection Policy and Privacy Statement.</p>	ELT	Approval records / contracts
<p>6. Contingency Arrangements in the event of platform, hardware or software failure</p> <p>The College has a contract with a specialist E-Learning provider and Moodle certified services provider for the management, maintenance and back-up of learner records and the VLE. The service provider implements</p>	ELT All staff CTL / Library	Staff contracts / handbook QA policy Learning space

<ul style="list-style-type: none"> • Use CCT onsite facilities for recording / broadcasting <p>Lecturers are required to adhere to agreed timeframes for the upload of materials to facilitate effective application of the flipped classroom approach and completion of activities by learners without placing them under undue pressure in advance of the synchronous or on campus elements of the learning.</p> <p>In designing blended learning lessons, faculty are advised to:</p> <ul style="list-style-type: none"> • Provide advance upload materials which include sufficient detail to adequately inform the learner of what is expected of them and what the purpose of the materials are • Incorporate formative activities to enable the learner to determine their own progress and level of understanding and provide a bridge to the synchronous element of the learning • Use the synchronous learning element to maximise opportunities for application, formative assessment activities, and clarification of challenging concepts theories and approaches. • Ensure the synchronous element is not simply a repeat of the asynchronous elements in a different format. <p>Technical support staff and the Centre for Teaching and Learning are available to provide instructional design and technical support as required.</p> <p>Programme leaders are responsible for the quality of the learning experience across the programme they lead and are accountable to Academic Council in this regard.</p> <p>The School Manager, supported by the Faculty Coordinators and the QA Officer, monitors adherence to minimum requirements in respect of tools, technologies and learning resources, upload times and compliance with validated programme requirements.</p> <p>Ongoing monitoring and learner feedback mechanisms are in place. See CCT's Ongoing Monitoring and Review Policy.</p> <p>CCT uses the Moodle virtual learning environment (VLE). The Network Manager in conjunction with the Dean of School, informed by faculty and student feedback, is responsible for monitoring the ongoing fitness for</p>	<p>Programme Leaders</p> <p>School Manager</p>	<p>Student feedback, external examiner feedback, annual monitoring reports, programme board minutes</p>
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<p>purpose of the VLE and existing processes for programme development, monitoring and review provide opportunity for proposing enhancements and upgrades as may be required.</p> <p>The VLE is used to:</p> <ul style="list-style-type: none"> • Promote the development of communities of practice and enhance the learner community created n campus • Upload online content quickly and easily in a rage of formats • Enhance the learner experience • Provide access to support services and materials • Integrate with virtual classroom software, plagiarism detection software, library services and the student information system • Monitor learner engagement with online elements of programmes • Support assessments • Facilitate communication with learners <p>CCT has procured virtual classroom software which is used to:</p> <ul style="list-style-type: none"> • Increase the range of learning interactions available through the VLE • Facilitate live lectures / webinars/ tutorials • Enable multi-group breakout activities in the online environment • Promote and facilitate accessibility for all learners • Enable recording of live sessions for students to revisit. <p>The virtual classroom software also provides the means for secure, online meetings between learners and the college should physical attendance not be a feasible option.</p> <p>See also CCT's Learning Environment Policy and the <i>“Standards and Guidelines for the Design and Development of Blended Learning Programmes, Materials and Learning Resources”</i></p> <p>8. Information to Learners Programme Development Teams are responsible for specifying information relating to any technical requirements, ICT capabilities and the nature of the blended learning elements of the programme.</p>	<p>Network Manager Dean of School</p>	<p>Network testing VLE enhancement reports Student and faculty feedback</p>
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Subsequent to validation, this detail should be made available to learners in advance of enrolling on a programme, as per the requirements of the [CCT Public Information Policy](#)

Specifically, learners must be advised of:

- i. The minimum requirements outlined in the CCT Public Information Policy
- ii. Detail relating to the online element of the programme and any specific requirements relating to participation times online and attendance requirements and timings onsite
- iii. The anticipated independent learning commitment
- iv. The technical equipment / hardware/ software / internet and skills essential for participation in the programme
- v. Learner responsibilities and obligations in respect of the online and onsite elements of the programme;

The document “*Standards and Guidelines for the Design and Development of Blended Learning Programmes, Materials and Learning Resources*” specifies the information requirements that should be satisfied for registered learners.

9. Supports for Learners
 Academic, technical and support staff are responsible for the provision of and access to supports in the online environment.

All learners are provided with a dedicated online induction programme which is scaffolded with a range of easy to access video and text support materials.

CCT employs a range of digital support tools including online interactive guides, integrated online reading list software, library support classes, careers guidance support services and live chat and discussion forums across a range of departments. “*Communication and Interaction in the Online Environment: A Guide for Students*” outlines the expected standards and norms of behaviour and communication in the online environment.

Faculty and staff are required to operate within the stated requirements of existing policies specific to student support. In addition, the quality standards documented in “*Standards and Guidelines for the Design and Development of Blended Learning Programmes, Materials and Learning Resources*” should be addressed.

Programme
 Development
 Teams
 Admissions
 Head of Marketing

Validation documents
 Sign off records
 Publicity materials

Head of Student
 Services

Minutes of student
 services meetings
 Class rep feedback
 Student survey

Monitoring		
Monitor (Job Title)	Frequency	Monitoring Method(s)
Academic Council / ELT	Annual	Annual Monitoring Reports
QA Officer	Annual	VLE review for compliance with Quality Standards
Head of Student Services	Annual	Annual Monitoring Report

POLICY CONTROL SHEET

Policy Title	Blended Learning Policy
Responsible Officer(s)	Dean of School, Dean of Academic Affairs
Issuance Date	August 2020
Effective Date	September 2020
Last Review Date	N/A
Supersedes	N/A
Next Review Date	August 2021 and then within 5 years thereafter
Designated Reviewer	Head of Enhancement and QA Officer with Dean of School, School Manager and Head of Student Services
Scope	All blended learning provision

Revision History

Revision	Approval Date	Revision Description	Originator	Approved By
1.0	March 2020	Pre- QQI draft for approval	ELT	Academic Council
1.1	Sept 2020	Edits to reflect changes arising from QQI Blended Learning approval panel report	Dean of Academic Affairs	Academic Council

References upon which the Policy section is based

CCT Policy area	Programme Validation, Monitoring and Review
Statutory & System Wide Basis	The Irish Qualifications and Quality Assurance (Education and Training) Act, 2012; QQI Core Statutory Guidelines for Quality Assurance QQI Statutory Guidelines for Providers of Blended Learning Programmes
Related CCT Policies / Forms	CCT Quality Assurance Manual CCT Standards and Guidelines for the Design and Development of Blended Learning Programmes, Materials and Learning Resources

SECTION 5: STUDENT-CENTRED TEACHING, LEARNING AND ASSESSMENT

5.0 CCT Marks and Standards for CCT Programmes Leading to QQI Awards

The CCT College Dublin Marks and Standards document is based upon QQI's *Assessment and Standards, Revised 2013*, and specifically reflects QQI's Sectoral Conventions for Assessment.

The Marks and Standards document is intended to provide a concise account of the application of QQI's Assessment and Standards into assessment regulations and academic procedures implemented by CCT for all programmes leading to QQI awards. The Marks and Standards document is informed by and reflects the detailed policies and procedures recorded in CCT's Quality Assurance Manual, available at www.cct.ie/quality. The Marks and Standards document does not replace the QA manual or policies and procedures relating to assessment but moreover complements them. Examiners and learners are advised to familiarise themselves with the Marks and Standards and the QA Manual.

The Marks and Standards document was approved by Academic Council in September 2018 and applies to all programmes leading to QQI awards from September 2018 until such a time as the Academic Council determines otherwise. The document is subject to review and, from time to time, may be revised and updated with the approval of Academic Council.

Part A: Procedures for Assessment

1 Applicability

These Marks and Standards shall apply to all assessments on CCT programmes leading to awards of QQI, from the date of approval until such a time as the Academic Council amends or replaces them.

2 Responsibility for Assessment

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

- the proper conduct of assessments, including invigilation, moderation and external examining
- security in all matters pertaining to examinations
- that assessment briefs / examination paper's, solutions and appropriate marking schemes are prepared by Internal Examiners, sent in good time for approval by External Examiners and finalised, including printed where applicable, in good time for distribution to learners
- that appropriate reasonable accommodation arrangements are made for learners entitled to such supports
- that appropriate accommodation arrangements are made for each learner for examinations
- that assessments are reviewed by Internal and External Examiners and that results for each learner are made available for meetings of Boards of Examiners
- that accurate records in regard to assessment are maintained and made available to External Examiners
- proper arrangements for the holding of meetings of Boards of Examiners
- that learners are provided with the information relevant to them with regard to the conduct and regulation of assessments
- that minutes of meetings of Boards of Examiners are maintained
- that appropriate arrangements are in place for the safe and accurate uploading of results to QQI
- the integrity of the assessment process.

3 Internal Examiners

3.1 Academic staff of the College who undertake the assessment of learners are considered internal examiners.

3.2 The role of Internal Examiners shall be as follows:

- to ensure the questions set are meeting module learning outcomes and the assessment is fair and transparent, and consistent with the level being examined.
- to ensure questions included, along with any combination of how they may be answered where there are options, allow the learner to demonstrate attainment of learning outcomes and that the paper isn't requiring the learner to address questions that are not aligned to the learning outcomes.

- To ensure the examination is in accordance with CCT guidelines:
 - Examinations for assessments where the weighted credit value is equivalent to up to 5 ECTS at levels 6 – 8 on the NFQ will be a maximum of 2 hours
 - Examinations for assessments where the weighted credit value is equivalent to over 5 and up to 10 ECTS at level 6 – 8 on the NFQ will be 3 hours duration
 - Examinations for assessments at level 9 on the NFQ will normally be 3 hours duration.
- To ensure the examination is realistic for the duration of the examination.
- Ensure that where a previously used question is proposed in an examination, modifications are made to prevent it being identical, and advise the QA Officer of the existence of a previously used question, including which paper it was from.
 - To forward the proposed paper, and its repeat, and correlating marking scheme for moderation.
 - To liaise with the moderator to discuss the paper and any potential changes required.
 - To complete any actions following moderation and ensure timely submission for review by the external examiner in a timely manner
 - To take account of all suggestions, criticisms, deletions, additions and amendments proposed by the External Examiner(s).
 - To complete the marking of assessments, and submission of results, and make them available for internal moderation and external examiner sampling within the specified timeframes.
 - To agree marks to be proposed for each learner, in consultation with the moderator and external examiner.
 - To attend meetings of the Board of Examiners.

4 External Examiners

4.1 Role of External Examiners

CCT implements QQI's *Effective Practice Guidelines for External Examining*. External Examiners are proposed, appointed and inducted in accordance with the CCT Policy on External Examining.

4.2 Duties

The primary role of an external examiner is to verify the academic standards achieved and ensure the programme and provider's assessment regulations and practices are fit for purpose. As per QQI guidelines, the main functions of the external examiner (or external examiner team) are as follows:

- Review the appropriateness of the minimum intended programme learning outcomes (i.e. the programme's basic educational goal) and other programme objectives.
- Probe the actual attainment of students (actual programme learning outcomes) using information agreed with and supplied by the College.

- Compare and contrast both the minimum intended programme learning outcomes and the actual attainment of students with the relevant awards standards with the National Framework of Qualifications (NFQ) and with corresponding data from other programmes in the same discipline in other higher education institutions in Ireland and beyond.
- Determine whether the applied procedures for assessment are valid, reliable, fair and consistent.
- Review the appropriateness of the programme assessment strategy and the assessment procedures and, flowing from this, consider subsidiary module assessment strategies.
- Review key assessment tasks prior to their assignment in light of the programme and module assessment strategies and students' prerequisite (prior) learning. Where key tasks include key continuous assessment tasks, it might not be feasible to review them prior to assignment, but they should still be reviewed by the external examiner.
- Report findings and recommendations to the provider.

The external examiner will review the drafts of all examination question papers, marking schemes, worked solutions, etc. before the question papers are sent for printing, and the assessment briefs and marking schemes for all key continuous assessments. External examiners shall have the right to make suggestions, criticisms, deletions, additions, and amendments as they deem appropriate.

4.3 Sampling

CCT requires that External Examiners shall be provided with a representative sample of graded student work for all key assessments (approximately 10-20%), including all borderline cases. The sample, which should be drawn on a basis agreed between the Internal and the External (examiners), should include sufficient material to enable the External Examiner to form a judgement as to the appropriateness of the marking at all levels of classifications. External Examining of Masters capstone assessments requires the External Examiner to review each assessment.

4.4 Attendance

All External Examiners will be required to visit the institutions for at least ONE Board of Examiners in each academic year.

4.5 Reporting

After each cohort is assessed the External Examiner is required to submit a written report to the College within 3 weeks of the final Board of Examiners for the Academic Year, utilising the template provided by the College.

The report should be submitted to the named Programme Leader or School Manager who will forward a copy to the QA Officer, Dean of School and Dean of Academic Affairs.

External Examiner reports are retained by the QA Office and utilised to inform the annual review of the programme, programme review and revalidation, and for consideration by the QE Committee to identify any institution level matters and inform the development of QA procedures.

4.6 Response

The School Manager / Programme Leader is responsible for drafting a response to the External Examiner Report. This should be considered by the Dean of School and Dean of Academic Affairs in advance of issuing to the External Examiner.

5 Meeting of Boards of Examiners

5.1 A meeting of Internal and External Examiners to consider the assessment performance of students on a programme is termed a Board of Examiners.

5.2 A Board of Examiners meeting is normally established after each examination period or semester end to consider all assessment findings and determine assessment results for each of the learners presented.

5.3 Responsibilities

The responsibilities of the Board may include consideration of:

- grades for assessment tasks
- grades for modules
- eligibility to progress from one stage in a programme to the next
- eligibility for awards, and
- award classification, where applicable.

5.4 Accountability

In CCT College the Board of Examiners is accountable to, and a sub-committee of, Academic Council. Academic Council receives a report of each Board of Examiners, External Examiner Reports and Assessment Trend Analysis for each programme.

5.5 Authority

Academic Council receives a report from Board of Examiners for the ratification of results and recommendation of awards to QQI, subject to the Board satisfying the CCT College policy for the proper convening and conduct of a Board of Examiners. The Board of Examiners and the Appeals Board are the only body with the authority to make summative assessment decisions i.e. those decisions that determine a student's entitlement to progress or to an award. The Board is authorised to permit Chair's Action outside the formal Board. A Board of Examiners considers the marks achieved by individual learners registered for one or more specific programmes of study with a view to determining eligibility for progression or award. In making its decision on a learner's progress or award, a Board of Examiners shall take into account the recommendations of the Internal Exam Board, CCT policy, programme regulations, and QQI Assessment and Standards. A Board of Examiners can accept or reject the recommendations of an Internal Exam Board in respect of recommendations for progression or award.

5.6 Changing Marks

Notwithstanding instances of clerical / administrative error or borderlines, a Board of Examiners should not normally change any of the module marks awarded to a learner by the Internal Exam Board, except where personal mitigating circumstances have become known and in which case the examiner responsible must be involved in deliberation on the mark. Any dissent must be recorded.

5.7 Dissent

In the event of the Board of Examiners being unable to reach a consensus regarding an individual's mark, progression or award, the Chair of the Board, with the consent of the External Examiner(s) present, should determine the final result. Once confirmed, the secretary should formally read the decision of the Board and ask for any dissent to be communicated at that point. Non-disclosure of dissent at this stage will be deemed agreement. Any dissent must be recorded in the minutes and brought to the attention of the Dean of Academic Affairs and, subsequently the Academic Council. Where dissent is that of the External

Examiner, this should also be included in the External Examiner's Report and communicated to QQI by the Dean of Academic Affairs or nominee.

Where dissent, anomalies, or errors are frequent in occurrence this should be formally recorded and drawn to the attention of the Academic Council as part of the Board of Examiners Report for corrective action.

5.8 Communication of Results

Examiners are required to delete any locally stored assessment records and cannot communicate results to students. Results from Board of Examiners meetings are published by the Faculty Coordinator only. Publication of results is normally within 5 working days of the Board of Examiners meeting, following ratification by Academic Council.

5.9 Chair's Action

Where full information is not available to the Board to enable a decision, but the information is due imminently, the Board may agree on actions that Chair may take post Board and the recommendations available to the Chair within specified parameters. These will be referred to as Chair's Actions.

Chair's Actions must be as specific as possible, detailing the Board's agreement to the Chair making a specific recommendation based upon particular circumstances e.g. where a pass mark is subsequently issued a recommendation for award or progression may be approved by the Chair.

Once the required information has become available by the specified the Chair will determine the final recommendation to Academic Council for ratification prior to publication to students.

5.10 Ratification of Results

Within 2 working days of the sign-off of Chair's Action or the Board of Examiners meeting, except where issues are identified, a Standing Committee of the Academic Council, comprising of the Chair and not less than two additional members of the Council, excluding the Chair of the Board of Examiners, will consider the Chair's sign-off or Board of Examiners' results and recommendations with a view to ratifying them. In the case of issues arising during Chair's Action, at the Board of Examiners meeting or identified by the Standing Committee, the Dean of Academic Affairs will convene a full meeting of the Academic Council. This will be held within 3 working days.

Where a full meeting of Academic Council is already scheduled within 3 working days of Chair's Actions sign-off or a Board of Examiners, a Standing Committee is not required and the Chair's Actions sign-off and Board of Examiners' results and recommendations will be considered by the Council at the scheduled meeting. Recommendations ratified by a Standing Committee will be formally recorded at the subsequent meeting of the Academic Council.

Meetings for the purpose of considering Board of Examiners' recommendations may be held virtually.

6 Internal Exam Board and Preparation for Board of Examiners' Meetings

6.1 Within CCT College, to ensure full and proper preparation for a Board of Examiners, an Internal Exam Board takes place. This is normally held not less than 1 week prior to the Board of Examiners to allow sufficient time for any corrective action, administration formalising of the minutes prior to the Board of Examiners' Meeting.

6.2 Purpose

The purpose of the Internal Exam Board is to ensure the accuracy of the data to be presented to the Board of Examiners and to make recommendations to the Board of Examiners as appropriate.

6.3 Authority

An Internal Exam Board has the authority to amend individual assessment or module marks where there is clear justification for this in respect of a specific assessment or module. This is normally in response to feedback from External Examiners, in the case of incomplete marks, to correct an error, or where computation of marks requires further consideration. It should not be done for the sole purpose of raising a percentage point average to move a learner from an award borderline. The Internal Exam Board does not have the authority to:

- change borderline awards
- determine pass by compensation
- fail and withdraw a learner
- progress a learner to a subsequent stage
- permit progression with failed credit
- determine an award classification

In each of the scenarios above, the Internal Board should consider the individual cases and make a recommendation to the Board of Examiners.

6.4 Changing Marks

The Internal Exam Board cannot compel an examiner to change a mark. Responsibility for the marks awarded for an assessment / module remain with the examiner. A mark should not normally be changed without the agreement of the examiner concerned. In the case of the examiner being absent, arrangements should be in place to consult the examiner and take Chair's Action. Where agreement is not reached, the matter should be minuted and may be drawn to the attention of the Board of Examiners for further deliberation.

6.5 Broadsheet of Results

Following the Internal Exam Board, the secretary should amend the draft Broadsheet of Results being out forward to the Board Examiners to reflect any agreed changes and should prepare this, along with the minutes of the meeting for the Board of Examiners' Meeting.

Part B: General Marks and Standards

1 General Requirements for Awards

- 1.1 All students who have satisfactorily followed a programme of study leading to a QQI award and who have met the programme requirements shall be admitted to the assessments of that programme.
- 1.2 The recommendation for award shall be based upon a learner's performance in all assessments, approved by External Examiners, appointed by Academic Council, and in accordance with the programme validation.
- 1.3 All assessment material must normally be made available for scrutiny by the external examiner(s) appointed by Academic Council. All award stage assessments must be reviewed by the External Examiner(s).

2 Approved Programme Schedule

- 2.1 The Approved Programme Schedule specifies the Modules, and combinations of Modules, validated by QQI in respect of each programme. Where specific programme pathways are validated these are documented in the programme document and the modules outlined on the approved programme schedule.
- 2.2 Where the Academic Council has adopted an Approved Programme Schedule and Programme Pathway in relation to an Approved Programme, the provisions of that Schedule are deemed to form part of the Marks and Standards applying to the programme.

3 Modules

The Approved Programme Schedule for each approved programme specifies the set of approved modules for the programme and the approved assessment methods and weightings. A module may consist of one or more component of assessment. Where a module consists of more than one component assessment, these are normally assessed independently, and the marks scored in the independent component parts are aggregated to determine the overall module mark.

4 Marking and Mark Allocation

- 4.1 The allocation of weighted marks for each component assessment within a module are determined by the approved programme schedule. The programme schedule also specifies the weighting of each module, communicated as ECTS.
- 4.2 The maximum marks available in each Module should be 100 marks and results and marks should be recorded as a percentage.
- 4.3 Independent component assessments shall be marked out of 100 and a weighted mark determined from this.
- 4.4 Where a module has been validated as being assessed as Pass or Fail only, this module cannot contribute to the award calculation.
- 4.5 Where a module is failed repeat marks are capped at 40%
- 4.6 Where a module is failed in the award stage modules, repeat marks are capped and the regulations relating to repeat for honours apply.

5 Minimum Pass Mark

5.1 The minimum pass mark in any module shall be 40% except where validation has determined otherwise. In all cases where the pass mark is not 40%, the minimum pass mark must be clearly documented on the Broadsheet of Results. In the absence of any documented deviation, the pass mark will be taken as 40%.

5.2 Where a learner fails to meet the minimum pass mark for the module, except where pass by compensation applies, they shall be required to recover that failure through repeat assessment or repeat assessment with attendance.

5.2.1 In the case of a learner repeating an assessed component within a module, pass marks awarded on the basis of other components within the module shall, normally, be carried forward from the original attempt. The repeat component mark will normally be aggregated with the previously attained pass marks from other assessed work within the module.

5.2.2 In the case of a learner repeating a module with attendance, the completion of the module in its entirety, including all assessments and examinations is required. Normally, only the marks from the repeat attempts shall be aggregated to determine the module mark. Notwithstanding this, the Board of Examiners has the discretion to consider and aggregate marks from a previous attempt, where that attempt resulted in a pass mark, when it is in the best interest of the student.

5.2.3 Where the Board of Examiners, in considering progression and recommendation for awards, determines that a learner is required to repeat a module or components of it, the Board, may devise alternative assessment arrangements in agreement with the External Examiner and having due regard for the approved programme schedule. In determining the assessment arrangements, the Board must agree how the overall module mark will be determined.

5.2.4 Where a module is assessed entirely or predominantly through continuous assessment and the learner fails the module, the Board of Examiners will normally recommend repeat assessment of failed components. However, the Board retains the discretion to recommend the learner repeats the module with attendance.

6 Recording of Exemptions

6.1 Exemptions shall be recorded where a learner has completed the full assessments of a module, as detailed in the approved programme schedule, at an earlier sitting. In such cases the Broadsheet of Results should record "EXE module repeat" in the module result box.

Exemption may also be recorded where a learner has put forward evidence of prior learning (accredited and or non-accredited), before the commencement of a module, and the evidence has been evaluated against the module learning outcomes and deemed to have satisfied those learning outcomes. In this case "EXE" is entered onto the Broadsheet of Results. A mark shall only be assigned and recorded where a marking methodology has been applied with the approval of the Dean of Academic Affairs. Where a mark cannot be assigned, if the module contributes to the award classification, the award shall remain unclassified.

6.2 Modules exempted shall normally remain valid for the purpose of completing programme requirements for recommendation for an award, except in such cases where programme review and revalidation impacts on the continued relevance of the module for the programme and award.

6.3 Number of Attempts

6.3.1 The number of attempts at assessment is determined by validation. A learner is normally permitted a maximum of four attempts at the assessments to pass a module, however exceptions do apply and are

noted on the approved programme schedule. The number of attempts includes the original and repeat attempts. Any learner not achieving a pass within the maximum opportunities, under normal circumstances, will be withdrawn from the programme of study. The Board of Examiners has the discretion to recommend that a learner repeat a module with attendance or an equivalent module and all the assessments of the module.

6.3.2 Where the College provides an assessment opportunity to a learner this shall constitute an assessment attempt, regardless of whether the learner avails of the opportunity. Where a learner fails to sit or submit, except where PMCs are approved, a mark of 0% will be awarded for the assessment and the attempt will be recorded.

6.3.3 A learner who has failed a module does not have an automatic entitlement to request a repeat assessment to be set for them. In cases where:

- a) the Programme Board determines the module is no longer relevant or current, or
- b) where the current programme is sufficiently different from the original approved programme taken by the learner

the Programme Board may require the learner to attend a more current equivalent module and to take the assessments and examinations related to that module in order to meet the Learning Outcomes for the current programme.

7 Requirements for Progression

7.1 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. 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:

- A) pass by compensation
- B) exemption from part of the programme (with or without the allocation of a grade and credit)
- C) eligibility to progress carrying the failed modules to be passed during the subsequent stage

7.2 Discretion of the Board of Examiners

7.2.1 The Board of Examiners has the discretion, on a case by case basis, to amend an award classification, by taking into account the totality of the learner's performance and any formal recommendation for Mitigating Circumstances as advised by Office of the Dean of Academic Affairs at the Board.

7.2.2 Borderline cases

A Borderline case refers to a learner presenting for progression or award, who is close to the threshold between successive award grade bands. The Board of Examiners is required to give closer perusal of cases near the classification boundaries, i.e. within ± 1 percentage point of the percentage point average threshold.

CCT determines borderline cases to be any learner whose:

- a. average mark across all modules is within 1% of any of a grade band classification
- b. marks in modules accumulating to equal to or more than 45 ECTS are in the higher grade band.

7.2.3 The Board of Examiners shall hold full and frank discussion in respect of each borderline case, considering the learner's performance as a whole against the minimum intended learning outcomes. In the absence of bias, it is to be expected that as many borderline grades will be reduced as will be increased.

B7.2.4 Following deliberations, the Progression and Award Board may recommend that a learner's GPA be increased or decreased and that a learner be granted a higher or lower overall award than the current modules marks would add up to.

Where the decision is made to change the overall grade (and award classification, where appropriate), the Board must agree the changes in module marks to reflect the overall grade or award classification.

7.2.5 The Board of Examiners shall only grant eligibility for progression, or recommend that an award be made, when it is satisfied, based on consideration of the necessary evidence, that the required learning outcomes have been attained.

7.2.6 In considering learners in non-award stages, the learner should, normally, be accorded the benefit of the doubt, given reasonable grounds, and the Board should endeavour to make a firm recommendation on the matter. Referral to Academic Council shall only occur where a fundamental question of principle is involved.

7.3 Progression with Credit Deficit

7.3.1 Before progressing to the next stage, learners are required to pass all modules identified as essential prerequisites for progression, as specified by the programme assessment strategy and approved programme schedule. The Board of Examiners may, however, allow learners to be permitted, on a case-by-case basis and under exceptional circumstances, to carry a failed module while progressing to the next stage, provided the module is not a prerequisite for any module in this stage and provided this is consistent with the requirements of the relevant programme assessment strategy.

7.3.2 The normal maximum missing credit shall be 16% of the credit for the stage, e.g. 10 credits per 60-credit stage.

7.3.3 A learner may not normally progress beyond one subsequent stage while carrying a failed module from stage 1 to stage 3.

7.3.3 Where the award classification is determined by performance in different stages of the programme, the award classification may not be considered until such a time as all contributing modules have been passed and all modules in the award influencing stages are passed or exempted.

7.3.4 Should the Board of Examiners deem a repeat assessment unacceptable or of the module learning outcomes cannot be satisfied through completion of the repeat assessment, the Board shall determine repeat with attendance is required.

8 Award Classifications and Standards

8.1 QQI's Sectoral Convention 1 on Award Classifications, stipulates classification of awards shall be criterion-referenced as distinct from norm-referenced.

The following tables describe the classifications available for major awards (made by QQI or by recognised institutions under delegated authority) in the National Framework of Qualifications (NFQ). They also specify the required boundary values for grade point average (GPA) and percentage point average (PPA). CCT operates the PPA grading scheme.

8.1.2 A 'Pass' classification of an award is a positive statement of achievement.

8.1.3 All awards — other than research degrees, minor awards and supplemental awards — shall be classified. However, in exceptional cases, where classification is not feasible, an award may be issued as an unclassified award. Special-purpose awards which have a volume of at least 60 credits and are comparable to a major award (at the same NFQ level) may be classified in accordance with the convention for the relevant major award. Otherwise, awards of this type shall be unclassified.

8.1.4 In accordance with QQI Sectoral Convention 3, calculation of the award classification shall be based on the credit-weighted mean value of the allowable grades (i.e. those that contribute to the classification) for modules of a specific programme which has been validated by.

8.1.5 A learner may claim exemption from a module whose grade would otherwise contribute to the award classification, provided that they can demonstrate the attainment of the relevant knowledge, skill and competence. In cases where the attainment cannot be graded fairly and consistently, only an unclassified award shall be available.

8.1.6 Honours classification, or any classification higher than 'Pass', shall be made based on first attempt grades. In cases where personal mitigating circumstances apply and are approved, the Board shall treat a repeat grade as a first attempt grade.

Classification of Higher Certificates (Level 6) and Ordinary Bachelor's Degrees (Level 7)	GPA boundary values	PPA boundary values	Description 2009-2010 and following
Distinction	3.25	70%	Indicative descriptor: Achievement includes that required for a Pass and in most respects is significantly and consistently beyond this
Merit Grade 1	3.0	60%	Indicative descriptor: Achievement includes that required for a Pass and in many respects is significantly beyond this
Merit Grade 2	2.5	50%	Indicative descriptor: Achievement includes that required for a Pass and in some respects is significantly beyond this
Pass	2.0	40%	Definitive descriptor: Attains all the minimum intended programme learning outcomes

Classification of Honours Bachelor's degrees (Level 8) and Higher Diplomas (Level 8)	GPA boundary values	PPA boundary values	Description 2009 - 2010 and following
First-class honours	3.25	70%	Indicative descriptor: Achievement includes that required for a Pass and in most respects is significantly and consistently beyond this
Second-class honours Grade 1	3.0	60%	Indicative descriptor: Achievement includes that required for a Pass and in many respects is significantly beyond this
Second-class honours Grade 2	2.5	50%	Indicative descriptor: Achievement includes that required for a Pass and in some respects is significantly beyond this
Pass	2.0	40%	Definitive descriptor: Attains all the minimum intended programme learning outcomes

Classification of Postgraduate Diploma (Level 9)	GPA boundary values	PPA boundary values	Description 2009 - 2010 and following
Distinction	3.25	70%	Indicative descriptor: Achievement includes that required for a Pass and in most respects is significantly and consistently beyond this
Merit	3.0	60%	Indicative descriptor: Achievement includes that required for a Pass and in many respects is significantly beyond this
Pass	2.0	40%	Definitive descriptor: Attains all the minimum intended programme learning outcomes

Classification of Taught Master's degrees (Level 9)	GPA boundary values	PPA boundary values	Description 2009 - 2010 and following
First-class honours	3.25	70%	Indicative descriptor: Achievement includes that required for a Pass and in most respects is significantly and consistently beyond this
Second-class honours	3.0	60%	Indicative descriptor: Achievement includes that required for a Pass and in many respects is significantly beyond this
Pass	2.0	40%	Definitive descriptor: Attains all the minimum intended programme learning outcomes

8.2 General Conditions

8.2.1 To be eligible for recommendation for an NFQ award at Pass classification, a learner must:

- 1) satisfy all assessments for modules at the same NFQ Level as the award and any other requirements specified in the Approved Programme Schedule for the programme,
- 2) successfully complete the programme and all component modules and assessment as a whole in accordance with these Marks and Standards and QQI Assessment and Standards (upon which these Marks and Standards are based), and
- 3) Attain an average overall assessment mark (based on the total marks available as specified in the Approved Programme Schedule), as shown in the relevant tables above.

8.2.2 To be eligible for an Award at Merit or Distinction or Honours classification the learner must have satisfied the assessment requirements of the programme, as outlined in the approved programme schedule, and achieved a PPA equal to or greater than the minimum standard specified in the classification tables, at the first attempt in the award stage, or in all award bearing modules, where weighted contributions from previous years' assessments are specified in the Approved Programme Schedule,

8.2.3 A learner's performance at a non-award stage is normally unclassified and recorded as a pass where the pass standard has been attained or exceeded.

8.2.4 In cases where a validated programme includes embedded awards, the Board of Examiners shall confirm the entitlement to the embedded award for those learners who have completed the applicable modules or stage(s) within the parent programme should a learner wishes to exit at that point.

9 Post Award Achievement

9.1 QQI's Sectoral Convention number 5 addresses post-award achievement and stipulates that, subject to the following conditions, a graduate holding a higher education and training award may present for and, if successful, achieve a further major award at the same level within the same generic area of study. This must involve the attainment of new learning outcomes (i.e. post-award achievement). If the area of

specialisation of the post-award achievement is not substantially different, and/or if the associated credit is insufficient for granting a new major award, the applicant may be granted a minor, special-purpose or supplemental award or a Single Subject Certificate (issued by QQI).

The following table sets out the minimum volume of newly certified learning required of a learner who is seeking to qualify for an additional major award at the same level within the same generic area of study. Note that repeating learning that is substantially equivalent to previously certified learning is not included in the calculation of post-award credit in the following table.

Award Currently Held	Additional Award Sought	Post-award Credit for Newly Certified Learning
Higher Certificate	Higher Certificate	A minimum of 60 credits at level 6
Ordinary Bachelor's Degree	Ordinary Bachelor's Degree	A minimum of 60 credits at level 7
Honours Bachelor's Degree	Honours Bachelor's Degree	A minimum of 120 credits, at least 60 of which are at level 8
Master's Degree	Master's Degree	A complete programme

Glossary of Terms

ACADEMIC COUNCIL: The Academic Council is the governing body for academic matters within CCT College Dublin, as appointed by the Board.

APPROVED PROGRAMME SCHEDULE: The approved programme schedule provides an overview of Schedule: the programme. The details provided include: the name of the programme, the name of award, the NFQ level of programme and the total number of credits. For each stage of the programme, the schedule lists the credit available for each of the modules and the contribution to the grade of each of the modules' components. It also specifies the requirements for learners to progress from one stage to another and to complete the programme successfully. The approved programme schedule is attached to the certificate of programme validation and is deemed to form part of the assessment regulations applying to the programme. Any special assessment conditions (such as modules which cannot be passed by compensation) must be included in the approved programme schedule

ASSESSMENT: Assessment refers to all types of assessed activities which learners are required to complete to evidence their attainment of learning outcomes and inform their entitlement to progression or recommendation for an award. Assessment can take the form of, inter alia, individual or group work, essays, reports, projects, dissertations, theses, artefacts, practical, laboratory, or task-oriented activities.

AWARD: An award is conferred on a learner who has successfully completed the programme requirements as validated by the awarding body.

BOARD OF EXAMINERS: A Board of Examiners comprises internal and external examiners for a programme and is responsible for deliberating learner performance in any stage to determine entitlement to progress or make a recommendation for award.

COLLEGE: Any reference to College should be taken to mean CCT College Dublin.

EXAMINATION: The term "Examination" in these Marks and Standards should be construed to include reference, as appropriate, to written and oral examinations.

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.

FACULTY: Faculty refers to the administrative units of the College responsible for academic programmes, collectively forming the School, managed by the School Manager.

LEARNING OUTCOME: A learner's knowledge, skill and competence change as a result of learning. Learning outcomes are documented as part of a programme development and approved through the validation process. Learners are assessed against documented learning outcomes. Programme learning outcomes reflect the minimum achievement (in terms of knowledge, skill and competence) that the learner is certified to have attained if he/she successfully completes a particular programme (i.e. passes all the required assessments).

MARKS AND STANDARDS: These Marks and Standards are governed by QQI's Assessment and Standards and the sectoral conventions for assessment contained therein. They shall come into operation on such a day as the Academic Council of the College shall determine and may be amended from time to time, approved by Academic Council.

MODULE: A module is a programme of education and training of small volume. It is designed to be capable of integration with other modules to form larger programmes. A module can be shared by different programmes.

PASS BY COMPENSATION: In certain conditions, a learner who has not failed outright a particular assessment task in a particular stage may be granted a pass by compensation for that task. The marginal result is compensated by a satisfactory performance in another assessment task or tasks in the same stage. A justification for compensation is that there is always the possibility of an assessment error in modules that are not failed outright. The likelihood of a false negative result is highest near grade boundaries. Compensation does not change the original result. Instead, it enables progression and allows the allocation of credit.

PROGRAMME: A programme is a programme of learning as validated by QQI. A programme of education and training refers to any process by which learners may acquire knowledge, skill or competence. It includes courses of study or instruction, apprenticeships, training and employment. A programme offers learners the learning opportunities by which they may attain particular educational goals (expressed as the intended programme learning outcome) by learning activities in a learning environment. A programme is normally comprised of modules.

PROGRAMME BOARD: A dedicated committee established by the College with overall responsibility for that programme, including the programme assessment strategy.

SECTORAL CONVENTION: 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.

STAGE: Conceptually, a stage is a rung on a progression ladder. Many programmes are organised in either semester-based or year-based stages. However, other kinds of stages may be established.

SEMESTERS: The academic year is broken up into two terms of fifteen weeks duration, comprising of a combination of teaching weeks, assessment weeks and independent study / revision periods. These terms are known as Semesters.

STUDENT OR LEARNER: A Student or Learner is a person who has registered in the College on a programme leading to an award.

VALIDATION: Validation means the process by which an awarding body shall satisfy itself that a learner may attain knowledge, skill or competence for the purpose of an award made by the awarding body.

POLICY CONTROL SHEET

Policy Title	Marks and Standards for CCT Programmes Leading to QQI Awards
Responsible Officer(s)	Dean of Academic Affairs, President
Issuance Date	August 2018
Effective Date	August 2018
Last Review Date	N/A
Supersedes	New publication
Next Review Date	August 2019
Designated Reviewer(s)	Dean of Academic Affairs, QA Officer
Scope	Internal Examiners, External Examiners, Boards of Examiners

Revision History

Revision	Approval Date	Revision Description	Originator	Approved By
New Publication	Sept 2018	New publication to concisely document the academic regulations and assessment procedures documented in the QA Manual, as applicable to CCT programmes leading to QQI awards.	Academic Council	Academic Council
Version 1.1	Sept 2019	Edits to reflects updates to policies following annual review of QA. Specifically, capping of overall module mark at 40% for any learner who fails a module at first attempt, except where PMC approved.	QA Committee	Academic Council

PROVIDER NAME: CCT College Dublin (CCT)			
POLICY AREA: Standard 5: Student-centred teaching, learning and assessment			
Policy and Procedure Title:	CCTP501: Group Assessment Policy	Policy No: CCTP501	Version: 2.1
<p>Policy Statement</p> <p>It is CCT policy that Groupwork is both encouraged and assessed. It is utilised as a tool for assessment that enhances collaborative skills, conflict management and resolution, organisational skills, time management and teamwork, thereby providing a basis for enhancement of these transferrable skills. Groupwork can be an opportunity to learn through peers, and offers, under ideal conditions, support for a learner within a group. However, group work can also be a vehicle for freeloading, conflict and stress. Issues include inequity of contribution and lack of clear objectives. Therefore, it is CCT policy that assessment of groupwork aims to measure the individual’s contribution to the collective effort. CCT understands that assessment of learners is a judgement of individual performance against learning outcomes and therefore awards individual grades for each group member completing a group assessment. A group assessment still requires the individual review and grading of the submission of each individual learner. The grade or grades awarded to other individuals within a group is not an indication of entitlement to the same grade for other individuals within the same group.</p>			
<p>Staff Involved</p> <p>All full time and part time staff faculty within CCT, School Manager, Dean of School, QA Officer, Faculty Coordinators</p>			
Procedure Outline / Method(s) used to carry out this procedure		Responsibility of	Evidence generated by this procedure to ensure its effectiveness
<p>Overview</p> <ul style="list-style-type: none"> • The frequency of the use of group work as an assessment strategy is determined at programme development stage and endorsed by programme validation. This is monitored on an ongoing annual basis through the annual review and Programme Board. • Group work is assigned with the overall programme in mind and not just the module. This will ensure that group work is a tool used to assess learner achievement of programme learning outcomes. • Where groupwork is the tool for assessment, consideration must be given to how an individual who fails the assessment can undertake a repeat assessment task that will allow them to evidence their groupwork capability. • Strategies for addressing conflict in groups should be considered as part of groupwork assessment planning and design. 		<p>Lecturers School Manager Dean of School</p>	<p>Evidence of CA work Group Log E-mail communication Minutes from Programme Board Meetings Lecturer feedback (verbal / written) Work Diaries / Journals</p>

Group Assessment (non-capstone)

- Where group work is used as a tool for assessment, the assessment brief will detail the specific requirements of the task and outline what marks will be awarded for in respect of group work and what marks are awarded for the individual element of the assessment. The individual component mark should not normally be less than 30% but can be much greater than this.
- Assessment of groupwork should, where applicable, allow for assessment of the process as well as the end product.
- When designing a group assessment, the faculty member should give consideration to:
 - The size of the group
 - Group formation strategies
 - How/ when/ how frequently groups should meet
 - How non-participation / non-contribution will be managed

This will normally be informed by the nature of the task and the learner group in question.

- A marking scheme detailing what marks will be awarded for (in the context of the learning outcomes being assessed) must be provided.

Group Project for Capstone Assessments

- Where the group assessment is a capstone project, or of comparable scale, a Group Project guideline will be provided in the class, by the assessor, to each learner in the group. This will outline the specifics of the group project including:
 - The nature of the project
 - The objectives of the project
 - clear definition of why this group is being formed and what learning objectives are being assessed
- criteria for marking group projects will be clearly outlined as part of the assessment brief and will include not only the end 'product' but also the 'process'
- guidelines for group behaviour will be provided
- Group membership can depend on discipline and the framework level the learners are currently studying

- Group formation may apply the following guidelines;
 - For level 6 learners the assessor forms the groups,
 - For level 7 and upward, the assessor can choose to allow learners to form their own group;
 - Normally, the maximum group size is limited to 4 members
 - Where possible there should be a mix of gender, age and culture to enrich the learning experience

The assessor should normally;

- Ensure formative and summative assessment is provided in the group work
- Ensure individual component mark is allocated and allowed for individual grading in the group
- Allow time for group meetings
- Allocate class time to group management skills
- Ensure evidence in the form of a log or diary (reflective learning journal) is produced by each individual in the group
- Request feedback to be provided once a week to ensure the group are functional as requested
- Schedule meetings with learners during class to discuss progress. Records for these meetings are kept by the lecturer and the group members.

Marking scheme of the Group Project will normally include;

- Details of the learning outcomes being assessed;
- The requirements and weighting for the individual component (not less than 30% of the marks available);
- The requirements and weighting for the group log (or equivalent tool) to inform the assessor of the group process, procedures and progress;
- Allocation of marks for how each of the following are evidenced:
 - Ability to arrive at consensus;
 - Ability to overcome difficulties;
 - Attendance at and participation in group meetings;

Group Project Requirements and Expectations of Learners

- Attendance at meetings is vital for the successful dynamic of a group. Should a group member fail to contribute to the group effectively and miss three consecutive meetings without notification, the ‘traffic light system’ will be implemented
 ‘Traffic light system’ or ‘Three Strike’ involves the group member getting three written warnings from the assessor. They are notified at each stage by the assessor and/or the group leader that they run the risk of being excluded from the group should they receive all three strikes.
- Should the learner receive three written warnings they risk failing the group project and may be required to repeat CA in an individual capacity. The same learning outcomes of the group project must be met in the individual assessment. All repeat CA’s are subject to the repeat assessment regulations see Policy on Repeat CA CCTP503
- Learners with grievances should first consult their assessor and if the issues prevail can refer to the complaints procedures policy CCTP903
- For some groups peer grading can be applied, this forms part of the grade for the group and the basis for marking grading decision and the peer grade contribution will be provided by the assessor in the group project guidelines. This involves group peers grading each member and if applied will contribute to the final grade.

Monitoring

Monitor (Job Title)	Frequency	Monitoring Method(s)
Group Assessors/Lecturers School Manager Dean of School	Ongoing reviews throughout the academic year After each examination period Annual review for full academic year	Review of records of correspondence between assessor and group Review of records of log between assessor and group Review of minutes of Programme Board Meetings Review of all written records from the lecturers, school manager, learners, being reported or highlighted, to how group conflict was resolved.

POLICY CONTROL SHEET

Policy Title	Group Assessment
Responsible Officer(s)	Dean of School
Issuance Date	August 2017
Effective Date	August 2017
Last Review Date	July 2019
Supersedes	2.0
Next Review Date	August 2024
Designated Reviewer(s)	Dean of School
Scope	Internal staff (full and part time); Learners; Programme Boards; Academic Standards Board; Appeals Board

Revision History

Revision	Approval Date	Revision Description	Originator	Approved By
New Policy	August 2015	New QA system	Senior Management Team	Head of Academics, College Registrar
Aug 2016	Aug 2016	Minor edits for clarity	QA Officer	Dean of Academic Affairs & College Registrar
2.0	July 2017	Clarifications	Dean of Academic Affairs	Academic Council
2.0	May 2018	Renumbering. Previously CCTP502, now CCTP501	QA Committee	Academic Council
2.1	Sept 2019	Extended to reflect the use of non-capstone group assessment. Renamed Group Assessment Policy to reflect the broadened application.	QA Committee	Academic Council

References upon which the Policy section is based

CCT Policy area	Student centred teaching, learning, and assessment
Statutory & System Wide Basis	The Irish Qualifications and Quality Act (Education and Training), 2012; European Standards and Guidelines for QA in the European Higher Education Area, QQI Assessment and Standards
Related CCT Policies / Forms	CCTP903 – Complaints Procedure CCTP502 – Assessment Policy CCTP503 – Repeat CA & Examinations

PROVIDER NAME: CCT College Dublin (CCT)			
POLICY AREA: Standard 5: Procedures & Guidelines for the Assessment of Learners			
Policy and Procedure Title:	CCTP502: Assessment Policy	Policy No. CCTP502	Version: 2.1
<p>Policy Statement</p> <p>The assessment policy outlines CCT’s approach to assessment and summarises the assessment regulations applied. The type(s) of assessment employed and their contribution to the overall grade must be decided as part of the Programme Assessment Strategy during Programme Design and Validation.</p> <p>CCT programmes leading to QQI awards are governed by the QQI Assessment and Standards, revised 2013, the assessment regulations of CCT and the approved programme schedule of the programme in question. Any special regulations are articulated on the approved programme schedule as part of the validation process and are communicated to learners at the outset of their studies and as part of the assessment brief.</p> <p>CCT operates assessment, assessment regulations, and QA policy to reflect the good practice guidelines of the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), 2015, as evidenced in the CCT policies and procedures for Assessment.</p> <p>As recommended all faculty designing, implementing and grading assessment in CCT are familiar with the specified assessment tools and techniques and are supported in developing their skills, knowledge and practice in respect of assessment.</p> <p>In accordance with QQI Assessment and Standards, CCT assessment practice supports the following principles:</p> <ul style="list-style-type: none"> • Learners are responsible for demonstrating their achievement • Assessment supports standards based on learning outcomes • Assessment promotes and supports effective learning and teaching • Assessment procedures are credible • Assessment is fair • Assessment methods are reviewed and renewed as necessary to adapt to evolving requirements • Learners are well informed about how and why they are assessed 			

Definitions

Continuous Assessment refers to summative assessment whereby learners receive a grade towards the completion of a module.

Summative Assessment: Aims to determine if (or sometimes the extent to which) a set of specified learning outcomes has been attained by a person and (typically) their entitlement to academic credit. It normally contributes to learner's results for a module or a programme. It includes results from continuous assessment, project work, oral assessment, written examinations etc.

Formative Assessment: supports the learner in attaining specified learning outcomes. It does not normally penalise error, or credit achievement. 'Formative assessment is concerned with how judgements about the quality of learner responses (performances, pieces, or works) can be used to shape and improve the learner's competence by short-circuiting the randomness and inefficiency of trial and error learning. Formative assessment supports learning and should therefore involve formative feedback. It is an essential part of any programme of education and training.

Staff Involved:

All full time and part time lecturers, School Manager, Dean of School, Dean of Academic Affairs, Faculty Co-Ordinators

Procedure Outline / Method(s) used to carry out this procedure**Responsibility of****Evidence generated by this procedure to ensure its effectiveness****Learning Outcomes**

Assessment in CCT is learning outcomes focused with the learning outcomes having been interrogated for their suitability as part of the programme validation process.

Learning outcomes are clear statements of the knowledge or skills a learner is required to demonstrate on completion of a specified block of learning. The learning outcomes for CCT programmes are documented at module and programme level, reflecting the framework level applicable.

The summative assessments issued to learners as part of a programme of study are designed to test a learner's ability to attain the specified learning outcomes. Summative assessments can take the format of continuous assessments, projects, and examinations. As part of the assessment process learners are advised of which learning outcomes are being assessed by each assessment. This enables learners to make a reasonable attempt to demonstrate this and it also informs examiners, including external examiners, what is being assessed.

Learning outcomes represent the threshold standard for a pass i.e. to be awarded a pass mark a learner must have evidenced attainment of the learning outcomes. Higher grades are awarded based upon how the learner exceeds the learning outcomes and to what extent. Assessment feedback provided to learners should be learning outcome focused indicating how the outcomes may be more fully addressed or how they may be exceeded.

Lecturers F/T P/T

Records of correspondence between CCT teaching staff and other faculty members

Programme schedules, validation documents, student handbooks, assessment briefs

- Minutes of Academic Council and/or Programme Board meetings, discussing any issues relating to assessment

Minutes of Boards of Examiners

- Records of correspondence between School Manager, lecturers and learners

<p>The author of an assessment is required to ensure that the assessment tools, techniques and activities selected will enable the learners to evidence their attainment of the learning outcomes. The length and complexity of the assessments should be reflective of the learning outcomes requirements and the weighting of the assessment in relation to the overall module and programme. Over assessment should be avoided. Over assessment included the requirement for learners to complete assessments that:</p> <ul style="list-style-type: none"> • are unnecessarily complex, • are repeatedly assessing the same learning outcomes • are unnecessarily large or long • are excessive in the workload burden placed on the learner for the weighted value of the assessment • require the learner to undertake activities that don't relate to the learning outcomes being assessed. <p>Good practice in assessment in higher education recommends the inclusion of diagnostic, formative and summative assessment. Diagnostic assessment does not contribute to an overall mark but provides information to the lecturer and the learner about areas where further support or development may be required.</p> <p>Formative assessments are activities designed to provide the learner with the opportunity to practice and receive feedback and guidance. Formative assessments may be marked for feedback purposes, but the mark does not contribute to the overall result for the module or programme.</p> <p>Summative assessment tasks are formal assessments which are marked, and the mark contributes to the overall result from the module or programme. Summative assessments can also include a formative element. CCT requires that all continuous assessments incorporate the provision of feedback to learners. This does not apply to examinations; however, feedback can be requested, or arrangements made to discuss the examination performance with a relevant examiner or suitable nominee. Where a learner wishes to receive a copy of their examination script or discuss their examination performance they are required to put the request in writing to the QA Officer. The QA Officer will make the appropriate arrangements.</p> <p>All summative assessments are subject to the assessment regulations of CCT and the results of these assessments are reported to the Board of Examiners.</p> <p>Marking Schemes CCT requires each assessment to include a marking scheme that identifies how the marks are awarded and what is expected within each section. Marking schemes should be sufficiently detailed to enable different examiners to interpret and apply it consistently. Information within the marking scheme should relate to the learning outcomes being assessed.</p> <p>Marking Marking of assessments is based upon the extent to which learning outcomes have been attained or exceeded. There must be a clear, demonstrable relationship between the learning outcomes and the mark awarded.</p>	<p>Lecturers</p> <p>Learner QA Officer Lecturer</p> <p>Lecturer</p>	<p>Feedback forms</p> <p>Requests</p> <p>Records of meetings or provision of script</p> <p>Marking schemes</p>
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is expected that formative assessment takes place in the early stages of a module, normally within the first five weeks.

Assessment timing must be closely aligned to the teaching and learning schedule, ensuring sufficient relevant curriculum content has been addressed to enable learners to complete the assessment. Module lecturers must not schedule their assessments in isolation. Consideration must be given to the assessments planned for all modules across a semester and a stage and the schedule designed to avoid grouping of assessments.

Upon issuing assessments to learners, faculty should adhere to the assessment schedule. In exceptional cases where a deviation is required this should only be done in consultation with the School Manager. In all cases, learners must be made aware of the weighting of the assessment issued to them and the due date for the assessment must be communicated in writing as part of the assessment brief.

The assessment schedule should be reviewed, and where necessary revised, on an annual basis. The schedule should be provided to learners at the outset of the semester to allow them to plan appropriately.

Real time assessments, i.e. in class assessments, must be announced at least one week in advance (ideally in class and on Moodle) and held during normally scheduled class time.

Assessment Regulations

All CCT programmes leading to a QQI award are subject to the following regulations, except where programme specific regulations replace these as per the programme validation.

Pass mark

To be deemed to have successfully completed an assessment a learner must achieve a minimum pass mark of 40%, except where stated otherwise. Where the approved programme schedule provides for a minimum pass mark other than 40%, learners, examiners and external examiners must be notified of this in advance and it must also be clearly noted on the Broadsheet of Results.

Pass by Compensation

In certain circumstances, a learner awarded a mark between 35% and 39% may be entitled to pass by compensation. Pass by compensation is governed by the QQI *Assessment and Standards, Revised 2013* and will only be applied in accordance with the requirements stated therein, or in a subsequent policy replacing that. In summary, Assessment and Standards allows for Pass by Compensation in the following circumstances:

Compensation can only be applied in the following circumstances:

Programme leader and faculty for programme

Programme team

Assessment schedules

Publication to learners

<ol style="list-style-type: none"> 2. PMC applications and a request for extension should normally be made in advance of the submission deadline for the assessment. 3. CCT operates the fit to sit / submit principle whereby a learner who is fit to complete an assessment at a specified time in the academic calendar is also fit to complete all other assessments at that time. Extensions will not be approved where it is felt the learner is seeking to secure an unfair advantage. 4. Extensions are not automatic and PMC applications (on form CCTF111) will be dealt with on a case-by-case basis, approved by the Faculty Coordinator or QA Officer. All PMC forms must be supplied with supporting documentation 5. If an extension is approved, a new submission date is communicated to the learner, lecturer and faculty coordinator 6. Standard late submission regulations apply to the revised submission deadline. 7. Circumstances relating to an application for an extension are retained on record and remain confidential. Faculty will be notified that an extension is granted but are not informed of the reason. 	<p>School Manager QA Officer</p>	<p>Learner record</p>
<p>Repeat Assessment Opportunities</p> <p>Where a learner fails an assessment, or fails to avail of an assessment opportunity, they are normally afforded a maximum of 3 repeat attempts, except where the programme validation states otherwise. For Masters programmes, the capstone assessment is normally restricted to a maximum of 2 repeat opportunities. Details on the number of repeat attempts are agreed at validation and will be communicated to learners via the programme handbook or Moodle.</p> <p>The provision of repeat opportunities may not be automatic, and the College reserves the right not to provide a repeat opportunity in circumstances where it is deemed in the best interest of the College, the learner or other parties impacted by the undertaking of any such assessment. Programme-specific policies on entitlement and access to repeat opportunities will be detailed in the handbook for each programme.</p>		<p>Programme leader</p>
<p>Learners are advised that modules which are failed at the first attempt, except where PMCs apply, will have their repeat module mark capped at 40%. Modules that contribute to the award classification will have repeat module marks capped and will be subject to the QQI regulation of no-repeat for honours i.e. the overall award classification will be restricted to a pass where a module is failed at the first attempt in the award stage.</p> <p>CCT applies the QQI sectoral convention on no repeat for honours which specifies that the calculation of the award classification shall be based on the credit-weighted mean value of the allowable grades (i.e. those that contribute to the classification) for modules of a specific programme which has been validated by QQI. Honours classification, or any classification higher than 'Pass', shall be made based on first attempt grades. Necessary procedures to allow consistent treatment of a repeat grade as a first attempt grade, where exceptional mitigating circumstances exist, shall not compromise this principle. Accordingly, a learner cannot attain an honours award, or other such classification above a pass, where award bearing modules have not been passed at the first attempt.</p>	<p>Board of Examiners</p>	<p>Minutes of meeting Broadsheet of results</p>

<p>Note: where the programme regulations require the independent passing of each component, repeat regulations apply to those components.</p> <p>For full details see Policy CCTP503 Repeat Assessment.</p> <p>Management of Failed Assessments, Non-Submissions and Issuing of Repeat Opportunities Learners are required to attempt all assessments. Non-submission of an assessment or non-attendance at an examination without authorised extension of PMC approval will constitute an attempt and a mark of 0% is awarded. This may have implications for a learner’s status on the programme or their final award.</p> <p>A learner who fails to secure a pass mark within the maximum number of repeat opportunities will be deemed to have failed the programme, subject to ratification by the Board of Examiners. Standard exceptions apply where the College learner has accepted and formally recognised PMCs.</p> <p>It is the learner’s responsibility to familiarise themselves with the regulations relating to repeat assessments and the impact on their grades of failing to submit or pass assessments.</p> <p>Academic Misconduct and Plagiarism Academic misconduct, plagiarism or any form of academic impropriety is not acceptable, and all cases will be subject to the CCT Academic Misconduct Policy (CCTP511)</p> <p>Progression In accordance with the guidelines communicated in <i>QQI Assessments and Standards, Revised 2013</i>, in order for a learner to be eligible to progress to the subsequent stage, a learner should normally have satisfied the minimum intended learning outcomes of all preceding stages. 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:</p> <ul style="list-style-type: none"> • Pass by Compensation • Exemption from part of the programme (with or without the allocation of a grade and credit) • Eligibility to progress carrying the failed modules to be passed during the subsequent stage <p>In the case of the latter, the failed modules carried to the subsequent stage should not normally exceed 16% of the stage or 10 ECTS.</p> <p>Award Classification The classification of awards shall be determined in accordance with <i>QQI Assessment and Standards, Revised 2013</i>, sectoral convention number 1. All awards, except minor and supplemental awards shall be classified. Special purpose awards with a volume of at least 60ECTS and are comparable to a major award at the same level may be classified. Classification for awards higher than a pass will be determined on first attempt marks only in award bearing modules.</p>	<p>Learners</p> <p>Board of Examiners</p> <p>Board of Examiners</p>	
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Except where otherwise stated, and considered as part of the validation process, the award classification is determined based upon the percentage point average in the award stage, using first attempt marks. Consistent treatment of repeat marks as a first attempt in cases where approved PMCs apply will not compromise this regulation.		
Monitoring		
Monitor (Job Title)	Frequency	Monitoring Method(s)
Board of Examiners	As scheduled	Review of assessment performance Adherence to regulations
QA Officer	Ongoing throughout the academic year	- Review of completed forms - PMCs
School Manager Faculty Co-ordinators and	Annual review for full academic year	- Review of records of correspondence between CCT staff member and external examiners - Review of adherence to assessment schedule and issuing of results - Review of minutes of Academic Council and/or ELT / Management meetings, Programme Boards, Examination Boards discussing issues surrounding CA repeat - Review of records of correspondence between CCT and internal staff - Review of all written records

POLICY CONTROL SHEET

Policy Title	Assessment Policy
Responsible Officer(s)	Dean of Academic Affairs
Issuance Date	August 2018
Effective Date	September 2018
Last Review Date	July 2019
Supersedes	Version 2.0
Next Review Date	August 2024
Designated Reviewer	Dean of Academic Affairs
Scope	Internal academic staff (full and part time); External (Examiners & Consultants), Learners, QA Officer, Faculty Coordinators

Revision History

Revision	Approval Date	Revision Description	Originator	Approved By
10.03.2015	August 2015	Update from 2013	College Registrar	Academic Council
Aug 2016	Aug 2016	Policy renamed to reflect the full range of module assessment methods (as opposed to CA only as stated previously) Minor edits for clarity	Dean of Academic Affairs & College Registrar	
August 2017	August 2017	Policy extended to include full documentation of CCT marks and standards, and academic regulations applied in practice.	Dean of Academic Affairs	QA Committee
March 2018	April 2018	Addition of restriction on repeat attempts for Masters capstone assessment. Addition of statement clarifying calculation of award classifications.	Dean of Academic Affairs	Academic Council
Vers 2.1	Sept 2019	Clarification – all repeat module marks capped at 40% (except where PMC applies) and impact on award classification for award stage modules. Edits to roles to reflect appointment of School Manager	Dean of Academic Affairs	Academic Council

References upon which the Policy section is based

CCT Policy area	Assessment and Standards
Statutory & System Wide Basis	The Irish Qualifications and Quality Act (Education and Training), 2012; European Standards and Guidelines for QA in the European Higher Education Area, QQI Assessment and Standards, Revised 2013
Related CCT Policies / Forms	CCTP511 – Academic Misconduct & Plagiarism CCT P504 - Repeat Continuous Assessment & Examination CCTF111 – Personal Mitigating Circumstances

PROVIDER NAME: CCT College Dublin (CCT)			
POLICY AREA: Standard 5: Student-centred teaching, learning and assessment			
Policy and Procedure Title:	CCTP503: Repeat Assessment & Examinations	Policy No: CCTP503	Version: 2.1
<p>Policy Statement</p> <p>Where a learner fails an assessment, or fails to avail of an assessment opportunity, they are normally afforded a maximum of 3 repeat attempts, except where the programme validation states otherwise. Masters capstone assessments are restricted to a maximum of two repeat attempts.</p> <p>Any restrictions on the number of repeat attempts is agreed at validation and communicated to learners via the programme handbook or Moodle.</p> <p>The provision of repeat opportunities may not be automatic, and the College reserves the right not to provide a repeat opportunity in circumstances where it is deemed in the best interest of the College, the learner or other parties impacted by the undertaking of any such assessment. Programme-specific policies on entitlement and access to repeat opportunities will be detailed in the handbook for each programme.</p> <p>Learners are advised that modules which are failed at the first attempt, except where PMCs apply, will have their repeat marks capped at 40% for the module. Modules that contribute to the award classification will have repeat marks capped but will also be subject to the QQI convention of no repeat for honours i.e. awards will be restricted to an overall award classification of a pass.</p> <p>CCT applies the QQI sectoral convention on no repeat for honours which specifies that the calculation of the award classification shall be based on the credit-weighted mean value of the allowable grades (i.e. those that contribute to the classification) for modules of a specific programme which has been validated by QQI. Honours classification, or any classification higher than 'Pass', shall be made based on first attempt grades. Necessary procedures to allow consistent treatment of a repeat grade as a first attempt grade, where exceptional mitigating circumstances exist, shall not compromise this principle. Accordingly, a learner cannot attain an honours award, or other such classification above a pass, where award bearing modules have not been passed at the first attempt.</p> <p>Learners are required to attempt all assessments. Failure to submit an assessment or sit an examination will constitute an attempt and a mark of 0% will be awarded. This may have implications for their status on the programme or their final award.</p> <p>A learner who fails to secure a pass mark within the maximum number of repeat opportunities will be deemed to have failed the programme, subject to ratification by the Board of Examiners. Standard exceptions apply where the College learner has accepted and formally recognised PMCs.</p> <p>It is the learner's responsibility to familiarise themselves with the regulations relating to repeat assessments and the impact on their grades of failing to submit or pass assessments.</p>			

The term assessment is taken to mean any formal activity utilised to determine a learner's capability to demonstrate attainment of learning outcomes. This includes all forms of continuous assessment, project, placement, and examinations.

Staff Involved

All full time and part time faculty within CCT, Lecturers, School Manager, Dean of Academic Affairs, Dean of School, Faculty Coordinators, QA Officer

Procedure Outline / Method(s) used to carry out this procedure	Responsibility of	Evidence generated by this procedure to ensure its effectiveness
<p>This policy on repeat assessment is developed to inform learners, lecturers and relevant staff of the procedures pertaining to repeat assessment.</p> <p>Assessments are designed for the programme in accordance with the approved programme schedule. The School Manager or Programme Leader ensures all faculty lecturing on the programme are provided with a copy of this and are aware of their obligations in respect of same.</p> <p>The approved programme schedule must inform the development of a semesterised assessment schedule that informs learners when assessments are issued and due for submission, and the examination timetable.</p> <p>Faculty are required to develop their assessments sufficiently in advance to allow for internal moderation and, where applicable review by the external examiner, prior to being issued to learners.</p> <p>Continuous Assessments</p> <p>Continuous assessments are summative assessments which take place during the semester or may be required to be submitted at the end of the semester after a specified period for completion has elapsed.</p> <p>The assessment brief must indicate the learning outcomes being assessed and the submission deadline. The submission deadline should normally be in accordance with the assessment schedule issued to learners at the start of the semester.</p> <p>It is the learner's responsibility to familiarise themselves with the submission deadline and to adhere to this.</p> <p>Learners will be subject to repeat assessment regulations in any instance where they fail a module, or in some instances an assessment within a module. A fail grade can result from</p> <ul style="list-style-type: none"> • unsatisfactory performance • non-submission or non-participation (such as in real time assessments) • late submission beyond 5 calendar days post submission date. 	<p>School Manager Programme Leader</p> <p>Faculty</p> <p>Lecturers</p> <p>Learners</p> <p>Lecturer</p>	<p>Assessment Schedules</p> <p>Assessment briefs</p> <p>Assessment Schedule</p> <p>Submission records</p>

Monitoring		
Monitor (Job Title)	Frequency	Monitoring Method(s)
Lecturers Board of Examiners External Examiner School Manager	As scheduled Annually After each examination period Annual review for full academic year Programme Board	Board of Examiner meetings – consideration of results External Examiner reports Annual monitoring including stakeholder feedback and analysis of performance and progression data Review of all written records from the lecturers, School Manager, learners, being reported or highlighted, to how the case was resolved

POLICY CONTROL SHEET

Policy Title	Repeat Assessment
Responsible Officer(s)	Dean of Academic Affairs
Issuance Date	August 2017
Effective Date	August 2017
Last Review Date	July 2019
Supersedes	Version 2.0
Next Review Date	August 2024
Designated Reviewer(s)	Dean of Academic Affairs
Scope	Internal lecturing staff (full and part time); Learners; Programme Board

Revision History

Revision	Approval Date	Revision Description	Originator	Approved By
New Policy	August 2016	New QA system	Senior Management Team	Head of Academics, College Registrar
Version 2.0	August 2017	Updating to reflect responsibilities of organisational roles. Extending of policy to apply to repeat examinations. Amendment to current policy to reflect sectoral convention number 3 and remove capping of marks for repeating award bearing modules. Clarification of requirement to pass module overall, not components, except where special regulations are validated to specify otherwise.	Dean of Academic Affairs	Academic Council
Version 2.0	May 2018	Renumbered from CCTP504, now CCTP503	QA Committee	Academic Council
Version 2.1	Sept 2019	Clarification – all repeat module marks capped at 40% (except where PMC applies) and impact on award classification for award stage modules. Edits to roles to reflect appointment of School Manager	Dean of Academic Affairs	Academic Council

References upon which the Policy section is based

CCT Policy area	Student centred teaching, learning, and assessment
Statutory & System Wide Basis	The Irish Qualifications and Quality Act (Education and Training), 2012; European Standards and Guidelines for QA in the European Higher Education Area, QQI Assessment and Standards
Related CCT Policies / Forms	CCTP502 – Assessment Policy CCTF111 – Personal Mitigating Circumstances

PROVIDER NAME: CCT College Dublin (CCT)			
POLICY AREA: Standard 5: Student-centred teaching, learning and assessment			
Policy and Procedure Title:	CCTP504: Feedback to Learners	Policy No: CCTP504	Version: 2.1
<p>Policy Statement</p> <p>Assessment feedback supports learning and is an essential part of any programme of education and training. It is CCT policy that all modules should include sufficient, timely, diverse and fit-for-purpose feedback on assessments that: encourages effective learning; informs individualised feedback and support; and measures progress towards the attainment of the intended programme learning outcomes.</p> <p>Regular progress feedback to learners by lecturers and other staff members, together with timely and appropriate responses to coursework, form a necessary backdrop to quality programme delivery.</p> <p>CCT has mechanisms in place to provide feedback to learners in respect of all continuous assessment and also has a procedure for learners to seek additional feedback in relation to examination performance, upon request.</p> <p>This procedure is distinct from that of a formal review and is used as a means of providing formative feedback to the student for future benefit. It is not a means of seeking a grade change.</p> <p>The intention of this policy is to notify learners of their entitlement to feedback and the means of seeking additional feedback, and to provide faculty with clarification on their obligations in respect of providing feedback to learners.</p>			
<p>Definitions and Principles</p> <p>Feedback: communication to learner in respect of their performance in a formative assessment and in the context of the graded awarded in a summative assessment. Feedback allows the learner to see where they received a grade for assessment and where they can improve if necessary. It also allows them to appreciate their strengths and weaknesses in respect of their learning and development within a module.</p>			
<p>Staff Involved</p> <p>All full time and part time faculty within CCT, Lecturers, School Manager, Dean of Academic Affairs & College Registrar, Faculty Coordinators, QA Officer</p>			

Learners can request to meet with the lecturer/assessor of the module in question for further clarification on feedback and/or results.

Feedback on Examination Performance and Discussion of Examination Scripts
 In accordance with QQI Assessment and Standards 2013, CCT affords learners the opportunity to seek feedback on their examination performance and discuss the examination script.

The purpose of an examination feedback meeting is to provide the learner with a greater understanding of their performance, detailing where further consideration is required for a higher mark and also identifying the strengths in the work completed. The feedback session is of particular importance to those learners who are required to repeat.

Any learner wishing to discuss their examination script should contact the QA Officer formally request to do so. The request should be made not later than 5 calendar days after the publication of results. The QA Officer will make all appropriate arrangements.

The request will be responded to and arrangements will be made for the feedback to be provided, normally within 14 days of the request being acknowledged.

Additional feedback should be in writing. A learner may request a meeting with the examiner as part of the feedback request.

The learner may be accompanied to the meeting but is required to notify the College in advance of the details of the individual accompanying them. Any accompanying attendee cannot be a legal representative or legal advocate, and the learner and accompanying attendee will be asked to confirm that this is the case. The accompanying attendee is invited to attend in a supportive capacity but is not invited to contribute to the meeting or discussion. The examiner reserves the right to close the meeting where this requirement is not adhered to. No further meeting will be arranged.

Learners are advised that discussion of examination scripts is intended as a feedback process to assist understanding and enhance future examination performance. It is not used as a means of identifying perceived errors in the assessment process or in the recording of results. Any learner wishing to seek a review or a recheck should follow the appropriate procedure to do so. Learners should not delay their application for a review or recheck until the feedback has been provided as this may invalidate their entitlement to apply.

Learner
QA Officer

Written requests
Meeting records

Learner

Notification records
Notes of meeting

Learner

Review / recheck
applications

POLICY CONTROL SHEET

Policy Title	Assessment Feedback
Responsible Officer(s)	Dean of School, QA Officer
Issuance Date	August 2017
Effective Date	August 2017
Last Review Date	July 2019
Supersedes	Version 2.0
Next Review Date	August 2024
Designated Reviewer(s)	School Manager
Scope	Internal lecturing staff (full and part time); Learners; Programme Board, QA Officer, Dean of School

Revision History

Revision	Approval Date	Revision Description	Originator	Approved By
New Policy	August 2015	New QA system	Senior Management Team	Head of Academics, College Registrar
Aug 2016	Aug 2016	Edited for clarity	QA Officer	Dean of Academic Affairs & College Registrar
Version 2.0	August 2017	Extended to include guidance on feedback requirements and the addition of the process for seeking feedback on examinations	Dean of Academic Affairs.	Academic Council
Version 2.0	May 2018	Renumbered. Previously CCTP505, now CCTP504	QA Committee	Dean of Academic Affairs
Version 2.1	Sept 2019	Edits to reflect role changes.	Dean of Academic Affairs	Academic Council

References upon which the Policy section is based

CCT Policy area	Student centred teaching, learning, and assessment
Statutory & System Wide Basis	The Irish Qualifications and Quality Act (Education and Training), 2012; European Standards and Guidelines for QA in the European Higher Education Area, QQI Assessment and Standards
Related CCT Policies / Forms	CCTF122 – Student CA Feedback Form CCTP512 – Recheck/ Review /Appeal Policy CCTF139 – Recheck / Review / Appeal Form

PROVIDER NAME: CCT College Dublin (CCT)			
POLICY AREA: Standard 5: Student-centred teaching, learning and assessment			
Policy and Procedure Title:	CCTP505: Reasonable Accommodation Policy	Policy No: CCTP505	Version: 2.1
<p>Policy Statement</p> <p>CCT supports the implementation of the AHEAD Charter for Inclusive Teaching and Learning⁸ and reflects this in quality assurance policies and procedures and the teaching, learning and assessment practices of the College. In order to facilitate fair and accessible participation in assessment CCT will make reasonable accommodations for learners with disabilities and additional needs, as far as is reasonably practicable, and within any constraints laid down by QQI or relevant professional bodies.</p> <p>As CCT does not have the expertise to undertake medical or psychological assessments to determine the extent of impact of disabilities or determine the supports required to accommodate learning needs, it is therefore College policy to require learners furnish CCT with the appropriate documentation from either a medical consultant or educational psychologist. All such reports must:</p> <ul style="list-style-type: none"> • Be original • Be provided on headed paper • Be not more than three years old • Include recommendations of the accommodations required <p>This policy applies to learners with a disability or specific learning need who require reasonable accommodations to enable them to demonstrate their ability to attain the learning outcomes being assessed. It does not apply to those learners with a temporary illness or injury. In such cases learners should follow the procedure for Personal Mitigating Circumstances as outlined in the CCT Assessment Policy CCTP502.</p> <p>Where accommodations are deemed reasonable, they will be provided by the College and at no additional cost to the learner.</p> <p>CCT expects that learners will have notified the College of the disability or specific learning need at the point of application to study in CCT. It is the responsibility of the applicant learner to make such a disclosure. Only where such a disclosure is made pre-admission can CCT be held responsible for providing the accommodations required. Notwithstanding this, in all instances CCT will make every effort to support the learner concerned.</p> <p>CCT operates reasonable accommodations policy under the following principles:</p> <ul style="list-style-type: none"> • Reasonable accommodations will be made where feasible to enable participation in assessment • Changes or amendments to assessment activities to enable participation should be restricted to the minimum • Learners requiring reasonable accommodations must still demonstrate attainment of learning outcomes in order to pass. • Any provision of accommodations should not provide the learner with an unfair advantage over other learners. 			

⁸ <https://www.ahead.ie/userfiles/files/shop/free/Charter4InclusiveTeachingAndLearning.pdf>

Reasonable Accommodations are concerned with adapting the assessment approach, not with diluting the standard of learning to be attained, interfering with it or amending the intended learning outcomes.

Definitions

Reasonable Accommodation: the provision of additional supports, facilities, resources or amendments to assessment tasks and activities to enable a learner with a disability or specific learning need have a comparable opportunity to demonstrate attainment of learning outcomes as any other learner.

Assessment: this should be taken to refer to any assessed activity undertaken as part of a programme of study including CA, projects, placements and examinations.

Staff Involved:

All lecturers, School Manager, Dean of Academic Affairs, Faculty Co-ordinators, QA Officer, Dean for Administration and Finance

Procedure Outline / Method(s) used to carry out this procedure	Responsibility of	Evidence generated by this procedure to ensure its effectiveness
<ol style="list-style-type: none"> 1. Reasonable accommodations may be sought and applied in respect of any assessment. 2. Reasonable accommodations for any learner are normally identified well in advance of the assessment event through a needs assessment process. 3. Request for reasonable accommodation: The learner fills in the Reasonable Accommodation form (CCTF140) and presents it along with all supporting documentation from qualified personnel to the QA Officer, The QA Officer will consider the recommendations identified within the report and determine the feasibility of making the accommodations required. 4. Where the necessary accommodations result in additional costs, beyond those which are standard in assessment, the QA Officer will consult the Dean for Administration and Finance for approval. 5. Additional guidance may be sought from AHEAD or the National Learning Network. 6. Where necessary, the QA Officer may request the learner attends a meeting in order to agree the suitability of the accommodations available. 7. The decision of the needs assessment is communicated to the learner in writing by the QA Officer and the learner is required to confirm acceptance of the accommodations proposed. 8. Upon receipt of the learner’s acceptance, the QA Officer will notify the only those lecturers who need to know the detail of the accommodations to be provided. At no point will personal, sensitive information relating to a disability or specific learning need be shared. 	<p>Learners Lecturers</p> <p>Dean for Administration and Finance</p> <p>QA Officer</p> <p>QA Officer</p> <p>QA Officer</p> <p>QA Officer</p> <p>Learner</p>	<p>Reasonable Accommodation Form</p> <p>-Supporting Documentation</p> <p>Notification from QA Officer</p> <p>Cost approval records</p> <p>Records of communication</p> <p>Meeting records</p> <p>Communication records</p> <p>Notification</p>

<p>9. The CCT campus building is compliant with the Irish state standards and regulations on disability access, as certified by the Dublin City Council.</p> <p>10. Learners who are refused Reasonable Accommodations can appeal the decision by writing to the Dean of Academic Affairs within 5 calendar days from receipt of the decision, in accordance with the policy on Review, Recheck and Appeal.</p> <p>The QA Officer will provide, to Academic Council, an anonymised summary report on reasonable accommodations granted. This will include the number of applications received, the basis of the application and the accommodations granted. This will be included as part of the annual report to the Council from the Chairs of Boards of Examiners.</p> <p>Accommodations available:</p> <p>Extra time A scribe Taping (video or audio) Computer for typing answers Computer with spoken text and/or large text for visually impaired Voice to text facilities Computer terminal with Braille keyboard Spelling waiver</p>	<p>Dean of Academic Affairs</p> <p>QA Officer</p> <p>Academic Council</p>	<p>Appeal applications</p> <p>Minutes of Meetings Exam Board report</p>
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Monitoring		
Monitor (Job Title)	Frequency	Monitoring Method(s)
<p>QA Officer</p> <p>External examiner Academic Council</p>	<p>Ongoing reviews throughout the academic year</p> <p>Annual review for full academic year</p> <p>Annually</p> <p>Annually</p>	<p>- Review of completed forms</p> <p>- Minutes of Boards of Examiners</p> <p>- Exam Board report to Academic Council</p> <p>- External Examiner report</p> <p>- Annual report</p>

POLICY CONTROL SHEET

Policy Title	Reasonable Accommodation
Responsible Officer(s)	QA Officer
Issuance Date	August 2017
Effective Date	August 2018
Last Review Date	July 2019
Supersedes	Version 2.0
Next Review Date	August 2024
Designated Reviewer	Dean of Academic Affairs
Scope	Faculty (full and part time); External (Examiners & Consultants) QA Officer, Learners

Revision History

Revision	Approval Date	Revision Description	Originator	Approved By
10.03.2015	TBC	Update from 2013	College Registrar	Academic Council
Aug 2016	Aug 2016	Edited for clarity Additional option for appealing outcome with Dean of Academic Affairs & College Registrar	QA Officer	Dean of Academic Affairs & College Registrar
Version 2.0	Aug 2017	Extended to clarify process of application and decision-making reflecting current roles and responsibilities. Addition of extended policy statement and principles the policy operates under.	Dean of Academic Affairs	Academic Council
Version 2.1	January 2018	Extension to include reporting to Academic Council for monitoring and approval.	QA Committee	Academic Council
Version 2.1	May 2018	Renumbered, previously CCTP506, now CCTP505	QA Committee	Academic Council

References upon which the Policy section is based

CCT Policy area	Assessment and Standards
Statutory & System Wide Basis	The Irish Qualifications and Quality Act (Education and Training), 2012; European Standards and Guidelines for QA in the European Higher Education Area, QQI Assessment and Standards
Related CCT Policies / Forms	CCTP601 – Access, Transfer and Progression CCTP901 – Academic Supports CCTP902 – General Student Services

PROVIDER NAME: CCT College Dublin (CCT)

POLICY AREA: Standard 5: Student-centred teaching, learning and assessment

Policy and Procedure Title:

CCTP506: Project Supervision

Policy No: CCTP506

Version: 2.1

Policy Statement

It is CCT policy that, where programmes include a module that incorporates a project, the learner will be assigned a project supervisor. Supervisors are appointed according to their subject matter expertise, their research expertise, and their availability to support learners that may be assigned to them. The appointment of supervisors to a particular project is undertaken by the School Manager and Programme Leader. Supervisors are allocated to a project rather than a learner and therefore where group projects are undertaken one supervisor is allocated to the group and is responsible for supervising the group collectively. In such cases the learner group are responsible for fulfilling the learner's responsibilities collectively also. The Dean of School maintains responsibility for the development of research in CCT and provides support to the School Manager, Programme Leaders and Supervisors in matters pertaining to project supervision, research ethics and practice.

Definitions and Principles

Supervisor: topic specific and academic mentor for learners undertaking project
Project: capstone assessment meeting learning outcomes of module
Research: investigation into and study of materials and sources to establish facts, reach new conclusions, create new artefacts or technologies.

Staff Involved

Project supervisors, full time and part time staff faculty within CCT, School Manager, Dean of Academic Affairs, Faculty Coordinators

Procedure Outline / Method(s) used to carry out this procedure

This procedure outlines the roles and responsibility of the supervisor and the learner with regard to project work.

Responsibility of

Evidence generated by this procedure to ensure its effectiveness

1. All learners are allocated a supervisor on the basis of the supervisor's familiarity with, and expertise in, the subject area that is the focus of a student's work. Supervisor allocations are undertaken by the Programme Leader in conjunction with School Manager.
2. The lecturer or faculty coordinator will notify the learner of their nominated supervisor
3. The onus is on the learner to make contact with their supervisor.

School Manager / PL

4. Regular contact between supervisor and learner can vary depending on discipline but should be agreed between both parties and must be in accordance with any agreed arrangements in the programme validation document.
5. Meetings do not necessarily always have to be face-to-face, but can take some other format, for example via email, web conferencing/skype, Moodle, telephone etc
6. A record of all meetings will be taken by the supervisor and can be kept in an electronic learner file

Lecturer / faculty coordinator
Learner

Role and Responsibilities of the Supervisor

The role of the Supervisor is to guide their learner(s) in a research topic and the development of their research questions and/or issues to be explored;

Responsibilities

- Provide the learner with adequate time to meet with them to discuss the project
- Take reasonable steps to assure themselves that the learner’s final product is the learner’s own work. Seeking interim draft submissions to provide feedback on will assist with this.
- Provide academic guidance and give the learner appropriate assistance identifying literature, material, equipment and other resources relevant to their research;
- Discuss/debate theories, ideas, approaches, applications etc but under no circumstances is the supervisor to complete the actual writing of the research project or any part of it.
- Monitor the learner’s progress on all facets of their research work, through feedback and communication to the learner, either verbal or written. All communication is stored in an electronic learner file;
- Be aware of any non-academic areas of concern which may affect the learner’s progress and guide, as appropriate, the learner to available resources e.g. Head of Student Services, QA Officer, Student Counselling etc;
- Copy / retain all correspondence with learners. All meetings should be documented as evidence of progress.
- Comment within a reasonable time on the learner’s written work and offer constructive and critical feedback on this material;
- Read and comment on the draft project, without providing an indication of possible grade, prior to submission provided that it is made available by the learner in reasonable time;
- Advise the learner on the readiness of the project for submission, if so, requested by the learner;
- Be available for marking of presentations at the end of the academic year, where applicable. Should the supervisor not be able to attend the presentation, the presentation will be recorded and reviewed at a later stage or an alternative marker will be assigned.

Project Supervisors

Supervisors are not responsible for the learner’s project. This responsibility rests solely with learner themselves.

Role and Responsibilities of the Learner

The learner maintains sole responsibility for the completion of their research project within the specified parameters. This responsibility includes satisfaction of the following:

Responsibilities

- the formal completion of the project report and any associated presentation of material
- the quality of work presented for examination
- meeting the standard at the level for which the project is submitted
- preparing, with guidance from the supervisor, an appropriate schedule of work for the project;
- preparing, with guidance from the supervisor, a schedule of meetings for the academic year.
- initiating contact with the supervisor
- presenting and discussing regularly, and in agreement with the supervisor, work relating to the research;
- being receptive to counsel from the supervisor;
- providing an agreed agenda as to the content of supervisory meetings so they are as productive as possible;
- abiding by ethical guidelines in the carrying out of all aspects of their research work, including referencing; acknowledge text/diagrams, material and ideas created by others;
- bringing to the attention of the supervisor as a matter of urgency any aspect of the research work that has or could potentially run counter to ethical guidelines (for example, problematic relations with gatekeepers, or key informants etc);
- informing the supervisor if they are unable to attend a scheduled meeting;
- contacting the supervisor regarding issues that may affect any aspects of the project work
- producing and writing the thesis / project report
- ensuring that an appropriate amount of time and effort is applied to the project report / dissertation / thesis

If for any reason the relationship with the supervisor becomes problematic, the learner(s) should immediately make contact with and subsequently discuss this with the Module Leader or Programme Leader. (CCTP903)

Monitoring

On completion of the project module all supervisors are required to provide feedback to the Programme Leader relating to the supervision process, experience, and success or otherwise, from their perspective.

Learners will be surveyed to establish their views on project supervision.

The external examiner is invited to review projects and asked to comment upon them.

Information from each of these sources will be compiled, analysed, and used to inform the Annual Programme report, including identifying recommendations for enhancements.

Learner satisfaction
Module feedback

External Examiner
reports
Records of supervision

From time to time, focus groups of past project learners and supervisors may be set up to gather more in-depth feedback. Assessment data will be analysed as part of the annual monitoring process.		Annual programme report Records of complaints
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Monitoring

Monitor (Job Title)	Frequency	Monitoring Method(s)
Project Supervisors School Manager Faculty Co-Ordinators Dean of School	Ongoing reviews throughout the academic year After each examination period Annual review for full academic year	Review of records of correspondence and log between supervisor and learner Review of minutes of Programme Board Meetings Review of all written records from the lecturers, school manager, learners, being reported or highlighted, to how the case was resolved Learner satisfaction surveys Supervisor evaluations Assessment data monitoring

POLICY CONTROL SHEET

Policy Title	Project Supervision
Responsible Officer(s)	Programme Leaders, School Manager, Dean of School
Issuance Date	August 2017
Effective Date	August 2017
Last Review Date	July 2019
Supersedes	Version 2.0
Next Review Date	August 2024
Designated Reviewer(s)	Dean of School, School Manager
Scope	Internal staff (full and part time); Learners; Programme Boards; Academic Standards Board; Appeals Board

Revision History

Revision	Approval Date	Revision Description	Originator	Approved By
New Policy	March 2015	New QA system	Senior Management Team	Head of Academics, College Registrar
Aug 2016	Aug 2016	Edited for clarity	QA Officer	Dean of Academic Affairs & College Registrar
Version 2.0	Aug 2017	Expansion of the policy statement to outline appointment process and rationale upon which it is based.	Dean of Academic Affairs	Academic Council
Version 2.0	May 2018	Renumbered, was CCTP507, now CCTP506	QA Committee	Academic Council
Version 2.1	Sept 2019	Edit to reflect change in roles / responsibilities of staff	SMT	Academic Council

References upon which the Policy section is based

CCT Policy area	Student centred teaching, learning, and assessment
Statutory & System Wide Basis	The Irish Qualifications and Quality Act (Education and Training), 2012; European Standards and Guidelines for QA in the European Higher Education Area, QQI Assessment and Standards
Related CCT Policies / Forms	CCTP903 – Complaints Procedure

PROVIDER NAME: CCT College Dublin
POLICY AREA: Standard 5: Student-centred learning, teaching and assessment

Policy and Procedure Title:	CCTP507: Writing Examinations	Policy No: CCTP507	Version: 2.1
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Policy Statement
 It is CCT policy that all examinations should be written on the standard CCT examination template in accordance with the procedure detailed below.

Staff Involved
 All full time and part time staff lecturers, School Manager, QA officer, Dean of Academic Affairs, Dean of School

Procedure Outline / Method(s) used to carry out this procedure	Responsibility of	Evidence generated by this procedure to ensure its effectiveness
<p>CCT exam templates are available from the QA Officer who will issue them to all lecturers who have examinable subjects on a semester basis. A clear deadline for submission of the completed template will be stated.</p> <p>Exam templates should be completed fully and accurately and include the following:</p> <ul style="list-style-type: none"> • Clear and concise instructions for learners • The learning outcomes being assessed • Marks awarded for each question • Time allowed to complete the exam • Number of pages in the exam paper <p>Lecturers / examiners are required to ensure</p> <ul style="list-style-type: none"> - the questions set are meeting module learning outcomes and the assessment is fair and transparent, and consistent with the level being examined. - questions included, along with any combination of how they may be answered where there are options, allow the learner to demonstrate attainment of learning outcomes and that the paper isn't requiring the learner to address questions that are not aligned to the learning outcomes. 	<p>QA Officer</p> <p>Lecturers</p> <p>Lecturer / moderator</p>	<p>Exam templates</p> <p>Moderator reports</p>

- the examination is in accordance with CCT guidelines:
 - Examinations for assessments where the weighted credit value is equivalent to up to 5 ECTS at levels 6 – 8 on the NFQ will be a maximum of 2 hours
 - Examinations for assessments where the weighted credit value is equivalent to over 5 and up to 10 ECTS at level 6 – 8 on the NFQ will be 3 hours duration
 - Examinations for assessments at level 9 on the NFQ will normally be 3 hours duration.
- the examination is realistic for the duration of the examination. It is reasonable that some learners will complete quicker than others and some may not have sufficient time. The aim is to include a workload that is considered reasonable for the time allowance.

Examination papers should not be duplicated from past papers. Where a previously used question is proposed in a subsequent examination, modifications should be made to prevent it being identical. In all cases the examiner must indicate which paper the question was taken from when submitting for internal moderation. This will enable the QA Officer to ensure that a repeat learner will not be faced with the same question.

The examiner should forward the proposed paper and correlating marking scheme to the QA Officer or faculty coordinator, as advised, to arrange for internal moderation (CCTP509)

The moderator is required to review the examination in accordance with the CCT Moderation policy and ensure the above requirements are adhered to.

Once moderation is complete and any follow up actions are finalised, the completed draft must be submitted to the QA Officer for external examiner review.

Communication of examination papers must make all reasonable efforts to protect the security of the paper. They must not be shared with parties beyond those specified unless approved otherwise by the QA Officer, in conjunction with the Dean of Academic Affairs. Digital transmission must be to authorised CCT accounts only (except for external examiners) and must be password protected.

All faculty will receive the required training and support for writing exams. This will be managed by the Centre for Teaching and Learning and will be available on an annual basis as a minimum.

Examinations should normally be submitted to the QA Officer at the start of the semester, not later than mid-October or the end of March, for all examinations taking place that semester. They should be accompanied by a marking scheme and a repeat examination and marking scheme. This allows the External Examiner to obtain a complete picture of the semester's assessment.				
Monitoring				
Monitor (Job Title)	Frequency	Monitoring Method(s)		
QA Officer Programme leader / School Manager	Each examination period	Compliance with requirements External Examiner feedback, moderator reports Review of all written records from the lecturers, school manager, learners, being reported		

POLICY CONTROL SHEET

Policy Title	Writing Exams
Responsible Officer(s)	QA Officer, School Manager
Issuance Date	August 2017
Effective Date	August 2017
Last Review Date	July 2019
Supersedes	Version 2.0
Next Review Date	August 2024
Designated Reviewer(s)	QA Officer, School Manager
Scope	Faculty, Dean of School, School Manager, QA Officer, Faculty coordinator,

Revision History

Revision	Approval Date	Revision Description	Originator	Approved By
New Policy	March 2015	New QA system	Senior Management Team	Head of Academics, College Registrar
Version 2.0	August 2017	Expansion of existing policy to provide greater clarity on expectations and requirements.	Dean of Academic Affairs	Academic Council
Version 2.0	May 2018	Renumbered, was CCTP508, now CCTP507	QA Committee	Academic Council
Version 2.1	Sept 2019	Edit to reflect organisational structure change	SMT	Academic Council

References upon which the Policy section is based

CCT Policy area	Student centred teaching, learning, and assessment
Statutory & System Wide Basis	The Irish Qualifications and Quality Act (Education and Training), 2012; European Standards and Guidelines for QA in the European Higher Education Area, QQI Assessment and Standards
Related CCT Policies / Forms	Internal Moderation Policy

PROVIDER NAME: CCT College Dublin (CCT)
POLICY AREA: Standard 5: Procedures & Guidelines for the Assessment of Learners

Policy and Procedure Title:	CCTP508: Exam Procedures and Exam Regulations	Policy Number: CCTP508	Version: 2.1
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Policy Statement
 The QA Officer takes responsibility for the administration of the examination process. This work includes timetabling examinations, organisation of staffing, centres and material for the examinations, provision of special facilities for learners with personal mitigating circumstances, compilation and issuing of results and organising Examination Board meetings.

The procedures for examinations apply to all summative examinations undertaken as part of a CCT programme leading to a QQI award, on CCT premises or other location as deemed suitable by CCT in accordance with these procedures. These regulations are intended to supplement the academic regulations of CCT and those specific to any individual programme concerned.

Should CCT validate a programme under collaborative provision procedures, the agreement on assessment, examinations and exam regulations will ensure that expects standards equivalent to those outlined hereunder. In the absence of an alternative policy, the CCT policy will apply.

Definitions and Principles
 All modules are assessed in line with the QQI approved Programme Validation Document, were this assessment includes final examination students are required to attend and complete the relevant exam, in order to progress (progression is based on assessment criteria approved by QQI).
 All students enrolled in on a QQI programme are automatically registered to complete the module exam, where applicable.

Staff Involved
 QA Officer, School Manager, Faculty Co-ordinators, lecturing staff, invigilators

Procedure Outline / Method(s) used to carry out this procedure	Responsibility of	Evidence generated by this procedure to ensure its effectiveness
<p>1. Scheduling and timetabling exams 1.1 Learners are notified of the examination periods for the academic year ahead at the start of the academic year and are advised to ensure their availability for the full duration of the examination period.</p> <p>1.2 CCT reserves the right to make amendments to the examination period and or schedule an examination outside of this examination period where circumstances require it.</p>	QA Officer Faculty Co-ordinators	Examination Schedule

<p>1.3 The QA Officer will compile the examination schedule for all programmes in accordance with the academic calendar. Where there is a requirement for examinations to be scheduled in a particular order the School Manager or Programme leader is required to communicate this requirement to the QA Officer at the outset of the academic year.</p> <p>1.4 As far as is practicable the QA Officer will endeavour to schedule examinations according to the following requirements:</p> <ul style="list-style-type: none"> • The examinations for a given cohort are distributed over the duration of the examination period, • The examinations for a given cohort will not be scheduled to include more than one examination in any given day • The availability of the module lecturer to be contactable for clarifications <p>1.5 The above requirements (1.4) apply only to cohorts following the programme as scheduled, based upon first sitting of the examination. Subsequent sittings of examinations cannot factor in the individual requirements of individual learners and therefore may result in more than one examination in a day or a more condensed examination schedule, and the requirement for an alternative faculty member to the module lecturer being in attendance.</p>	<p>QA Officer School Manager / Programme leader</p>	
<p>1.6 Having proposed the examination timetable, the QA Officer will issue this to the School Manager for review. Where the School Manager feels the requirements at 1.4 have not been fully adhered to, they shall notify the QA Officer of the required changes. Only changes based upon the specific requirements in 1.4 will normally be accommodated.</p> <p>1.7 The QA Officer will endeavour to publish the exam timetable to all relevant staff five weeks prior to the exam period. Allowing one week for the necessary amendments to be completed.</p> <p>1.8 Once finalised, Faculty Co-ordinators will upload the final version onto Moodle for the learners. It is expected learners are provided with the final timetable not later than 2 weeks prior to the commencement of the examination period.</p>	<p>QA Officer / School Manager</p> <p>QA Officer</p> <p>Faculty Co-ordinators</p>	<p>Draft Schedule</p> <p>Publication</p>
<p>2. Sourcing and Setting up Examination Venues</p> <p>2.1 The QA Officer is responsible for sourcing and approving suitable examination venues and securing / scheduling these in accordance with the College requirements.</p> <p>A potential examination hall must be suitable for the intended purpose. In that regard, it is expected that the following minimum standards are satisfied:</p> <ul style="list-style-type: none"> • Appropriate lighting, in full working order • Proper ventilation and appropriate heating • Access for learners with a disability, in accordance with national legislation • Compliance with all health and safety legislation including notification of fire exits, first aiders, fire drills and action in event of an emergency. • In the case of non CCT premises being used, public liability insurance, or the appropriate equivalent, to cover the use of the examination hall by a third party and all individuals who will be attending. 	<p>QA Officer</p>	<p>Venue Checklist</p>

<ul style="list-style-type: none"> • Sufficient desks and chairs for all learners and the space to set these out in examination format for the potential maximum number of learners attending. • Sufficient space to display examination regulations and clocks visible to all learners • Access to appropriate toilet facilities • Appropriate noise reduction/noise management facilities <p>A potential examination venue should also be able to facilitate any arrangements identified by the College as required to make reasonable accommodations to enable learners with specific needs to participate in the examination.</p> <p>2.2 Once an examination venue has been sourced, approved and learners notified, the Dean for Administration and Finance is alerted and will make arrangements for the room to be set up as an examination hall for the required number of learners, in advance of the examination.</p> <p>3. Examination Materials</p> <p>3.1 The QA Officer is responsible for ensuring sufficient stock of examination booklets.</p> <p>3.2 In advance of examinations, the final version of the approved examination is stored electronically and password protected with access restricted to the QA Officer or the nominated Faculty Coordinator. Lecturers are required to delete any earlier drafts of papers to reduce the risk of security breach.</p> <p>3.3 The QA Officer / Faculty Co-ordinators will co-ordinate the printing and storage of exams prior to the examination sitting. All printed examination papers are sealed in an envelope and located in secure storage.</p> <p>3.4 The exam paper along with answer booklets, copies of regulations, a sign in sheet and blank incident report forms are released to the senior invigilator 30 minutes prior to the exam taking place. The Senior Invigilator will ensure the correct information is detailed on the cover page and co-sign the examination release form.</p> <p>3.5 A colour rotation method is employed in respect of the exam answer booklets utilised for each examination. This is random rotation, so it is not possible for a learner or invigilator to predict in advance the answer booklet colour to be utilised.</p> <p>3.6 A countdown clock is displayed throughout the exams for learners. The QA Officer ensures the equipment is made available to the invigilator for this.</p> <p>3.7 The senior invigilator collects in all exam scripts at the end of the examination and counts them before returning them to the QA Officer for collection by the lecturer responsible for marking them.</p>	<p>Dean for Admin and Finance QA Officer</p> <p>QA Officer</p> <p>QA Officer Faculty Co-ordinators</p> <p>QA Officer</p> <p>Senior invigilator</p>	<p>Examination Release Form</p>
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<p>3.8 On completion of the exams, lecturers will collect the completed scripts from the QA Office. Lecturers, along with the QA Officer (or nominee), are required to count and verify the number of scripts received and sign for receipt. This is countersigned by the QA Officer to confirm date of receipt and number of scripts counted.</p>	Lecturer	
<p>4. <u>Recruiting, training and managing invigilators</u></p> <p>4.1 Where possible, in house staff will be utilised for invigilation, although no lecturer can invigilate their own subject. Should additional personnel be required this will be identified four weeks prior to the exams and invigilators will be recruited for the exam period.</p> <p>4.2 Induction training will be provided for invigilators to ensure they are comfortable with the rules and regulations guiding the examination process. In the case of return invigilators & CCT staff “top up” training will be provided.</p> <p>4.3 All invigilators will be provided will ID tags for the duration of the exams, so they are easily identifiable to learners and fellow invigilators. Invigilators will ensure learners follow the Rules of Conduct.</p> <p>4.4 Invigilators will run the exams in accordance with the Invigilator Guide available from the QA Officer.</p>	QA Officer	Invigilators Guide
<p>5. <u>Managing Additional Needs</u></p> <p>5.1 Due care will be provided to any learner who requires special assistance during the exam period in accordance with the Reasonable Accommodation Policy (CCTP505)</p> <p>5.2 In the case of a short-term illness or injury, learners will be assessed on a case by case basis regarding their requirement for exam support e.g. a scribe will be provided for a learner with certified arm injury that prevents the student from writing. In such cases an application must be submitted to the QA officer as per policy CCTP505</p>	QA Officer Learner / QA Officer	PMC Form / reasonable accommodation application Exam Boards Schedule
<p>6. <u>Management of Examination Boards</u></p> <p>6.1 At the beginning of each Academic Year, the QA Officer will liaise with the School Manager, in order to schedule the Examination Boards.</p> <p>6.2 The QA Officer is responsible for ensuring External Examiners have been provided with access to the required materials to fulfil their responsibilities in advance of the Exam Board meeting. This may include reviewing some sample materials on the day of the Board, as may be the examiners preference.</p>	QA Officer School Manager	
<p>7. <u>Production of examination broadsheets for consideration by Examination Boards</u></p> <p>7.1 Within a specified timeframe which is communicated in advance, lecturers are required to return all Continuous Assessment results and Exam results to the Faculty Co-ordinators.</p>		Results

7.2 The Faculty Co-ordinators are then responsible for the correlation of broadsheets both prior to and post Exam Boards.

8. Results, Transcripts and Parchments

8.1 Results are issued to learners via Moodle, normally within 5 working days of the Exam Board ratification.

8.2 Faculty Co-ordinators complete all statements of results and send directly to the learner.

8.3 Learners will receive their parchments at graduation. Those unable to attend graduation can make arrangements with the QA Officer to have their parchments collected from the College, or sent via An Post.

9. Examination Regulations

The following regulations apply to all learners undertaking examinations as partial fulfilment of assessment requirements for a programme delivered by CCT.

- ❖ Each learner is responsible for noting the correct date, time and location of each examination.
- ❖ Learners must present themselves in the examination centre at least 15 minutes before the commencement of the examination.
- ❖ Learners must sit in any seat or area as allocated by the invigilator
- ❖ All personal belongings such as phones (must be switched off), bags, books, notes, files, cameras, equipment, smart watches, or any other unauthorised material, must be left in designated area. All materials brought into an examination hall are subject to inspection by the invigilators.
- ❖ Unless expressly permitted otherwise, where medical circumstances require, food and drink, except bottled water, is not permitted in the examination hall.
- ❖ Learners are permitted to use their own calculator once it is a silent, handheld, solar or battery-operated non-programmable calculator (without paper tape-printing capabilities of alphabetic keypads). Mobile Phone calculators may NOT be used. The use of electronic calculators will only be permitted where the examiner has notified the QA Officer in advance of the examination sitting.
- ❖ Learners, without exception, are required to present their Student Identity Cards at all examinations. Learners may be prevented from sitting an examination without a valid identity card.
- ❖ Learners are required to sign an attendance register for each examination.

Lecturers
Faculty Coordinators

Faculty Coordinators

QA Officer

Learners

Broadsheets

Statement of results

Parchment release records

- ❖ All examinations will commence on time. No extra time will be given to learners who arrive late to the examination.
- ❖ At all times, learners must comply with the instructions of the invigilator.
- ❖ Strict silence must be observed in the examination centre.
- ❖ Learners must raise their hand and wait for the invigilator should they require assistance.
- ❖ Learners should remain in their seats, until authorised to leave the exam hall by the invigilator.
- ❖ Admission to the examination hall will not be permitted after 30 minutes has elapsed from the published start time of the examination. Any learner who attends for an examination more than 30 minutes late will not be permitted to take the examination.
- ❖ A learner that arrives during the first 30 minutes of the examination will be admitted to the examination hall at the earliest opportunity that causes least disruption to the learners undertaking the examination.
- ❖ Learners are not allowed communicate with any person other than the Invigilator once the examination has commenced. Any learner who continues to talk will forfeit their eligibility to complete the exam.
- ❖ If a learner finishes the examination in less than the time allowed, he/she can hand in his/her answer book(s) and leave the examination centre quietly. Learners cannot leave the examination centre within the first half hour of the commencement of the examination or within the last 15 minutes of its conclusion.
- ❖ Any learner who wishes to leave the examination centre temporarily can do so only with the permission of, and if accompanied by, an invigilator. No additional time will be allowed for these temporary breaks. Any unaccompanied departure from the examination centre during the course of an examination will cause the learner to be disqualified.
- ❖ At the end of the examination, each learner will be asked to remain seated until all answer books are collected. No answer books can be removed from the examination centre. It is the learner's responsibility to ensure that all answer books are handed to the invigilator and that the front page of each one is fully completed with the learner's details, including student number.

- ❖ A learner must not, under any circumstances, speak to or communicate with any other learner during the course of an examination. Any such communication will put the learner at risk of disqualification.
- ❖ A learner found to have unauthorised materials in his/her possession in the examination centre or during an accompanied absence from the examination will be deemed to be in breach of examination regulations and subject to disciplinary action.
- ❖ When a learner is found to be in breach of examination regulations, he/she will be allowed by the invigilator to finish the examination. The invigilator will complete an incident form and ask the learner to sign this prior to leaving the examination hall. The learner concerned will be contacted by the QA Officer following the examination to commence proceedings under the academic misconduct regulations.
- ❖ It is the learner's responsibility to familiarise themselves with the examination regulations of the College copies of which will be displayed in or outside examination halls.
- ❖ CCT College Dublin reserves the right to alter the rules governing exams.

Monitoring

Monitor (Job Title)	Frequency	Monitoring Method(s)
QA Officer School Manager	Every Semester Annually Ongoing	<ul style="list-style-type: none"> - Review Exam Document generated - Review of Exam Incident Reports - Review of Examination Board Minutes - Review of Programme Board Minutes - Review of complaints made to the examinations office by students, lecturers or invigilators.

POLICY CONTROL SHEET

Policy Title	Exam Procedures and Regulations
Responsible Officer(s)	Dean of Academic Affairs, QA Officer
Issuance Date	August 2017
Effective Date	August 2017
Last Review Date	July 2019
Supersedes	Version 2.0
Next Review Date	August 2024
Designated Reviewer(s)	QA Officer
Scope	Internal staff (full and part time); Learners; External Stakeholders

Revision History

Revision	Approval Date	Revision Description	Originator	Approved By
New Policy	August 2016	New QA system	Senior Management Team	Head of Academics, College Registrar
Version 2.0	August 2017	Expansion of policy to incorporate exam regulations. Addition of further clarification on minimum standards and responsibilities.	Dean of Academic Affairs	Academic Council
Version 2.0	May 2018	Renumbered, was CCTP509, now CCTP508	QA Committee	Academic Council
Version 2.1	Sept 2019	Edited to reflect organisational structure change	SMT	Academic Council

References upon which the Policy section is based

CCT Policy area	Student-centred learning, teaching and assessment
Statutory & System Wide Basis	The Irish Qualifications and Quality Act (Education and Training), 2012; European Standards and Guidelines for QA in the European Higher Education Area, QQI Assessment and Standards
Related CCT Policies / Forms	CCTF111 – Personal Mitigating Circumstances Form CCTP505 – Reasonable Accommodation Policy

PROVIDER NAME: CCT College Dublin			
Policy Area: Standard 5: Procedures & Guidelines for the Assessment of Learners			
Procedure Title:	CCTP509: Moderation Policy	Policy Number: CCTP509	Version: 2.2
<p>Purpose: CCT College Dublin is committed to maintaining academic standards and ensuring fair, reliable and valid assessment practice and decision making. The College recognises that a culture of review and enhancement is essential to fulfil this commitment. It is CCT policy that all key assessments are internally verified / moderated to ensure they are fair, transparent, assess module learning outcomes and that grading decisions are consistent, in line with academic regulations, and are reflective of the standard of work assessed. The implementation of a verification and moderation policy provides assurance to learners and the public in relation to the academic standards in CCT College. The moderation of assessment applies to summative assessments on programmes leading to QQI awards. The following policy outlines the standard moderation process. Where alternative processes are employed, these must be documented, approved by the Dean of School or Dean of Academic Affairs and communicated to the External Examiner in advance.</p> <p>For collaborative programmes, arrangements for the internal moderation of assessment will be agreed as part of the initial collaborative agreement and documented accordingly. CCT College expects an equivalent standard of moderation to that required by this policy. In the absence of a moderation policy the CCT policy will apply. Moderation is the means by which examiners secure confirmation of their initial judgements. It is an evidence-based approach to establishing a shared understanding of standards. "Moderation is concerned with the consistency, comparability and fairness of professional judgements about the levels demonstrated by students." (Maxwell 2002) Verification is the process of establishing the validity of an assessment or assessment decision. The two terms may be used interchangeably throughout CCT College documentation but should be taken to mean the processes in place for the internal review of assessments and grading. It is a reasonable expectation that some changes may be required following a process of moderation or verification.</p> <p>In CCT, it is standard practice for sampling of graded assessments by an internal moderator for summative assessment tasks, including examinations. The specific moderation requirements of each module will be agreed at programme level and approved by the School Manager. Normally, every assessment brief / examination paper will be moderated in advance of release. However, the moderation of graded work of each assessment component is not always required. However, as a minimum, across a programme stage, each member of faculty should have their grading moderated and moderation should be applied to each module. Moderation of graded work will cover the grading of both CA / project and examination, as applicable, for each faculty member. For capstone assessments at level 9 all assessments must be second marked and made available to the external examiner.</p> <p>Supplementary guidance material is available from the QA Office for academic faculty and external examiners in respect of moderation practice in CCT College.</p>			
Staff Involved: Dean of Academic Affairs, Dean of School, School Manager, QA Officer, Faculty Co-ordinator, Lecturers			
Method(s) used to carry out this procedure		Responsibility	Evidence generated by this procedure
<p>Pre-release Internal Assessment Review:</p> <ol style="list-style-type: none"> Internal moderators are designated by the School Manager in the assessment schedule Internal moderators receive completed proposed assessment documentation (CA/Exam) from the Lecturer. This should include full details of the assessment to be completed (including any supporting material or instructions) and the marking scheme to be applied. 		<p>Lecturers School Manager QA Office</p>	<p>Assessment Brief Internal moderation records Module Descriptor Examination Board minutes</p>

<p>3. The role of the internal moderator is to act as critical reviewer. It is to consider:</p> <ul style="list-style-type: none"> • Suitability of the task for the award level and for the potential to enable attainment of the learning outcomes specified • Suitability of the size of the assessment for its weighting • Relevance of the task(s) / questions to the learning outcomes, and specifically ensuring that additional unnecessary tasks or questions are not included • Alignment with programme and module content and teaching, learning and assessment strategies • Appropriateness of the marking scheme in ensuring consistency, fairness and standards and appropriate allocation of marks. <p>In addition, the moderator is required to consider issues of clarity, ambiguity and consistency of requirements between question and marking scheme, assessment format and structure for all assessments.</p> <p>4. Assessments are evaluated by the moderator with the following principles in mind:</p> <ol style="list-style-type: none"> 4.1. Assessment is appropriate, consistent, fair and transparent and does not unintentionally discriminate against any learner 4.2. Assessment is clearly written, and all required supplemental material is attached 4.3. Assessment has been set in line with learning outcomes of the assignment/examination for the module 4.4. Consistency of assessment within a module 4.5. Comparability of standards across modules within a subject area 4.6. Assessment is appropriate to the level at which it is taught <p>5. The internal moderator will report their findings and observations to the assessor / examiner responsible for the assessment. Both parties should seek to reach agreement on any matters identified.</p> <p>6. Where agreement cannot be reached, the matter should be referred to the School Manager or Dean of School for resolution. Where necessary a third party may be required to undertake further review.</p>		
<p>Corrected Assessment Internal Moderation (before exam board and external examiner process)</p> <ol style="list-style-type: none"> 1. The internal examiner delivers the complete graded exam or continuous assessment package to the designated moderator. 2. The moderator selects a representative sample scripts / CAs to review. 	<p>Lecturer, Faculty Co-ordinator, QA Officer</p>	<p>Exam Assessment Moderation records Assessment Brief Module Descriptor</p>

<p>3. The sample size will vary from programme to programme but should include, as a minimum, one from each grade band (fail, pass, merit distinction or equivalent grades expressed as percentages) and each borderline (if any are borderline).</p> <p>4. The moderator reviews the graded sample with the following principles in mind;</p> <p>4.1 Provide a check that an assessment has been marked in line with the expressed aims and learning outcomes of the assignment/examination, and in terms of marking scheme / criteria</p> <p>4.2 Provide assurance for learners of fairness of marking and the equal treatment of each learner</p> <p>5. As the issuing of a mark / grade is a quality judgement, greater than the computation of marks from subsections, moderation should not normally result in the dispute over nominal differences. The moderator should assure themselves that the mark / grade awarded is reflective of the academic standard associated with that specific grade band e.g. pass, merit or distinction, or section of a grade band e.g. lower 2:1, upper 2:1 standard etc.</p> <p>6. Where a learner is awarded a borderline mark, closer consideration should be given to this. It is noted that it is feasible for a learner to attain a standard that indicates they are close to moving into the next grade band. Raising the grade is not automatic.</p> <p>7. All assessments that have been reviewed should be signed by the moderator to indicate that is the case.</p> <p>8. The internal moderator will report their findings and observations to the assessor / examiner responsible for the assessment. Both parties should seek to reach agreement on any matters identified and adjust grades / marks if required.</p> <p>9. Where agreement cannot be reached, the matter should be referred to the School Manager or Dean of School for resolution. Where necessary a third party may be required to undertake further moderation.</p> <p>10. The moderator completes a report and this report is returned to the School Manager</p> <p>11. All forms are retained by the School Manager / Faculty Coordinator in accordance with the College Records Retention Schedule.</p> <p>Results from any assessment that has been identified as requiring moderation must not be released to students until the moderation process has been satisfied and agreement reached.</p> <p>Moderation of Alternative Assessment Types</p> <p>Programmes often incorporate assessments which are not paper based, or text based and therefore do not allow for the method of moderation outlined above. Such assessments may include presentations,</p>	<p>School Manager Dean of School</p>	
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<p>role play, placement, simulations etc. In such cases an alternative moderation process must be implemented that allows for</p> <ul style="list-style-type: none"> a) the assessment to be reviewed in advance based upon the principles at point 4 in the pre-release internal assessment review section b) the grading of learner performance to be reviewed and moderated by an internal moderator. <p>It is normally the case that a) can be applied as normal. In the case of b) alternative means of moderation may include, for example:</p> <ul style="list-style-type: none"> • attendance by moderator at the assessment of live presentations / role plays / simulations • video recording for future moderation • joint placement visits by assessor and moderator • separate placement visits by assessor and moderator and discussion to determine suitability of grade to be awarded <p>In all cases where an alternative moderation method is to be employed, these must be documented, approved by the Dean of School or Dean of Academic Affairs and communicated to the External Examiner in advance.</p>	<p>Lecturer</p> <p>Dean of School Dean of Academic Affairs</p>	
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Monitoring		
Monitor (Job Title)	Frequency	Monitoring Method(s)
School Manager Dean of Academic Affairs QA Officer	Ongoing reviews throughout the academic year Exam Board review Annual review for full academic year	Review of internal verification reports and external examiner reports Review and updating of the Assessment Plans, as required. Review of internal verification reports and external examiner reports Review of internal verification reports and external examiner reports Final Approval from Academic Council

POLICY CONTROL SHEET

Policy Title	Moderation Policy
Responsible Officer(s)	School Manager, QA Officer
Issuance Date	August 2017
Effective Date	August 2017
Last Review Date	July 2019
Supersedes	Version 2.0 Internal Verification of Assessment Policy
Next Review Date	July 2024
Designated Reviewer(s)	Dean of School, QA Officer
Scope	Internal staff (full and part time); Learners;

Revision History

Revision	Approval Date	Revision Description	Originator	Approved By
New Policy	August 2016	New QA system	Senior Management Team	Head of Academics, College Registrar
Version 2.0	August 2017	Expansion of policy statement to clarify CCT College position. Updating to reflect change in organisational responsibilities and addition of clarity of requirements. Addition of requirements in respect of alternative assessment types.	Dean of Academic Affairs	QA Committee
Version 2.1	April 2018	Minor update to reflect requirement for second marking of all capstone assessments at level 9. Updates in terminology to reflect the sector wide use of moderator.	Dean of School	Academic Council
Version 2.1	May 2018	Renumbered, was CCTP512, now CCTP 509	QA Committee	Academic Council
Version 2.2	July 2019	Edit to reflect sample size to be determined at programme level and approved at School level. Renamed to Moderation Policy.	Dean of Academic Affairs	Academic Council

References upon which the Policy section is based

CCT Policy area	Student-centred learning, teaching and assessment
Statutory & System Wide Basis	The Irish Qualifications and Quality Act (Education and Training), 2012; European Standards and Guidelines for QA in the European Higher Education Area, QQI Assessment and Standards
Related CCT Policies / Forms	CCT Assessment Policy

PROVIDER NAME: CCT College Dublin			
POLICY AREA: Standard 5: Student-centred learning, teaching and assessment			
Policy and Procedure Title:	CCTP510: External Examiner Policy	Policy No: CCTP510	Version: 2.2
<p>Policy Statement</p> <p>It is CCT policy that assessment contributing to the fulfilment of requirements for the attainment of higher education awards on the National Framework of Qualifications will be subject to independent external review. The external examining process is a quality assurance mechanism that supports the maintenance of academic standards, the fair and consistent assessment of learners, the equivalence of standards with other providers, and assists in providing the public confidence in programmes delivered by the College which lead to a framework award.</p> <p>CCT College Dublin is committed to full and proper implementation of the QQI publication <i>Effective Practice Guidelines for External Examining</i>. The following procedure outlines how this will be satisfied. In accordance with the QQI guidelines, ‘An external examiner’s functions can be discharged by an individual or by a team of external examiners...External examiners are often drawn from the higher education community. They can be drawn from other communities of practice provided they have the necessary competences (or acquire them prior to engagement).’</p> <p>In the case of collaborative provision, appropriate mechanisms and criteria for the appointment of External Examiners will be agreed in advance as part of the collaborative agreement. CCT College expects that the approval and appointment process will be equivalent to that outlined hereunder. In the absence of an alternative, the CCT policy and process will be applied.</p>			
<p>Definitions and Principles</p> <p>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</p>			
<p>Staff Involved</p> <p>QA Officer, Dean of Academic Affairs, Dean of School, School Manager, QE Committee</p>			

<p>1.5 External Examiners are appointed by the Academic Council on behalf of the College.</p> <p>1.6 Where the nomination is accepted and the QE Committee’s recommendation is endorsed by Academic Council, the QA Officer will notify the School Manager.</p> <p>1.7 The QA Officer will issue a formal appointment letter along with appropriate supporting documentation to assist the External Examiner in their role.</p> <p>1.8 The School Manager, along with the Programme Leader, will follow up to arrange an induction meeting and provide programme specific information.</p> <p>1.9 The Dean of Academic Affairs will arrange for QQI to be notified of the appointment and provided with a copy of the CV of the appointee.</p> <p>1.10 All nominated External Examiners, prior to appointment, receive a copy of CCT’s Conflict of Interest Policy (CCTP806) to avoid ethical and financial conflict and ensure conflict is managed accordingly.</p> <p>1.11 An external examiner’s term of appointment is sufficiently long to allow the examiner to assess trends, and sufficiently short to provide diversity and maintain the required level of independence. Traditionally, the normal period of appointment has been three years. Any term of contract over a period of three years will be considered by the QE Committee, who will make a recommendation to Academic Council, for approving or denying such a proposal. A rationale for the extended tenure must be provided. Absence of a replacement or alternative External Examiner is not normally considered a suitable rationale for extension. The Dean of Academic Affairs will notify the awarding body where an extended tenure is approved.</p>	<p>QE Committee</p>	<p>Copies of welcome letter and induction materials</p>
<p>2. CCT Induction of External Examiners</p> <p>CCT endeavours to facilitate the external examiners to carry out their duties as efficiently and effectively as possible. To this end the Dean of Academic Affairs, through the QA Officer, shall ensure that External Examiners receive adequate documentation to enable them to understand the assessment systems and regulations operated by the college. Such documentation might include:</p> <ul style="list-style-type: none"> • Quality assurance policies and procedures • College academic and administrative structures and procedures 	<p>Dean of Academic Affairs QA Officer</p>	

<ul style="list-style-type: none"> • Programme/subject/module documentation • Assessment and examination procedures and schedules • Rules and regulations • Examination and award structures • Conflict of Interest <p>The School Manager is required to arrange an induction meeting with a newly appointed External Examiner where they are introduced to the College, faculty and staff, and the programme. Where the External Examiner is taking over from an outgoing post holder, where possible, arrangements should be made to allow for a handover meeting between to the two parties. A new External Examiner should be provided with copies, where they exist, of the most recent External Examiner reports and responses from the programme team.</p> <p>3. Duties of External Examiners</p> <p>The primary role of an external examiner is to verify the academic standards achieved and ensure the programme and providers assessment regulations and practices are fit for purpose.</p> <p>As per QQI guidelines, the main functions of the external examiner (or external examiner team) are as follows:</p> <ul style="list-style-type: none"> • Review the appropriateness of the <i>minimum intended programme learning outcomes</i> (i.e. the programme’s basic educational goal) and other programme objectives. • Probe the actual attainment of students (<i>actual</i> programme learning outcomes) using information agreed with and supplied by the College. • Compare and contrast both the <i>minimum intended programme learning outcomes</i> and the actual attainment of students with the relevant awards standards with the National Framework of Qualifications (NFQ) and with corresponding data from other programmes in the same discipline in other higher education institutions in Ireland and beyond. • Determine whether the applied procedures for assessment are <i>valid, reliable, fair and consistent</i>. • Review the appropriateness of the <i>programme assessment strategy</i> and the assessment procedures and, flowing from this, consider subsidiary module assessment strategies. • Review key assessment tasks prior to their assignment in light of the programme and module assessment strategies and students’ prerequisite (prior) learning. Where key tasks include key continuous assessment tasks, it might not be feasible to review them prior to assignment, but they should still be reviewed by the external examiner. • Report findings and recommendations to the provider. <p>With regards to the requirement to review key assessment tasks, the external examiner should normally be provided with access to all summative assessment tasks completed by learners and facilitated to review a sample of same. This access can include Moodle log in, invitation to attend student presentations, or access to videos of student work for example.</p>	<p>School Manager</p>	
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<p>While it is not a requirement for the External Examiner to review a sample of student work in respect of every assessment, all capstone assessments and terminal examinations along with a selection of continuous assessments should be reviewed. The size and breadth of the sample can be agreed at programme level but should enable the External Examiner to confirm academic standards and the accuracy of grading. Where modules are not capstone modules or do not include a terminal examination and are modules which contribute to the award classification, the student work in respect of at least one assessment within the module must be reviewed by the external examiner.</p> <p>All assessments provided to the external examiner should detail the learning outcomes being assessed and must be accompanied by a marking scheme.</p> <p>The external examiner will review the drafts of all examination question papers, marking schemes, worked solutions, etc. before the question papers are sent for printing, and the assessment briefs and marking schemes for agreed continuous assessments. External examiners shall have the right to make suggestions, criticisms, deletions, additions, and amendments as they deem appropriate.</p> <p>3.2 External Examiners will be provided with a representative sample of graded student work. The sample, which should be drawn on a basis agreed between the Internal and the External (examiners), should include sufficient material to enable the External Examiner to form a judgement as to the appropriateness of the marking at all levels of classifications. In this regard, assessments from modules contributing to the award classification are the priority for External Examiner review.</p> <p>3.3 All External Examiners will be required to visit the institutions for at least ONE exam board in each academic year. See section 3 for remit of Exam Boards CCTP301-2.1.7</p> <p>3.4 External examiners will attend the College during the determination of results and at other times as determined by the College and the External Examiner for the purpose of assessing the standard of the programme and/or the standard of student performance.</p> <p>3.5 External examiners are responsible for determining, in their expert judgement, if the assessment procedures are fair and consistent and in accordance with the appropriate standards.</p> <p>3.6 External examiners will ensure that, during their proposed tenure, all key assessments of the programme with which they are involved have been adequately assessed.</p> <p>3.7 External Examiners will decide, in consultation with the Programme Leader / School Manager and where required in accordance other approved validating body procedures:</p> <ul style="list-style-type: none"> •The assessments including the assessment briefs / examination papers, model answers and marking schemes to be reviewed prior to them being issued •The sample of assessed work to be considered. 		<p>Feedback / recommendations on assessments</p>
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<p>• The Faculty Co-ordinator / QA Officer is responsible for ensuring that such material is provided to the External Examiner in good time.</p> <p>4. External Examiners Report (<i>pro forma</i> document)</p> <p>4.1 After each cohort is assessed the external examiner is required to submit a written report utilising the template provided by the College.</p> <p>4.2 The report should be submitted to the named Programme Leader or School Manager who will forward a copy to the QA Officer, Dean of School and Dean of Academic Affairs.</p> <p>4.3 External Examiner reports are retained by the Office of the Dean of Academic Affairs and utilised to inform the annual review of the programme, programme review and revalidation, and for consideration by the QE Committee to identify any institution level matters and inform the development of QA procedures.</p> <p>The School Manager / Programme Leader is responsible for drafting a response to the External Examiner Report. This should be considered by the Dean of School and Dean of Academic Affairs in advance of issuing to the External Examiner.</p> <p>5. Fees and Expenses</p> <p>The external examiner shall be paid a fixed fee plus expenses, as agreed at the point of appointment. The external examiner fee is reflective of the workload and in line with the fee paid for similar roles in other higher education institutions in Ireland.</p> <p>6. Replacement of an External Examiner</p> <p>An external examiner is normally appointed for a period of three years. Where an external examiner wishes to terminate their tenure early, they are requested, except in exceptional circumstances, to notify the College not less than two months prior to the next semester's examinations.</p> <p>At the outset of the final year of tenure, the QA Officer will notify the School Manager of the requirement to source a replacement examiner.</p> <p>Nominations are required to be submitted to allow for an appropriate handover period.</p> <p>In the event of the requirement to replace an external examiner suddenly or at short notice, the College will determine the most reasonable course of action based on the urgency of the situation, ensuring satisfaction of the principles of this policy and the competencies required of an external examiner as outlined. In exceptional circumstances, where it is not feasible to appoint a replacement at short notice, the College may request that a previous external examiner assumes duties for a specified period. Alternatively, an existing examiner may be requested to extend their duties to include the programme in question.</p>	<p>School Manager</p> <p>Faculty Coordinator QA Officer</p> <p>School Manager</p>	<p>External Examiner Report</p> <p>Response letter</p>
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<p>An External Examiner may be reappointed for a second term, but must, thereafter, be replaced. Such an External Examiner may not be reconsidered for appointment for a minimum of six years.</p> <p>7. External Examiner and Student Interaction</p> <p>The External Examiner may request to meet with learners to discuss particular assessments or the assessment experience and practice at CCT College. Where this is the case, the College will accommodate such requests. It is not appropriate for learners to seek to contact External Examiners in relation to assessment disputes or assessment feedback. Such matters should be directed through the relevant College procedures.</p>	<p>QA Officer / School Manager</p>	
Monitoring		
Monitor (Job Title)	Frequency	Monitoring Method(s)
<p>Dean of Academic Affairs QA Officer</p>	<p>QE Committee Programme Board meeting Annual review for full academic year</p>	<p>External Examiner Register Minutes of QE Committee Review of records of correspondence between exams officer, registrar, lecturer and external examiner Review of records of external examiner reports Review of minutes of Exam Board meetings Review of actions taken in the past semester regarding recommendations from External Examiners</p>

POLICY CONTROL SHEET

Policy Title	External Examiner Policy
Responsible Officer(s)	QA Officer
Issuance Date	August 2017
Effective Date	August 2017
Last Review Date	July 2019
Supersedes	Version 2.0
Next Review Date	August 2024
Designated Reviewer(s)	Dean of Academic Affairs, QA Officer
Scope	Internal staff (full and part time); Learners; Program Boards; Academic Standards Board; Appeals Board, Board of Examiners, QE Committee

Revision History

Revision	Approval Date	Revision Description	Originator	Approved By
New Policy	August 2015	New QA system	Senior Management Team	Head of Academics, College Registrar
Version 2.0	August 2017	Expansion to more fully document appointment process and criteria and clarify the responsibilities of all parties.	Dean of Academic Affairs	Academic Council
Version 2.0	May 2018	Renumbered, was CCTP513, now CCTP510	QA Committee	Academic Council
Version 2.1	July 2019	Edit to reflect programme specific sampling arrangement and requirement for External Examiner to be capable of fulfilling duties through technology i.e. accessing Moodle to view student work.	Dean of Academic Affairs	Academic Council
Version 2.2	March 2020	Edit to include additional selection stage where multiple applications are received	QE Committee	Academic Council

References upon which the Policy section is based

CCT Policy area	Student centred teaching, learning, and assessment
Statutory & System Wide Basis	The Irish Qualifications and Quality Act (Education and Training), 2012; European Standards and Guidelines for QA in the European Higher Education Area, QQI Assessment and Standards
Related CCT Policies / Forms	CCTP806 – Conflict of Interest CCTP515 Board of Examiners

PROVIDER NAME: CCT College Dublin			
POLICY AREA: Standard 5: Student-centred teaching, learning and assessment			
Policy and Procedure Title:	CCTP511: Academic Misconduct and Plagiarism Policy	Policy No: CCTP511	Version: 2.2
<p>Policy Statement</p> <p>The reputation of CCT and of its graduates depends on upholding standards in teaching, learning, assessment, research and scholarly activity. Learners have the right to be assessed on the quality of their own work and have the corresponding duty to present only their own work for assessment. Any form of academic misconduct is unacceptable. The purpose of this policy is to allow for a consistent approach to the treatment of suspected academic misconduct, including plagiarism, in CCT College Dublin and to promote a culture of academic honesty and best practice.</p> <p>CCT recognises that embarking on third level education is a learning journey in terms of the subject matter but also the development of academic skills. A proactive, supportive and developmental approach to the prevention of academic misconduct is promoted. Learners are advised of the expectations and requirements in this regard and are provided with guidance on academic writing and referencing. Ongoing support is available through the CCT Library Service upon request.</p> <p>CCT deems academic misconduct to be any act of attempting to secure an unfair advantage or attain marks through improper means. This includes but is not restricted to:</p> <ul style="list-style-type: none"> • Plagiarism or seeking to submit the work of others as their own • Copying the work of a fellow learner, past learners, or other person, with or without their consent • Collusion in the completion of an assessment where this is not authorised • Taking unauthorised materials into an examination centre or having them on your person during the course of an examination • Accessing unauthorised materials during the course of an examination, outside of the examination hall • Obtaining or attempting to obtain an examination paper or marking scheme in advance of an examination • Academic fraud • Misrepresentation including the use of essay mills or other means through which the completion of assessments is undertaken by another party <p>The College distinguishes between academic misconduct and academic naivety. It is understood that naivety or inadvertent misconduct may occur in learners new to higher education i.e. those undertaking level 6 studies. Learners studying at higher framework levels are expected to have developed their knowledge and understanding of acceptable academic conduct and the expectations within CCT.</p>			

This policy defines and outlines the different categories of academic misconduct and the associated means of prevention and detection. It details the penalties associated with levels of academic misconduct and plagiarism, and the function of the Academic Standards Board of CCT, in dealing with alleged acts of academic misconduct and plagiarism.

CCT uses URKUND plagiarism detection software for the submission of all written assessments. A report is generated for each student submission outlining where text in a student submission may be similar or identical to that in other sources. A percentage of matching text is issued but this alone is not confirmation of plagiarism. Faculty members must review the report and determine whether or not there is evidence to support an allegation of suspected plagiarism.

Findings are based upon the balance of probability meaning that upon weighing up the evidence presented, the case that is more probable will be supported. Where it is felt both cases are equally probable, the case will be found in favour of the learner.

This is an internal procedure for the purpose of managing allegations of academic misconduct and as such will not normally involve external legal representation. Where a learner seeks to engage legal representation, the College will engage its legal team. Doing so may result in the timeframes outlined in this policy being extended.

Definitions and Principles

In general terms, Academic Misconduct is an act or omission contrary to the College's academic regulations, which, if undetected, would confer an unfair advantage on a learner in an assessment, where a learner's knowledge, skills and performance is measured as progression towards, or for the conferment of, an academic award or professional qualification.

Plagiarism: The act of presenting someone else's words or ideas as your own, without permission or proper referencing (in compliance with the College's Referencing Policy), is considered Plagiarism. Plagiarism includes copying or incorporating material derived from pre-existing work (published or unpublished) without the permission of the originator or without an established form of acknowledgement. It includes verbatim quotation, paraphrasing, imitation or other devices, which give the impression of being a learner's original work. It also includes the exploitation of ideas from others without proper acknowledgement, which mostly occurs in research, project work or assignments.

Collusion: Collusion occurs when a learner submits, without appropriate acknowledgement of source, work that is done in collaboration with, or commissioned from, another person. It also occurs when a learner produces work for another learner or permits a learner to copy all or a part of his/her own work knowing that the work will be submitted as that of the other learner's work, other than such behaviour is expressly permitted by the College, in relation to that particular piece of coursework.

Misrepresentation: Misrepresentation is a statement or conduct in assessment, which intentionally conveys a false or wrong impression of material significance in the context of the work under assessment. Misrepresentation does not include unintentional inaccuracy.

Academic Fraud: Academic fraud is defined as deception, which includes, without prejudice the invention, distortion, fabrication, or falsification of data or other results of research of work of others.

Impersonation: Impersonation is the assumption of another person's identity with the intention of gaining unfair advantage during examinations or any other form of assessment. It also refers to a person who knowingly and willingly allows their identity to be assumed with the intention of gaining an unfair advantage for the person impersonated.

Academic Cheating: Academic Cheating is the offence of gaining or seeking to gain an unfair or fraudulent advantage in assessment, where the conduct is of such seriousness to be regarded as a major academic misconduct.

Unfair Advantage: Unfair Advantage is the offence of gaining or seeking to gain, conferring or seeking to confer, an unfair advantage by any unlawful device or ill practice.

The College recognises that there is a distinction between the degrees of severity of minor academic misconduct and minor offences of plagiarism, and, major academic misconduct and major offences of plagiarism; as defined below:

Minor Academic Misconduct: Minor Academic Misconduct refers to small scale and/or inadvertent plagiarism or any of the above defined academic misconduct forms, arising from negligence rather than deliberate intent. There are two instances of Minor Academic Misconduct recognised in this policy, those which occur for the first time, and those which occur for the second time, in the knowledge of the first infringement. A third or further minor academic infringement in the knowledge of the second infringement shall be deemed to be major academic misconduct. Two fitting examples of minor offences of plagiarism, would be: a) an instance where there was poor or inaccurate citation or referencing, and b) an instance where the plagiarism constitutes 10% or less (normally supported by investigation on plagiarism detection software) of coursework piece

Major Academic Misconduct: Major Academic Misconduct refers to flagrant cases of plagiarism and other forms of academic misconduct (even those occurring for the first time) and all cases of misrepresentation, fraud, impersonation, and cheating. There are three instances recognised in this policy, those which occur for the first time, those which occur for the second time in the knowledge of the first infringement, and those which occur for the third time in the knowledge of the second infringement.

Staff Involved

All full time and part time staff faculty within CCT, School Manager, Dean of Academic Affairs, Dean of School, QA Officer, Faculty Coordinators

Procedure Outline / Method(s) used to carry out this procedure

Responsibility of

Evidence generated by this procedure to ensure its effectiveness

1. Academic Misconduct Process

The following sub-sections describe the process which takes place when a complainant suspects that a learner has committed one of the forms of academic misconduct, as defined in the *Definitions and Principles* section above, in a piece of coursework and/or examination.

1.1 Procedures and Process

1.1.1 Investigation of the complaint

A complainant who suspects a case of Academic Misconduct shall gather all available information and/or documentation to support the allegation related to the incident and refer the case(s) to the Faculty Coordinator for consideration by the Dean of School.

In respect of examinations, where an invigilator or faculty member suspects that academic misconduct has occurred or is occurring, or is reliably informed by any other person that academic misconduct is suspected, it is the responsibility of the invigilator to:

- Immediately bring to the learner's attention the suspicion of academic misconduct.
- Ensure that the learner is prevented from further acts of academic misconduct of which he/she is suspected by confiscating any relevant unauthorised materials.

Lecturers / invigilators

Evidence of CA work and Plagiarised Work

Unauthorised materials
Exam incident report

<ul style="list-style-type: none"> • Permit the learner to complete the examination or assessment. • Inform the Senior Invigilator and provide a statement of the circumstances relating to the incident by completing an Exam Incident form with the Senior Invigilator, including a report of the work completed before the detection of the alleged academic misconduct, and the time that the alleged academic misconduct was detected. • Request the learner to sign the incident form and advise them that the College will be in contact with them. <p>On completion of the examination, the Invigilator must bring the report to the attention of the QA Officer, who will refer it to the Dean of School.</p> <p>The examination paper will be marked in the normal way by the examiner who will not, at this time, be informed of the allegation.</p> <p>In the case of a continuous assessment / non-examination assessment, the faculty member suspecting academic misconduct must refer the matter to the Faculty Coordinator for consideration by the Dean of School. In doing so, the faculty member must provide the evidence to support the allegation. In the case of suspected plagiarism this should include the alleged original source(s) of the material. Where a report from plagiarism detection software is used to support the allegation, the faculty member must have reviewed the report and highlight which aspects of the report apply to the specific case. CCT acknowledges that such reports can highlight text as suspected plagiarism, but it is only through the assessment of the report by the subject matter expert can this be confirmed.</p> <p>The Dean of School shall review all information and/or documentation available and may take into consideration the expert opinion of one other subject matter expert (not involved in any way with teaching and assessment of the module concerned). The Dean is required to determine whether or not there is a case to answer. If the Dean determines that there is no case to answer for the alleged incident, the case is closed, and no formal records are maintained.</p> <p>If the Dean determines there is prima facie evidence that there is a case to answer, the learner must be formally notified that a case of suspected academic misconduct is being investigating in respect of the specific assessment. Details of the nature of the misconduct should be included as well as a link to the Academic Misconduct Policy (this policy). The learner has the right of response and should be invited to respond to the allegation within a specified timeframe (normally 5 working days).</p> <p>If the learner responds and denies the allegation, the Dean will invite the student to attend an Academic Standards Board meeting. The Dean will advise the learner of this. The QA Officer will arrange this and issue the request to attend.</p> <p>If the learner responds to admit the misconduct took place, the Dean is required to take the appropriate action as follows: Summary penalty: in the case of minor infringements the penalty shall be as in section 2 of this policy. In the case of Major Infringements, the matter must be referred to the Academic Standards Board (ASB).</p>	<p>QA Officer</p> <p>Examiner</p> <p>Faculty</p> <p>Dean</p>	
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Failure to respond to an allegation or a response after the deadline will result in the case proceeding without the response. The case will not be terminated as a result of non-response from the learner.

1.1.2 In referring the matter to the QA Officer, the Dean must provide a summary of the allegation and subsequent investigation. This should be accompanied by all supporting evidence from the investigation.

This statement and evidence will be incorporated into a letter which will be sent by the QA Officer to the learner, stating the learner's rights and shall inform the learner that he/she is requested to attend a scheduled Academic Standards Board (ASB) disciplinary hearing no less than 5 working days from the date of the notice, or such lesser period as the learner agrees. The letter will clearly provide a scheduled date and time for the proposed hearing and will also ask the learner to confirm his/her intentions in relation to the exercise of the learner rights, and intentions to participate in the hearing. The learner may be accompanied at the hearing by another learner or any other person the learner feels might be able to support him/her. The accompanying party would not normally be a legal representative or advocate and confirmation of their attendance must be provided to the QA Officer not less than 1 day prior to the hearing. The accompanying party is not invited to engage with the ASB but is there to support the learner.

Should the learner engage legal representation, the College will also engage legal representation for the duration of proceedings.

Notes will be kept of the meeting. This will not be a verbatim record, but an outline of the main points or issues discussed, and the substance of the questions asked and answered. This will be read back to the learner at the end of the meeting and the learner will be invited to initial and date each page. The learner has the right to decline to do so. In this case it will be noted in the record that the student so declined.

In all such cases examinable material will be assessed and marked in the normal manner. Grades/marks will be deferred on broadsheets of results until the disciplinary process has reached its conclusion.

1.1.3 The **Academic Standards Board** is established to deal with allegations of academic misconduct. The membership of this board cannot include the faculty member making the allegation. The ASB normally comprises of three members who can be selected from the following pool: Dean of School or nominee (ASB Chair), a lecturer and the QA Officer.

1.1.4 At the commencement of the ASB hearing, the Chair will request the learner to confirm that they were notified of the allegation being considered, the right to respond and the right to be accompanied.

1.1.5 If having regard to the evidence presented at the disciplinary hearing and the submissions made by the learner, the ASB considers that, on the balance of probability, a case of academic misconduct has not occurred, the Chair will notify the learner in writing of the decision and the notification will advise that all related records will be destroyed.

Dean of School

QA Officer

ASB

Investigation evidence

Records Of investigations and ASB hearings

1.1.6 If having regard to the evidence presented at the disciplinary hearing and the submissions made by the learner, the ASB considers that, on the balance of probability, a case of academic misconduct has occurred, the Chair will notify the learner in writing of the decision and the notification will state:

- a) the decision that academic misconduct has occurred
- b) the level of the misconduct (minor or major)
- c) the penalty to be applied
- d) the learner's rights of an appeal to an Appeals Board
- e) the period (5 working days) within which this appeal must be lodged by or on behalf of the learner

Dean of School / QA
Officer

Appeals

1.2.1 Should the learner wish to appeal a decision of the ASB they must do so in writing within the timeframe specified in the written communication from the ASB.

Only a written request for an appeal made by the person concerned will be considered. The learner must supply evidence in support of his/her request. An appeal will only be granted upon the following grounds:

- A procedural irregularity occurred
- The College did not consider information that was available to it which was material to the case
- Additional information that would be beneficial to the case is available

Additional information that would be beneficial to the case will only be considered where there is evidence that this information was not known to the learner at the ASB stage.

The appeal should be submitted to the QA Officer and must include a full written statement detailing the grounds upon which the appeal is based and be accompanied by all relevant supporting evidence the learner wishes to have considered. Learners are advised to provide all evidence as part of the appeal application as evidence provided at a later date may not be considered.

The QA Officer will refer the appeal to the Dean of Academic Affairs who will determine whether there are grounds for appeal. If the Dean determines there are grounds, the QA Officer will be advised to notify the learner of this and of the date and time of an Appeal hearing. The QA Officer may also be requested to undertake investigatory action to establish information pertaining to the appeal application.

QA Officer

The learner will be advised of their right to be accompanied to the hearing by another learner or any other person the learner feels might be able to support him/her. The accompanying party would not normally be a legal representative or advocate and confirmation of their attendance must be provided to the QA Officer not less than 1 day prior to the hearing. The accompanying party is not invited to engage with the Appeals Board but is there to support the learner.

Dean of Academic Affairs

Should the learner engage legal representation, the College will also engage legal representation for the duration of proceedings.

The Dean of Academic Affairs will convene an appeals board as follows:

<p>The Membership and function of the Appeals Board will be as follows:</p> <ul style="list-style-type: none"> - Chair: Chair of Academic Council - Two members of Academic Council, one of which must be an academic staff representative or School Manager - An external examiner or academic from outside the College. <p>The QA Officer, or nominee, will act as secretary to the Appeals Board but will have no voting rights or input to the meeting or decision making.</p> <p>No member of the ASB can act as a member of the Appeals Board.</p> <p>The Appeals Board is considered quorate when the Chair and two others are present. The Board will consider the report of the ASB, any written application of the learner seeking the appeal along with any supporting evidence The Appeals Board is entitled to ask the learner to address circumstances on which they based the appeal.</p> <p>The Appeals Board may seek (through the Chair) such information or advice as it considers necessary and, in such manner, as it considers appropriate. Having considered the circumstances, the Appeals Board will decide the outcome of the appeal. The College President reserves the right to engage the services of any appropriate professionals deemed necessary. A recording secretary will be selected from the College staff to take notes of the meeting but will not participate in the meeting.</p> <p>All decisions of an Appeals Board shall be by majority vote. In the event of a tie, the Chair shall have a casting vote. The learner will be informed by the QA Officer, in writing the outcome of the Appeals Board. Where appropriate, the Dean of Academic Affairs shall notify QQI of the outcome of the appeal.</p> <p>The outcome of the Appeals Board will be communicated to the learner in writing normally within 5 working days of the hearing. Where additional time and or information is required, the learner will be notified of this.</p> <p>The decision of the Appeal Board is final. There is no further right of appeal. The decision will be disseminated to the relevant departments in the College on a need to know basis.</p> <p>All records of appeal will be retained for one year after the learner completes the programme of study or exits from the programme.</p> <p>2. Application of Penalties</p> <p>2.1 The penalty applicable to confirmed cases of academic misconduct is determined by whether or not the incident constitutes a first or subsequent case of minor or major academic misconduct. The following graduation of penalties aims to ensure that a consistent approach is adopted across all academic programmes. Penalties outlined for major misconduct are minimum penalties. Any incidence of major academic misconduct can attract penalties up to and including expulsion.</p>	<p>Chair Dean of Academic Affairs</p> <p>QA Officer</p>	
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<p>2.1.1 Penalty for Minor Academic Misconduct, first incident The learner is given a zero mark in the assessment that has proved to have resulted from academic misconduct. The result for any repeat assessment in that element of that assessment shall be capped at 40%. If the learner does not resubmit the element within the prescribed timeframe, he/she will receive a fail result for the entire piece of coursework. The learner is required to complete a workshop on good academic practice, provided by the CCT Library Service, before the result is issued. A record of the offence will be held internally. Any subsequent incident of academic misconduct is considered major misconduct.</p> <p>2.1.2 Penalty for Major Academic Misconduct, first incident The learner is given a zero mark for all assessment elements of the module (coursework and examination). The learner shall be registered for a second sitting on the module and his/her results arising from this sitting shall be capped by a pass result. The learner is required to complete a workshop on good academic practice, provided by the CCT Library Service, before the result is issued. A record of the offence is placed on the learner's file and shall be removed on programme completion should this be the only case of major academic misconduct committed.</p> <p>2.1.4 Penalty for Major Academic Misconduct, second incident The learner is suspended from the programme until the next semester in which there is an opportunity to retake all modules for that semester. The learner shall be registered for a second sitting on all modules and his/her results arising from these sittings shall be capped at a pass result. A permanent record of the offence is placed on the learner's file.</p> <p>2.1.5 Penalty for Major Academic Misconduct, third incident The learner is expelled from the College and shall not be permitted to re-enrol for a five-year period (pending outcome of a re-entry admissions meeting between the learner, the programme leader, and Head of Admissions). A permanent record of the offence is placed on the learner's file.</p> <p>Note: CCT reserves the right to impose a financial penalty up to €200.00 in addition to the penalties specified for minor or major misconduct. In such cases the financial penalty must be settled before CCT will issue final results, transcripts, parchments or references.</p>				
Monitoring				
Monitor (Job Title)	Frequency	Monitoring Method(s)		
Dean of School Dean of Academic Affairs QA Officer	Ongoing reviews throughout the academic year After each ASB and examination period Annual review for full academic year	Review of records of correspondence between CCT and staff member suspected of misconduct case Review of minutes of Academic Council and/or ELT / Management Team meetings, discussing any misconduct case arising Review of records of correspondence between CCT and external academic consultants, where applicable Review of all written records from the lecturers, learners, being reported or highlighted, to how the case was resolved		

POLICY CONTROL SHEET

Policy Title	Academic Misconduct
Responsible Officer(s)	Dean of School, QA Officer
Issuance Date	August 2018
Effective Date	August 2018
Last Review Date	July 2019
Supersedes	Version 2.1
Next Review Date	August 2024
Designated Reviewer(s)	QA Officer
Scope	Internal staff (full and part time); Learners; Academic Standards Board; Appeals Board

Revision History

Revision	Approval Date	Revision Description	Originator	Approved By
New Policy	August 2015	New QA system	Senior Management Team	Head of Academics, College Registrar
Version 2.0	August 2017	Updating to reflect change in organisational responsibilities and to provide greater clarity on the process and requirements.	Dean of Academic Affairs	QA Committee
Version 2.1	April 2018	Update to membership of ASB	Dean of School	Academic Council
Version 2.1.	May 2018	Renumbered, was CCTP514, now CCTP511	QA Committee	Academic Council
Version 2.2	July 2019	Update to reflect use of URKUND Inclusion of referral to library course on academic writing. Changes in response to termination of Faculty Head post. Use of Dean of School for fast-track decision making where first offence is admitted.	SMT / QA Committee / ASB	Academic Council

References upon which the Policy section is based

CCT Policy area	Student centred teaching, learning, and assessment
Statutory & System Wide Basis	The Irish Qualifications and Quality Act (Education and Training), 2012; Standards and Guidelines for QA in the European Higher Education Area, QQI Assessment and Standards
Related CCT Policies / Forms	CCTP512 – Recheck / Review / Appeal Policy CCTF139 – Recheck / Review / Appeal Form

PROVIDER NAME: CCT College Dublin			
POLICY AREA: Standard 5: Student-centred teaching, learning and assessment			
Policy and Procedure Title:	CCTP512: Recheck, Review, Appeal Policy	Policy No: CCTP512	Version: 2.2
<p>Policy Statement: CCT College understands that there are instances where students may wish to question the assessment grade and or feedback they receive on their assessment. CCT 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. All rechecks, reviews, appeals, (as defined below) and disputes will be addressed in a fair, transparent and timely fashion. The outcome of a recheck, review or appeal can result in an upgrade or a downgrade of the original marks received.</p> <p>This procedure provides an additional means for learners to be confident in the assessment tools, process and outcomes as applied to their individual case. The procedure promotes transparency. The College will not operate based on hearsay and all applications for review and appeal must be evidence based.</p> <p>The Appeal Policy allows for an appellant to be accompanied. Any party attending a meeting as part of the appeals procedure implementation has the right to be accompanied by a friend, family member, fellow learner or a colleague. In all instances, the accompanying party cannot be a legal advocate or representative and their role is to take notes and act as a support to the party engaged in the appeal. Discussions are between the appellant and the Board and do not involve accompanying parties. The intention to bring an accompanying party, the identity of the accompanying party and their relationship to the named party must be communicated in writing to the Dean of Academic Affairs not less than 24 hours prior to the meeting.</p>			
<p>Definitions (Recheck, Review, Appeal)</p> <p>Recheck: ‘the administrative operation of checking (again) the recording and combination of component scores for a module or stage.’ (QQI <i>Assessments and Standards, Revised 2013</i>, 4.10.3)</p> <p>Review: According to QQI, ‘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.’.</p> <p>Appeal: a formal request that another body (the Appeals Board) re-examines the procedure or decision of decision-making committee. Disagreement with the decision in itself does not constitute grounds for appeal.</p> <p>A complainant who wishes to lodge an appeal may do so on a limited number of grounds. They must clearly identify the elements for which the appeal is being made. The application must also specify the grounds on which the appeal is sought and must contain all information that they require to have taken into account in the appeal.</p>			
<p>Staff Involved</p> <p>All full time and part time faculty within CCT, School Manager, Dean of School, Dean of Academic Affairs, QA Officer, Faculty Coordinators</p>			

Procedure Outline / Method(s) used to carry out this procedure	Responsibility of	Evidence generated by this procedure to ensure its effectiveness
<p>Procedure</p> <ol style="list-style-type: none">1. It is a requirement of CCT that any complaint or dispute arising in relation to any CA and/or Exam result for the purposes of an award of QQI shall be resolved as promptly as set out in the procedures set out below.2. Decisions are taken in relation to learner’s assessment and examination and performance at the following points: allocation of marks, ratification of results, recheck, review, and appeal.3. These checkpoints create a hierarchy of decision-making where the decision taken at any level may be changed at the next level, without referring to the previous level. The decision-making entity at any particular level has full powers in relation to any decision that is brought before it.4. A learner contemplating a recheck of an examination paper or assessment result should contact the QA Officer without delay, following publication of ratified results.5. A learner considering a review application is advised to seek additional feedback from the lecturer / examiner in question but should not allow this to delay their review application which can be withdrawn at no cost. <p>Grounds for a Recheck:</p> <p>The grounds for a recheck are as follows:</p> <ul style="list-style-type: none">• The learner believes there was a computational error in the calculation of their result. <p>Procedures to Request a Recheck</p> <ol style="list-style-type: none">1. A learner wishing to have the marks awarded for any module re-examined should seek a recheck of the relevant assessment.2. Requests for rechecks must be made on the Review / Recheck/ Appeal form CCTF139 and signed by the person concerned. The learner should supply any details that he/she believes will help expedite the recheck. The fee for a recheck shall be €15 per assessment, which in the event of a successful recheck, will be refunded.3. A request for a recheck must be received by the QA Officer within five working days after the ratified results have been returned to the learners. The College is not obliged to undertake a recheck for any application received outside of this timeframe.4. The College will endeavour to complete all rechecks within twenty-one (21) calendar days where recheck requests have been accepted.	<p>Learner</p> <p>Learner QA Officer</p>	<p>Recheck applications</p>

<p>5. As a recheck is an administrative checking of marks allocated and totalled, it is not necessary to be completed by a member of academic staff. However, the person undertaking the recheck is required to utilise the marking scheme to inform them of where marks should be allocated and what amount. The re-check may involve the check of all results for a module.</p> <p>6. The QA Officer will inform the learner in writing of the outcome of the recheck</p> <p>7. Where a recheck results in an upgrade or a downgraded mark, the QA Officer will notify the Faculty Coordinator and the Dean of Academic Affairs for the purpose of amending the Broadsheet of results accordingly (including any necessary change in award classification as a result of an upgrade) and notification to QQI.</p>	<p>Recheck personnel QA Officer</p>	<p>Report of outcome of recheck Notification records</p>
<p>Review</p> <p>A learner is entitled to seek a review of:</p> <ul style="list-style-type: none"> • An assessment • A module • A decision of a Board of Examiners <p>A learner wishing to seek a review should do so using the specified form and within 5 working days of the ratified results being published.</p> <p>It is emphasised that disagreement with the judgement of the examiner(s) does not constitute grounds for a review.</p>	<p>Faculty Coordinator Dean of Academic Affairs</p>	<p>Broadsheet</p>
<p>Grounds for A Review</p> <p>The grounds for a review are as follows:</p> <ul style="list-style-type: none"> • the academic regulations of the College were not implemented correctly • the regulations do not adequately relate to the learner in question • compassionate circumstances exist which may not have been known or considered by the college. Compassionate circumstances must be notified in writing to the QA Officer when they occur. Where the learner delays notifying the College of any compassionate circumstances, the College is not obliged to take these into consideration. <p>In the case of compassionate circumstances relating to assessment performance, it is expected that evidence of compassionate circumstances is dated prior to, or on the date of, the assessment under consideration. Medical certification dated after the fact indicating the possibility of compassionate circumstances at an earlier date will not normally be accepted.</p>		
<p>Procedures to Be Followed to Request a Review</p> <ol style="list-style-type: none"> 1 A review form must be completed and signed by the learner and submitted to the QA Officer. The QA Officer will decide whether a review should be granted, considering the grounds outlined above. 2 If a review is granted, then the examinable material may be re-examined by an assessor who did not undertake the initial assessment. 3 The decision of the new examiners will supersede the decision of the original examiners. The learner will be informed by the QA Officer in writing the outcome of the review. If the learner is dissatisfied with the outcome of a review, they may appeal the decision in accordance with the appeal section below. 	<p>Learner QA Officer Independent examiner</p>	<p>Review application Decision records</p>

<p>4 Where a review results in an upgrade or a downgraded mark, The QA Officer will notify the Faculty Coordinator and Dean of Academic Affairs (post Board of Examiners) for the purpose of amending the Broadsheet of results accordingly (including any necessary change in award classification as a result of an upgrade) and notification to QQI.</p> <p>5 CCT endeavours to complete all reviews within twenty-one calendar days where review requests have been received and accepted.</p> <p>6 Only a written request for a review made to the QA Officer and signed by the person concerned will be considered. A request for a review must state the grounds upon which the review is sought, and the learner must supply evidence in support of his/her request.</p> <p>7 Review applications must be received by the QA Officer within five working days after the results have been returned to the learners. Requests made after that time may not be considered.</p> <p>8 The fee for a review shall be €30, which will be refunded in the event of a successful review.</p>	<p>QA Officer</p> <p>Dean of Academic Affairs</p>	
<p>Appeal Stage</p> <p>Grounds for Appeal</p> <p>The learner can appeal the outcome of a review or a decision of the Board of Examiners on the following grounds:</p> <ul style="list-style-type: none"> • the decision making did not properly address his/her case. • Procedural irregularity in the completion of the decision-making <p>The introduction of new material that could have been provided previously to inform decision-making will not normally be accepted as valid grounds for appeal.</p> <p>The appeal against a decision of a Board of Examiners cannot be used to secure further consideration of an assessment decision that has already been subject to a review and appeal.</p> <p>Procedure to Be Followed to Request an Appeal</p> <p>A request for an appeal must be received by the Dean of Academic Affairs no later than the date specified in correspondence, or within 5 working days where no date is specified of the publication of the results.</p> <p>Only a written request for an appeal signed by the person concerned will be considered. The learner must supply evidence in support of his/her request.</p> <p>It is important that an appellant provides as full detail as possible in their appeal application. Failure to provide information at the appeal application stage may result in no further opportunity being provided to share this information. It is the responsibility of the learner to provide full details. The College and the Appeals Board is not required to consider any information not provided at the Appeal application stage.</p> <p>The fee for an appeal is €60, refundable where the appeal is successful.</p>	<p>QA Officer</p> <p>Faculty Coordinator</p> <p>Learner</p>	<p>Notification Broadsheets</p> <p>Appeal application</p>

<p>Where the Dean of Academic Affairs believes there is evidence of grounds for an appeal, they will constitute an Appeals Board to consider the case.</p> <p>Attendance at the Appeals Board meeting by the learner is at the discretion of the Dean of Academic Affairs and may not be deemed necessary.</p> <p>Where an appeal results in an upgrade or a downgraded mark, the Dean of Academic Affairs will amend the Broadsheet of results accordingly (including any necessary change in award classification as a result of an upgrade) and will inform the Awarding Body.</p>	<p>Dean of Academic Affairs</p>	<p>Broadsheet</p>
<p>Membership and Function of the Appeals Board</p> <p>1. Membership of an Appeals Board</p> <ul style="list-style-type: none"> • Chair: Chair of Academic Council • Two members of Academic Council, one of which must be an academic staff representative or the School Manager • An external examiner or academic from outside the College. <p>The Appeals Board is considered quorate when the Chair and two others are present.</p> <p>2. The Appeals Board will consider the report of the relevant decision-making authority. They are entitled to ask the learner to address circumstances on which they based the appeal.</p> <p>The learner may make a presentation at the Appeals Board and may be accompanied. Any party attending a meeting as part of the appeals procedure implementation has the right to be accompanied by a friend, family member, fellow learner or a colleague. In all instances, the accompanying party cannot be a legal advocate or representative and their role is to take notes and act as a support to the party engaged in the appeal. Discussions are between the appellant and the Board and do not involve accompanying parties. The intention to bring an accompanying party, the identity of the accompanying party and their relationship to the named party must be communicated in writing to the Dean of Academic Affairs not less than 24 hours prior to the meeting.</p> <p>3. The Appeals Board may seek (through the Chair) such information or advice as it considers necessary and, in such manner, as it considers appropriate. Having considered the circumstances, the Appeals Board will decide the outcome of the appeal.</p> <p>4 The College reserves the right to engage the services of any appropriate professionals that it deems necessary.</p>	<p>Appeals Board</p>	<p>Minutes of Appeals Board meeting</p>

<p>5 All decisions of an Appeals Board shall be by majority vote. In the event of a tie, the Chairperson shall have a casting vote.</p> <p>6 The learner will be informed by the Dean of Academic Affairs in writing the outcome of the appeal. Where appropriate, the Dean shall notify QQI of the outcome of the review.</p> <p>7. All necessary faculty and staff will be informed of the outcome of the appeal by the Dean of Academic Affairs</p>	Dean of Academic Affairs	Notification records
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Monitoring

Monitor (Job Title)	Frequency	Monitoring Method(s)
Dean of Academic Affairs, QA Officer	Ongoing reviews throughout the academic year After each ASB and Examination Period Annual review for full academic year	Analysis of applications and decisions on a programme / module basis Exam Board report Minutes of Appeals Board meetings

POLICY CONTROL SHEET

Policy Title	Recheck, Review, Appeal Policy
Responsible Officer(s)	Dean of Academic Affairs, QA Officer
Issuance Date	August 2015
Effective Date	August 2017
Last Review Date	July 2019
Supersedes	Version 2.1
Next Review Date	August 2024
Designated Reviewer(s)	Dean of Academic Affairs, QA Officer
Scope	Internal staff (full and part time); Learners; Academic Standards Board; Board of Examiners, Appeals Board

Revision History

Revision	Approval Date	Revision Description	Originator	Approved By
New Policy	August 2015	New QA system	Senior Management Team	Head of Academics, College Registrar
Version2.0	August 2017	Updated to reflect changed organisational roles and responsibilities and to provide greater clarification.	Dean of Academic Affairs	QA Committee
Version 2.1	April 2018	Amendment to membership of the Appeals Board to reflect consistency with Academic Misconduct Policy. Clarification of right to appeal outcome of a review and of a decision of board of examiners	Dean of Academic Affairs	Academic Council
Version 2.1	May 2018	Renumbered, was CCTP516, now CCTP512	QA Committee	Academic Council
Version 2.2	August 2019	Clarification that reviews and rechecks apply to ratified results only.	Dean of Academic Affairs	Academic Council

References upon which the Policy section is based

CCT Policy area	Student centred teaching, learning, and assessment
Statutory & System Wide Basis	The Irish Qualifications and Quality Act (Education and Training), 2012; European Standards and Guidelines for QA in the European Higher Education Area, QQI Assessment and Standards
Related CCT Policies / Forms	CCTF139 – Recheck / Review / Appeals Form

PROVIDER NAME: CCT College Dublin (CCT)			
POLICY AREA: Standard 5: Student-centred teaching, learning and assessment			
Policy and Procedure Title:	CCTP513: Work Placement Allocation, Support and Quality Assurance	Policy No: CCTP513	Version: 1.1
<p>Policy Statement It is CCT policy that, where programmes include a work placement element the placement must satisfy the criteria determined by the programme team, provide an appropriate learning environment including the necessary supports, and where applicable, allow for the fair assessment of the learner. In all cases a CCT work placement supervisor will be assigned.</p> <p>The assessment of learners in work placement remains the responsibility of CCT and is conducted by CCT staff.</p>			
<p>Definitions and Principles Work placement: a paid or unpaid employment setting where a learner undertakes a period of practical training and experience relevant to the programme of study.</p> <p>Supervisor: CCT appointed member of academic staff with subject expertise and responsibility for visiting, supporting and assessing a learning during a work placement.</p> <p>Work placement mentor: member of staff of the work placement provider responsible for the day to day monitoring, guidance and support of the learner in the workplace and liaison with CCT in respect of the learner’s work placement.</p>			
<p>Staff Involved Work placement supervisors, full time and part time staff faculty within CCT, School Manager,</p>			
<p>Procedure Outline / Method(s) used to carry out this procedure This procedure outlines the roles and responsibility of the supervisor, the mentor and the learner with regard to work placement.</p>		<p>Responsibility of</p>	<p>Evidence generated by this procedure to ensure its effectiveness</p>
<p>Work Placement Suitability and Allocation 1. The specific requirements of a placement setting are defined by the Programme Team and communicated to the learners at the outset of their studies or the placement year</p>		<p>School Manager</p>	<p>Documented in programme</p>

<p>provider is informed of the concerns and afforded the opportunity to take corrective action. In the case of the latter, the School Manager or nominee will confirm when the required standards have been met.</p> <p>10. A report on the operation of work placements will be a component of the annual report submitted to Academic Council.</p> <p>Work Placement Support and Supervision</p> <p>Work placement support is provided in partnership by the work placement and the College. The placement nominates a mentor and the College allocates a supervisor.</p> <p>Responsibilities of the Supervisor</p> <p>The role of the work placement supervisor is to advise, support (professionally), guide and, where applicable, assess the learner in the work place. The Supervisor will assess, where applicable, assess the learner’s attainment of the learning outcomes for the module / work placement block and make a qualitative professional judgement on their performance in the work placement.</p> <p>A supervisor should:</p> <ul style="list-style-type: none"> • Ensure that the learner is aware of the college’s work placement code of conduct and attendance policy. • Ensure there is adequate time available for meeting learners and mentors • Ensure the mentor has been provided with the relevant information about their role and the expectations of the learner during the placement. • Complete the specified number of visits for the placement block • Be available to the learner by email during the work placement block. • Make contact with the placement mentor on a regular basis as specified by the School Manager • Ensure that learner is complying with the requirements of the placement and the college. Supervisors provide professional guidance and give the learner assistance in identifying means of improving their work placement performance. • Monitor the learner’s progress in placement and notify the learner and the School Manager of this. • Be aware of any areas of concern which may affect the learner’s progress. Guide, as appropriate, the student to available resources e.g. Disability Services, Student Counselling etc; • Maintain records of all supervisory visits and communication • Act as point of contact for the work placement mentor or provider and seek to address any concerns that may arise, referring them to the School Manager as may be required. 	<p>Programme leader and Faculty Coordinator</p> <p>Supervisors, School Manager Faculty Coordinator</p> <p>Supervisor</p>	<p>Communication to School Manager</p> <p>Placement allocation listing</p> <p>Confirmation of arrangements communicated to supervisor</p> <p>Communication</p> <p>Approved placements list</p>
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<ul style="list-style-type: none"> Where applicable, undertake assessment of the learner and provide feedback within the specified timeframe Where required, provide a written report on the learner’s work placement performance. This should normally factor in the views of the placement mentor. 		
<p>Responsibilities of the Mentor CCT will advise the placement of the specific requirements of the placement mentor at the point of sourcing and reviewing placements for suitability. A mentor is normally expected to be an experienced member of staff that will work alongside the learner or is responsible for the leadership / management of the team or department that the learner is placed in.</p>	Mentor	Placement records and communication records
<p>A mentor should:</p> <ul style="list-style-type: none"> Be available to meet the learner in advance of the placement, on the first day, and at frequent intervals, including upon the learner’s reasonable request, throughout the duration of the placement Provide, or make arrangements for, the induction of the learner into the team / department / organisation including notifying them of necessary health and safety and workplace conduct requirements. Be available to meet with the placement supervisor when visiting or make alternative arrangements to make contact by telephone. Provide feedback to the learner on their progress throughout the placement Make immediate contact with the supervisor in the instance of any concern relating to the conduct or performance of the learner Provide written feedback to the learner and supervisor to contribute to the final placement report of the learner. <p>In any instance of the supervisor becoming concerned about the learner and / or the mentor, they must notify the School Manager immediately.</p> <p>Responsibilities of the Learner in Work Placement Throughout the work placement the learner is fully responsible for their own conduct and performance including ensuring full compliance with the code of conduct and attendance policy as well as the policies, procedures and regulations of the placement organisation.</p>	Learner	

<p>The learner should:</p> <ul style="list-style-type: none"> • Conduct themselves in a respectful and professional manner at all times • Fulfil the attendance requirements of the work placement • Maintain communication with the mentor and their supervisor including notifying them of any unplanned absences • Respect the time of their mentor and not make unreasonable demands on the mentor's time • Be receptive to constructive feedback and respond and react appropriately to feedback from their supervisor or mentor • Maintain the required records for their work placement • Follow the reasonable instruction and guidance of their supervisor, mentor or placement colleagues • Complete the required assessment activities 		
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Monitoring		
Monitor (Job Title)	Frequency	Monitoring Method(s)
Supervisors School Manager Faculty Co-ordinators Dean of School	Ongoing reviews after each work placement period Annual review for full academic year	Review of records of approved work placement records Review of learner feedback on placements Review of placement suitability feedback from supervisors Placement providers / mentors feedback forum

POLICY CONTROL SHEET

Policy Title	Work Placement Allocation, Support and Quality Assurance
Responsible Officer(s)	School Manager, Programme Leader, Supervisors
Issuance Date	August 2017
Effective Date	September 2017
Last Review Date	July 2019
Supersedes	1.0
Next Review Date	August 2024
Designated Reviewer(s)	Dean of School, Dean of Academic Affairs
Scope	Internal staff (full and part time); Learners; Programme Boards

Revision History

Revision	Approval Date	Revision Description	Originator	Approved By
New Policy	July 2018	New QA system	Senior Management Team	Academic Council
Version 1.0	May 2018	Renumbered, was CCTP517, now CCTP513	QA Committee	Academic Council
Version 1.1	September 2019	Edited to reflect organisational structure change	SMT	Academic Council

References upon which the Policy section is based

CCT Policy area	Student centred teaching, learning, and assessment
Statutory & System Wide Basis	The Irish Qualifications and Quality Act (Education and Training), 2012; European Standards and Guidelines for QA in the European Higher Education Area, QQI Core Statutory QA Guidelines, QQI Assessment and Standards
Related CCT Policies / Forms	

PROVIDER NAME: CCT College Dublin (CCT)			
POLICY AREA: Standard 5: Student Centred Learning, Teaching and Assessment			
Policy and Procedure Title:	CCTP514: Ethical Practice in Research	Policy Number: CCTP514	Version: 1.1
Policy Statement			
<p>CCT is committed to promoting ethical practice in research proposed or undertaken by the College, its staff or students on behalf of the College or as a programme requirement. Consideration must be given to ethical implications and adherence to any relevant ethical practice guidelines should be satisfied.</p> <p>Students must be notified of minimum standards and expectations in relation to ethical practice in research activity. Programme Leaders are responsible for ensuring programme teams and students are aware of the policy and the implications for their research activity.</p> <p>Within CCT, the sole body with authority to approve a research proposal is the ethics committee. Ethics Committees can be established at programme or institution level. The Dean of School is responsible for monitoring implementation of the ethical practice in research policy.</p> <p>Should the College, or its representatives, engage in collaborative research, the college expects an agreed equivalent procedure for the consideration and approval of research. Should the College engage in collaborative provision which include research by staff or students, mutually agreed ethical approval guidelines must be documented and complied with. CCT anticipates an appropriate equivalent minimum standard as that which it applies within the College. In the absence of an alternative procedure, the College will seek agreement on the implementation of this policy and associated procedure.</p> <p>Monitoring of approved research projects will be undertaken by designated supervisors who will monitor adherence to the approved proposal's parameters and ethical considerations.</p> <p>Any non-compliance with research approval may result in a range of sanctions including disciplinary action, termination of the research, allocation of a mark of zero and/or removal from the programme of study in the case of students. For faculty and staff, the matter may be dealt with under disciplinary procedures.</p>			
Scope			
This policy applies to all staff and students engaged in research activity within or on behalf of CCT College or as part of a CCT programme of study.			
Staff involved: Dean of School, Faculty, Departmental Heads, academic faculty, supervisors			
Procedure Outline / Method(s) used to carry out this procedure		Responsibility of	Evidence generated by this procedure to ensure its effectiveness
<p>Procedure Membership and Conduct</p> <p>In CCT College those programmes that require students to undertake primary research must establish an ethics committee for the consideration of all research proposals. The committee must comprise a minimum of three members, all of whom have experience in undertaking and/or assessing research and research proposals. The Committee comprises:</p>		<p>Programme leader Module leader Dean of School Supervisors</p>	<p>Records of committee meetings and decisions Copy of research proposals Confirmation of adherence to approval</p>

<ul style="list-style-type: none"> • Dean of School or nominee (Chair) • Module leader for the research project in question • A faculty member or • Additional subject-specific expertise may also be sought as deemed appropriate. • Faculty Coordinator or nominee (secretary) <p>A committee can be established to consider proposals from more than one programme and the membership of the committee can be expanded as required.</p> <p>A minimum of three members must be present to be deemed quorate.</p> <p>Each academic member of the committee has equal voting rights and a majority decision is required with any dissent being recorded.</p> <p>The secretary to the Committee is required to record the proposals received, the decision reached and any conditions or dissenting opinion as appropriate.</p> <p>The Committee is required to meet in a timely manner to facilitate students meeting deadlines, including allowance for resubmission of the proposal if required.</p> <p>Where ethical approval is not granted, the reasons for this must be provided to the researcher and an indication of whether or not a revised proposal would be welcomed by the committee.</p> <p>Matters to be Considered</p> <p>In considering a proposal for approval the impact on research participants is a core factor. Participants includes representatives or legal guardians of participants who are not in a position to provide informed consent for themselves, for reasons including but not restricted to age or vulnerability.</p> <p>The student must consider the interest of the participants and in particular:</p> <ul style="list-style-type: none"> • Ensure they are not negatively impacted as a result of participating and that specific consideration has been given to vulnerable groups. • Ensure that explicit informed consent in accordance with GDPR has been obtained. • Include appropriate arrangements for withdrawal from the project. • Ensure anonymity of participants and organisations and confidentiality of the information they may provide. • Detail appropriate intended research methodologies and rationale for the same. • Consider the health and safety of the student researcher and participants and how this will be ensured. <p>Confidentiality and Anonymity</p> <p>All information provided and published as part of the research project must ensure the anonymity of the participants and organisations and the confidentiality of information</p>		
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provided by them. The student researcher must take care to ensure that publishing information will not result in the identification of participants or organisations. All potential identifiers must be removed.

Criteria for Approval

To determine whether a research proposal meets the requirements for ethical approval the Committee will consider:

1. Is the proposed project ethical?
2. Is the proposed method of investigation appropriate and ethical?

Ethical approval will only be granted where the answer to both questions is positive. The Committee reserves the right to specify a more ethical methodology and approval of the proposal subject to the specified methodology being implemented. Other considerations include the relevancy of the research to the investigation being carried out, and the timeframe of the proposed research.

Post Approval

Students are advised that they cannot make substantial or significant changes to an approved research proposal. In particular they must not change the topic, focus, purpose and proposed participant groups for the research. More minor changes may be permitted but only subject to supervisor approval.

Students must at all times ensure the integrity of their research and not seek to influence research outcomes, falsify, sensationalise or distort their findings. Students are advised to familiarise themselves with the BERA Guidelines (2011)

Students must share final research findings with the Ethics Committee, and this must be made known to the research participants.

Submitting a Proposal

Unless directed otherwise as specific requirements of the module in question, when compiling a research proposal, students should address the following matters, as applicable:

1. A statement of risk based on a completed risk assessment
A risk assessment should consider risk to participants and the researcher.

Potential assessment of risk might include:

- Health-related issues such as physical or psychological harm and any discomfort or stress
- Consideration of societal factors such as potential for harm to their reputation or professional standing

<ul style="list-style-type: none"> ○ Personal matters such as risks to their privacy, personal values and beliefs; relations with family, friends and community; ○ Employment related risks ○ Legal risks – is there potential for breaching legislation? ○ Data protection risks <ol style="list-style-type: none"> 2. Confirmation of whether or not consent is required and, if so, who from, how this will be sought and a copy of the consent request. 3. Selection of Participants How will participants be identified and selected? How can the college be assured that this is voluntary? 4. Information to the Participant What information will be provided in advance to inform the participant and in what format will this be provided? A draft information sheet must be included in the application. 5. Consent How will informed consent be obtained? How will withdrawal of consent be managed? How has GDPR compliance been ensured? 6. Vulnerable Groups If applicable, what specific considerations have been applied to research with children or vulnerable groups. 7. Confidentiality and Anonymity What mechanisms are proposed to ensure that participants and organisations are anonymised, and information provided or obtained will remain confidential? Are there potential identifiers that need to be considered? 8. Design How has the project been designed, and the methodologies selected to ensure that the outcomes are not predetermined? 9. Pre-existing relationships and conflict of interest Are there any pre-existing relationships between the student as researcher and any of the participants, organisations or potential beneficiaries of the research project? How will these be made known? Are there appropriate mechanisms in place to prevent issues of conflict of interest or undue influence? 10. Data Protection Compliance How will compliance with data protection legislation be ensured? What arrangements are in place for storing and processing personal data, if applicable? Where relevant, what arrangements are in place to ensure compliance 	<p>Students Supervisors</p>	
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<p>with copyright including intellectual copyright? Have relevant permissions been sought or will they be?</p> <p>11. Health and Safety Have health and safety factors been considered and appropriate advice been sought?</p>		
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Monitoring

Monitor (Job Title)	Frequency	Monitoring Method(s)
Dean of School School Manager / Programme Leader	As required, per programme	Ethics Committee minutes Supervisor reports and feedback External Examiner reports

POLICY CONTROL SHEET

Policy Title	Ethical Practice in Research Policy
Responsible Officer(s)	Dean of School
Issuance Date	August 2018
Effective Date	August 2018
Last Review Date	July 2019
Supersedes	Version 1.0
Next Review Date	August 2024
Designated Reviewer	Dean of School
Scope	All faculty and students engaged in research

Revision History

Revision	Approval Date	Revision Description	Originator	Approved By
New Policy	March 2018	Introduction of a policy and procedure for formalising the approval of research proposals.	Dean of School	Academic Council
Version 1.0	May 2018	Renumbered, was CCTP518, now CCTP514	QA Committee	Academic Council
Version 1.1	September 2019	Edits to reflect changes in organisational structure and roles	SMT	Academic Council

References upon which the Policy section is based

CCT Policy area	Quality Assurance of Teaching Staff and Human Resources
Statutory & System Wide Basis	The Irish Qualifications and Quality Act (Education and Training), 2012; QQI Core Statutory Guidelines for Quality Assurance
Related CCT Policies / Forms	Policy – CCTP906 – General Misconduct and Learner Code of Conduct

PROVIDER NAME: CCT College Dublin
Policy Area: Standard 5: Student Centred Teaching, Learning and Assessment

Policy and Procedure Title:	CCTP515: Board of Examiners	Policy Number: CCTP515	Version: 1.2
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Policy
 A Board of Examiners meeting is normally established after each examination period or semester end to consider all assessment findings and determine assessment results for each of the learners presented.
 The responsibilities of the Board may include consideration of

- grades for assessment tasks
- grades for modules
- eligibility to progress from one stage in a programme to the next
- eligibility for awards, and
- award classification, where applicable.

In CCT College the Board of Examiners is accountable to, and a sub-committee of, Academic Council. Academic Council receives a report of each Board of Examiners, External Examiner Reports and Assessment Trend Analysis for each programme. Academic Council devolves responsibility to the Board of Examiners for the ratification of results and recommendation of awards to QQI, subject to the Board satisfying the CCT College policy for the proper convening and conduct of a Board of Examiners. The Board of Examiners is the only body with the authority to make summative assessment decisions i.e. those decisions that determine a student’s entitlement to progress or to an award. The Board is authorised to permit Chair’s Action outside the formal Board.

Staff Involved: Dean of Academic Affairs, Dean of School, QA Officer, Faculty Co-ordinator, Lecturers

Method(s) used to carry out this procedure	Responsibility	Evidence generated by this procedure
<p>Membership, Roles and Responsibilities A Board of Examiners is established for each programme that CCT College holds responsibility for the assessment of learners. The Faculty Coordinator takes responsibility for scheduling of Boards of Examiners in liaison with the QA Officer, Programme Leader, Dean of School, School Manager and External Examiners.</p> <p>The composition of a Board of Examiners is as follows:</p> <ul style="list-style-type: none"> - Dean of School, or nominee (Chair) - Secretary, (Faculty Coordinator) - Programme Leader - Programme examiners / assessors for all modules under consideration - External Examiners for each programme under consideration 	<p>Faculty coordinator, QA Officer, School Manager</p>	<p>Appropriate and timely Board scheduling</p>

<p>In the interests of impartiality, the Programme Leader of the programmes under consideration should not normally Chair the Board of Examiners, except where approval of the Dean of Academic Affairs has been granted.</p> <p>Chair: The Chair is responsible for ensuring the convening, conduct and deliberations of the Board of Examiners are in accordance with CCT Policy and regulations and QQI Assessment and Standards. This includes directing the Board appropriately where misinterpretation, misunderstanding or incorrect application of regulations is apparent. It is essential, therefore, that the Chair has sufficient knowledge of programme regulations, CCT policy and regulations, and QQI Assessment and Standards. In addition, a Chair should normally have completed the CCT College Board of Examiners training for Chairs and Secretaries.</p> <p>The Chair is responsible for:</p> <ul style="list-style-type: none"> • Confirming the Board is quorate in accordance with CCT policy • Informing the Board of the decisions available to them • Notifying the Board of the confidentiality of proceedings • Advising of the requirement to declare interest and determining any appropriate action in such cases • Ensuring the correct application of and adherence to regulations • Determining the final decision in instances of non-consensus • Ensuring any Chair’s Actions undertaken post Board are within the parameters agreed by the Board <p>Secretary: the secretary to the Board is responsible for the following:</p> <ul style="list-style-type: none"> • ensuring all materials required by the Board are available for the start of the meeting. As a minimum this should include: <ul style="list-style-type: none"> - Minutes of the last meeting - Minutes of the internal exam board - A draft Broadsheet of results for each programme, stage and module being considered - The approved programme schedule for each programme being considered - Data trend analysis - taking minutes of the meeting. Minutes should record the outcome of all deliberations in relation to assessment results and Board decisions - ensuring all members of the Board undertake the formal signing of results - ensuring the collection from each Board member and secure disposal or retention of Board papers - Typing and circulating minutes of the meeting for approval - Uploading agreed results to the QQI QBS system and undertaking an accuracy prior to submission 	<p>Dean of Academic Affairs</p>	
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<p>- Submitting the final broadsheet, minutes, and records of Chair’s Actions completed to the QA Officer and deleting any local copies.</p> <p>External Examiners: The External Examiner is required to conduct his / her duties in accordance with CCT College External Examiner policy and the QQI Guidelines for Good Practice in External Examining. Attendance at each Board of Examiners for the programme(s) for which they are responsible is required. External Examiners are required to participate in all deliberations of the Board and confirm their agreement or dissent with Board decisions. Any dissenting opinion must be fully minuted and recorded in the External Examiner Report. As part of Board proceedings, the External Examiner is required to:</p> <ul style="list-style-type: none"> • Confirm that processes for assessment and examination have been conducted in accordance with CCT policies and procedures • Confirm that the eligibility for awards has been determined fairly and in accordance with QQI sectoral conventions and policy and the policies and regulations of CCT. • Comment on performance of learners <p>Examiners / Assessors: All examiners are required to ensure they are adequately prepared for a Board of Examiners, including having participated in the process of confirming the accuracy of marks for modules / assessments they have responsibility for. Examiners should participate in deliberations fully and ensure any dissenting opinion is recorded. They should also be in a position to respond to any comments or questions from the Chair or the External Examiner in respect of their marking. All examiners should have sufficient knowledge of the assessment strategy for their module and the regulations governing the modules and the programme of which it is a part.</p> <p>No learner of the College may participate in or observe a Board of Examiners meeting except where a faculty member is a learner on a CCT College programme that is not being considered. Where the programme upon which they are a learner is also being considered, they must remove themselves from that part of the meeting and only return when invited by the Chair.</p> <p>Quorum at Boards of Examiners To be deemed quorate, a Board of Examiners must include,</p> <ul style="list-style-type: none"> • a Chair, • a secretary, • the programme leader • and at least 50% of the lead examiners / assessors for the modules being considered. <p>Programme External Examiner attendance is required at Boards of Examiners considering progression and award for learners. If Programme External Examiner attendance cannot be secured, the approval of the Dean of Academic Affairs must be given for the Board to proceed. In such cases, the concurrence of the</p>	<p>Examiners</p>	<p>Complete and timely submission of marks to faculty coordinators</p>
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absent External Examiner(s) with the outcomes of the meeting of the Board of Examiners must be secured prior to the publication of marks.

If the External Examiner cannot attend in person, efforts should be made to facilitate skype, video or tele-conference attendance or to allow attendance at the Internal Exam Board in order to concur with the recommendations from that.

As per QQI *Assessment and Standards*, an inquorate board of examiners' meeting does not have the authority to make (legitimate) assessment decisions. An inquorate Board has no authority and should not proceed.

Decision Making

A Board of Examiners considers the marks achieved by individual learners registered for one or more specific programmes of study with a view to determining eligibility for progression or award.

In making its decision on a learner's progress or award, a Board of Examiners shall take into account the recommendations of the Internal Exam Board, CCT policy, programme regulations, and QQI Assessment and Standards. A Board of Examiners can accept or reject the recommendations of an Internal Exam Board in respect of recommendations for progression or award.

Notwithstanding instances of clerical / administrative error or borderlines, a Board of Examiners should not normally change any of the module marks awarded to a learner by the Internal Exam Board, except in the case of borderlines or where personal mitigating circumstances have become known, or where additional information has become known since the Internal Board, and in which case the examiner responsible must be involved in deliberation on the mark. Any dissent must be recorded.

In the event of the Board of Examiners being unable to reach a consensus regarding an individual's mark, progression or award, the Chair of the Board, with the consent of the External Examiner(s) present, should determine the final result. Once confirmed, the secretary should formally read the decision of the Board and ask for any dissent to be communicated at that point. Non-disclosure of dissent at this stage will be deemed agreement. Any dissent must be recorded in the minutes and brought to the attention of the Dean of Academic Affairs and, subsequently the Academic Council. Where dissent is that of the External Examiner, this should also be included in the External Examiner's Report and communicated to QQI by the Dean of Academic Affairs or nominee.

Where dissent, anomalies, or errors are frequent in occurrence this should be formally recorded and drawn to the attention of the Academic Council as part of the Board of Examiners Report.

Chair

Board members

Where full information is not available to the Board to enable a decision, but the information is due imminently, the Board may agree on actions that Chair may take post Board and the recommendations available to the Chair within specified parameters. These will be referred to as Chair's Actions.

Chair's Actions must be as specific as possible detailing the Board's agreement to the Chair making a specific recommendation based upon particular circumstances e.g. where a pass mark is subsequently issued a recommendation for award or progression may be approved by the Chair.

Internal Exam Board and Preparation for Board of Examiners' Meetings

Within CCT College, to ensure full and proper preparation for a Board of Examiners, an Internal Exam Board takes place. This is normally held not less than 1 week prior to the Board of Examiners to allow sufficient time for any corrective action, administration formalising of the minutes prior to the Board of Examiners' Meeting.

The purpose of the Internal Exam Board is to ensure the accuracy of the data to be presented to the Board of Examiners and to make recommendations to the Board of Examiners as appropriate.

Membership and Quorum

The composition of an Internal Board of Examiners is as follows:

- Dean of School (Chair)
- Secretary appointed from the Faculty
- Programme Leader
- Programme examiners / assessors for all modules under consideration
- External Examiners for each programme under consideration

To be deemed quorate, an Internal Exam Board must include,

- a Chair,
- a secretary,
- the programme leader and
- the lead examiners / assessors for the modules being considered

In exceptional circumstances where the Dean of School is not available, the Dean of Academic Affairs must approve the Chair.

Programme Examiners should attend all Internal Exam Boards considering marks for assessments for which they are responsible. If any Programme Examiner(s) cannot attend, an alternative representative must be identified. The representative must be in a position to discuss the module and the marks and propose / agree any changes.

Chair
External Examiner

QA and Regulations
Advisor

Faculty Coordinator
and Dean of School

Appropriate and timely scheduling of
internal Boards

Internal Board minutes

External Examiners are not required but can attend an Internal Exam Board.

Attendance must be recorded, and a sign-in sheet retained with the records of the meeting.

Authority

An Internal Exam Board has the authority to amend individual assessment or module marks where there is clear justification for this in respect of a specific assessment or module. This is normally in response to feedback from External Examiners, in the case of incomplete marks, to correct an error, or where computation of marks requires further consideration.

The Internal Exam Board **does not** have the authority to:

- change borderline **awards** (a module examiner **can** change a borderline module mark)
- determine pass by compensation
- fail and withdraw a learner
- progress a learner to a subsequent stage
- permit progression with failed credit
- determine an award classification

In each of the scenarios above, the Internal Board should consider the individual cases and make a recommendation to the Board of Examiners.

The Internal Exam Board cannot compel an examiner to change a mark. Responsibility for the marks awarded for an assessment / module remain with the examiner. A mark should not be changed without the agreement of the examiner concerned. In the case of the examiner being absent, arrangements should be in place to consult the examiner and take Chair’s Action. Where agreement is not reached, the matter should be minuted and may be drawn to the attention of the Board of Examiners for further deliberation.

Minutes are recorded at the meeting and are presented to the Board of Examiners. The results of the meeting ensure complete and accurate information for presentation to the Examination Board.

Following the Internal Exam Board, the secretary should amend the draft Broadsheet of Results to reflect any agreed changes and should prepare this, along with the minutes of the meeting for the Board of Examiners’ Meeting.

In preparing for the Board of Examiners’ meeting, the secretary should highlight, for ease of reference and consideration, those learners who are to be reviewed under special consideration as per the agenda.

Action Post Board of Examiners

Examiners

Secretary / Faculty
Coordinator

<p>On completion of the Board of Examiners, the Faculty Coordinator is required to produce the minutes of the meeting and circulate them to the Chair for preliminary review and agreement. They are subsequently approved in full by wider circulation to all members of the Board. The minutes are submitted to the QA Officer along with a scanned copy of the final signed broadsheet of results. The QA Officer will file them centrally where they are retained securely in accordance with CCT College records retention policy. A copy of the minutes is presented at the next meeting of the Board of Examiners.</p>	<p>Secretary / QA Officer Chair</p>	<p>Minutes</p>
<p>The Faculty Coordinator will make all approved amendments to the Broadsheet of Results and arrange for uploading to QBS and / or submission to the QA Officer, along with release of results to learners. Access to results uploading is limited to Faculty Coordinators and the QA Officer except where the Dean of Academic Affairs authorises otherwise. The QBS secure access fob is retained by the QA Officer and only issued on request. It is returned each day to the QA Officer.</p>	<p>Faculty Coordinator, QA Officer</p>	<p>Accurate and timely results uploads</p>
<p>Where marks are uploaded to the QQI QBS database, the Faculty Coordinator is required to organise and undertake an accuracy check in conjunction with the QA Officer. The accuracy check must be undertaken by staff with no responsibility for the assessment of the learners whose marks are being submitted.</p>	<p>Faculty Coordinator, QA Officer</p>	<p>Communication of results</p>
<p>Results are communicated to learners electronically, not more than 5 working days post Board of Examiners, and clearly advises the learner of the decision of the Board of Examiners. Learner are invited to contact the Programme Leader, School Manager, individual lecturer, and the Faculty Coordinator if they wish to discuss anything in relation to their results. Where a learner results have been withheld, they will be notified of this and of the reason for this.</p>	<p>Faculty Coordinator, QA Officer</p>	<p>Communication of results</p>
<p>Where a learner wishes to secure additional feedback or appeal against a decision of the Board of Examiners, they are required to adhere to the relevant policy for same.</p>	<p>QA Officer</p>	<p>Board of Examiners Report</p>
<p>Following the Board of Examiners series for the School, a summary Exam Board report is prepared for Academic Council regarding the Board of Examiners. The School Manager is required to provide the QA Officer with the relevant information to enable a College-wide report to be produced. The report must provide a statistical analysis of learner performance including:</p>	<p>Faculty Coordinator</p>	<p>Board of Examiners Report</p>
<ul style="list-style-type: none"> • progression statistics for each programme • Learner achievement for each programme, i.e. award classifications • Comparative analysis of year on year attainment and progression per programme <p>The report also includes a brief summary of the observations of External Examiners and a reflective commentary on teaching, learning and assessment matters raised by the Board of Examiners (or Internal Board) from the consideration of results or assessment monitoring.</p> <p>The report should also detail the number of Chair's Actions, per programme and per stage, confirming the reason for these.</p>	<p>School Manager QA Officer</p>	<p>Chairs Actions</p>

Monitoring		
Monitor (Job Title)	Frequency	Monitoring Method(s)
Dean of Academic Affairs / QA Officer Academic Council	Annually	Minutes of Board of Examiner Meetings External Examiner reports Board of Examiner Report Chairs Actions summary – number of actions and reason for same

POLICY CONTROL SHEET

Policy Title	Board of Examiners Policy
Responsible Officer(s)	Dean of Academic Affairs, QA Officer, School Manager, Faculty Coordinators
Issuance Date	August 2018
Effective Date	September 2018
Last Review Date	July 2019
Supersedes	New policy
Next Review Date	August 2024
Designated Reviewer(s)	Dean of Academic Affairs, QA Officer
Scope	Examiners (internal and external), Dean of Academic Affairs, Dean of School, School Manager, QA Officer, Faculty Coordinators

Revision History

Revision	Approval Date	Revision Description	Originator	Approved By
New Policy	April 2018	New policy to reflect the requirements of providers as per QQI Assessment and Standards 2013, and to detail the internal management of the process to inform all staff concerned.	QA Committee	Academic Council
Version 1.0	May 2018	Renumbered, was CCTP519, now CCTP515	QA Committee	Academic Council
Version 1.1	September 2019	Revised to reflect organisational structure change and remove academic advisor role.	SMT	Academic Council
Version 1.2	March 2019	Edit to membership	Dean of Academic Affairs	Academic Council

References upon which the Policy section is based

CCT Policy area	Student Centred Teaching, Learning and Assessment
Statutory & System Wide Basis	The Irish Qualifications and Quality Act (Education and Training), 2012; European Standards and Guidelines for QA in the European Higher Education Area, QQI Assessment and Standards, Revised 2013
Related CCT Policies / Forms	Policy – CCTP506 – Exam Procedures Policy – CCTP509 – Internal Moderation of Assessment Policy – CCTP510 – External Examiner Policy Policy – CCTP511 – Academic Misconduct Policy – CCTP512 – Recheck Review Appeal

SECTION 6: ADMISSIONS, ACCESS, TRANSFER, PROGRESSION RECOGNITION AND CERTIFICATION

PROVIDER NAME: CCT College Dublin (CCT)			
POLICY AREA: Standard 6: Admissions, Access, Transfer, Progression Recognition and Certification			
Policy and Procedure Title:	CCTP601: Access, Transfer and Progression	Policy No: CCTP601	Version: 2.1
<p>Policy Statement CCT policy in this area is informed by QQI’s 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] CCT is committed to structuring its procedures to facilitate learner entry and to promote transfer and progression</p> <p>CCT is committed to providing current and prospective learners with all the information necessary to allow them to make informed decisions regarding their chosen programme of study. CCT will evaluate a student’s prior learning in accordance with CCT policy and any relevant accrediting body requirements, making every effort to promote an equitable and fair admission process, whilst also providing programmes of study with clear progression criteria and which facilitate learners who wish to transfer or progress to other programmes leading to recognised awards or to transfer between institutions.</p>			
<p>Definitions and Principles This procedure seeks to ensure that there is a fair and consistent approach to how learners are selected and entered onto any programme at CCT. To this end, CCT is committed to making the following available to prospective learners:</p> <ul style="list-style-type: none"> • Statement of the entry requirements for every programme • Details as to how admission decisions are made regarding allocation of places • Programme details • Advice / Guidance for learners to assist them to make informed choices in programme selection, based on a fair and consistent approach • Details of learning supports available • An appeals mechanism for learners refused access to a programme • Published Assessment and Standards Criteria to permit progression through a programme • Annual transcripts of performance to facilitate transfer to other programmes or institutions • The European Diploma Supplement – to enable graduates demonstrate performance to employers or to transfer credit between institutions and/or jurisdictions 			
<p>Staff Involved Head of Admissions, School Manager, Programme Leaders, Admissions staff</p>			

Procedure Outline / Method(s) used to carry out this procedure	Responsibility of	Evidence generated by this procedure to ensure its effectiveness
<ol style="list-style-type: none"> 1. Every programme at CCT will have clear entry requirements provided for it. These will be documented and approved as part of the validation process. Published entry requirements will be as per the validated programme. 2. Entry requirements, as a general rule, will specify: <ul style="list-style-type: none"> • The minimum academic standard and those qualifications deemed to satisfy this • Professional qualifications which may be accepted as an equivalent • English language entry requirements • Requirements for entry via RPL or RPEL. 3. Mature students (those at the age of 23 or higher on January 1st of the year of the course of entry) apply directly to CCT and will be required to successfully complete an interview process, with Admissions personnel and the Programme Leader to determine their suitability for the chosen programme, their motivation for the subject discipline and for the chosen mode of study, and to assess their potential to succeed. The interview will look to assess their understanding of the programme they have applied to, their foundational knowledge of the subject discipline, their career aspirations, their English language ability, competence and understanding. Mature students do not need to fulfil minimum academic requirements. 4. Applicants with any disability which requires special assistance by the College, should meet the minimum entry requirements for their chosen programme. Direct applications to the College should include documentation relating to the disability. The applicant will be requested to attend an interview to determine the level of assistance required by the College and the viability of the learner’s participation in the programme which will be determined by the ability of the College to provide specific accommodations as required, and the extent to which the applicant can fulfil the requirements of the programme independently or with reasonable accommodations. Applications through CAO should disclose a disability through ticking the relevant box. CCT will always make every effort to ensure that any applicant (having met the course entry requirements) with a disability can participate in the programme, as far as is reasonably possible, and as the College facilities and resources permit. Where an applicant fails to disclose a disability prior to being offered a place on a programme, the College cannot guarantee providing the accommodations required. 5. International learners are required to present evidence of equivalent entry qualifications. If necessary, consultation on international equivalency levels will be sought by CCT Admissions personnel with the NARIC. Where studies have not been completed through the language of English, English language competency must be evidenced in accordance with the requirements of the validated programme. CCT accept the following: 	<p>Head of Admissions Dean of School</p>	<p>E-mail communication Admission form Learner academic records Identification documents</p>

<p>a) IELTS (International English Language Testing System), or equivalent score of TOEFL (Test of English as a Foreign Language) normally IELTS 6, except where otherwise stated in validation documents.</p> <p>b) Successful completion of major award at level 5 or higher mapped to the NFQ completed through English</p> <p>c) Successful completion of CCT in-house competency English examination</p> <p>Requirements for successful participation in a programme will be based on the nature of the application but will adhere to the validated entry requirements. The College provides advice and guidance to applicants, parents and other individuals seeking information on the College’s programmes.</p> <p>Applicants who are considering an application to CCT can avail of a meeting with admissions staff to take the opportunity to discuss their plans with staff before making a formal application. Strict admission guidelines are adhered to. Where possible, applicants are interviewed before receiving admission to the College.</p> <p>At present for all undergraduate courses students are required to apply through the Central Applications Office (CAO) system or direct to the College. All non-EU applications must be made directly to the College. Postgraduate applications are made directly to the College.</p> <p>For CAO applicants, entry will be based on leaving certificate point scores with offers and acceptances being managed directly by the CAO. This process always occurs following the declaration of leaving certificate results in early August.</p> <p>Mature applicants are required to complete the College application form, attach copies of all relevant secondary or third level qualification certificates and transcripts and/or training certificates and submit along with a summary of previous work experience.</p> <p>International applications are made directly to the College or through Educational Consultants representing the College in their country of origin. The fully completed application form should be accompanied by attested copies of second or third level qualifications. As far as possible all applicants will be interviewed directly by CCT personnel in their country of origin. CCT representatives travel regularly to the College's international market sources to conduct face to face interviews candidates. Criteria and procedures are in place for the approval of consultants to ensure only College approved Educational Consultants represent CCT overseas.</p> <p>When deemed necessary telephone interviews are conducted to ascertain the candidate’s suitability for the programme.</p> <p>Advice/Guidance for Applicants CCT prides itself on the extensive Admissions consultancy service provided to learners from the enquiry stage to registering for a programme. The majority of applications are currently made directly to the college. As a result, prospective learners are naturally in touch with the admissions staff from the first point of contact with the College. This stage is particularly important for international students or students requiring any special assistance.</p>	<p>Applicants Admissions staff</p>	<p>Learner records</p> <p>Agent Registration Form Representation Agreement Learner records</p>
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The College realises that registering for a new programme is a big commitment and prospective learners should have all the course information required, and information on the college, Dublin, Ireland, and student services and supports they can expect throughout the programme. CCT provides advice and guidance to the best of its ability on any reasonable request from any prospective learner. The more general requests from international students are related to: accommodation available in Dublin, health insurance for the duration of the programme, medical assistance / service provided by the college, information about part-time work and Dublin in general, all of which the College responds to in as much detail as is available at the time.

All information provided to potential learners must be approved in advance of publication or issue through the approval process that requires the sign off from the Dean of Academic Affairs following confirmation of accuracy from the School Manager or Programme Leader.

Allocation of places

CCT will limit recruitment numbers for the programme for any one intake, to accommodate building space capacity at CCT Westmoreland St., and optimum numbers per class given the fact that practical demonstrations are an inherent part of class delivery at CCT. Numbers will not exceed those approved through the validation process. For direct applicants, places are allocated on a first come basis, with a reserve number held for indicative CAO places. A waiting list will operate where demand exceeds the places available.

Appeal

Applicants applying through CAO are advised to use the CAO appeal process.

For Direct applicants, applications are made directly to the Admissions Office of CCT.

Applications may be rejected for the following reasons:

- Failure to provide application information in time and/or proof thereof.
- Inadequate fulfilment of requirements.
- Inadequate English language score or failure during interview to convince CCT admissions officers and faculty staff of meeting the English language proficiency level for the programme.

The applicant would be informed as soon as possible after a rejection for application on a programme, and the reasons for the rejection.

Should the applicant wish to appeal they may do so in writing to the Head of Admissions with any additional evidence that may support the application. Every appeal will be assessed by the Admissions Officers concerned, and the applicant will be informed of the outcome within the appropriate time scale. This time frame can vary depending on each individual case.

If the application is rejected a second time, the reasons will be communicated in writing to the applicant. The applicant will then have opportunity for a final appeal, which must be made in writing to the College President.

Dean of Academic Affairs, Programme Leader

College President

Approval record

CCT e-mail to international learner or verbal response to local learner followed by e-mail if required.

Appeal submission

<p>CCT frequently holds application evaluation meetings before final offers are made prior to the beginning of each semester and it is standard practice to review application appeals. It is the objective of CCT that transparency is maintained in all communication between the College and applicants.</p> <p>Transfer</p> <p>Transfer or Advanced entry into Programmes in CCT will be judged on a case-by-case basis, taking into account the knowledge, skill and competence required for successful participation in the later stages of CCT programmes and any specified advanced entry requirements documented as part of the validation of the programme in question.</p> <p>Transfer from one programme to another (other than progression programmes) in CCT will be judged on a case-by-case basis, taking into account required knowledge, skill and competence required for successful participation in the new programmes. Internal programme transfers are only permitted in limited circumstances. Normally, this is during the first weeks of the programme and when the student wishes to change academic discipline or switch mode of study between full time and part time, where applicable. Late transfer requests are not normally considered. Transfers must be requested in the early weeks of the programme to reduce the potential for failure and allow for a natural transfer opportunity. In exceptional cases where a late transfer is approved by the College this would normally take place at a future point where a natural transfer opportunity arises i.e. end of stage. Backwards or downwards transfers are not permitted except where there is a change of discipline.</p> <p>Any learner wishing to discuss an internal transfer should, in the first instance, raise the matter with the Faculty Coordinator who will outline the options and process to them. Should they wish to proceed with a transfer application this should be put in writing to the Head of Admissions who will determine the suitability of the request in conjunction with the relevant Programme Leaders. Late transfer requests must be approved by the Dean of Academic Affairs.</p> <p>Transfer from a CCT programme to an alternative institution will be facilitated through the provision of transcripts of results. Academic guidance will also be offered to assist the learner in making an informed decision.</p> <p>Progression</p> <p>In order to progress to the subsequent stage of a programme a learner must achieve an overall pass standard across the stage, normally 40%. Progression to another programme of education and training is generally on the basis of successful completion of a stage or an award, as determined by the receiving programme or institution. CCT will facilitate any progression applications to other institutions through the provision of transcripts and references as may be required.</p> <p>Progression following graduation to higher level awards in CCT, elsewhere in Ireland or abroad will be further facilitated by providing the learner with the European Diploma Supplement.</p> <p>Retention, progression and achievement statistics are monitored each year, as part of the annual programme monitoring process, and the data is used by the ELT and Management Team and Academic Council to inform decision-making in respect of programmes, staffing, resources, teaching, learning, assessment and admissions practices.</p>	<p>Head of Admissions Programme Leaders</p> <p>Dean of Academic Affairs</p> <p>QA Officer</p>	
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<p>Monitoring An admissions audit is undertaken annually by the QA Officer to confirm compliance with access, transfer and progression policy and validated programme entry requirements. A report is compiled and presented to the QE Committee for discussion and to make recommendations to Academic Council.</p>		<p>QA Officer Academic Council</p>	
Monitoring			
Monitor (Job Title)	Frequency	Monitoring Method(s)	
<p>Head of Admissions Dean of Academic Affairs</p>	<p>Annual</p>	<p>Record of minutes from Programme board Record of minutes from Operations Record of minutes from Academic Council Admissions Audit</p>	

POLICY CONTROL SHEET

Policy Title	Access Transfer and Progression
Responsible Officer(s)	Dean of Academic Affairs
Issuance Date	February 2018
Effective Date	May 2018
Last Review Date	July 2019
Supersedes	Version 2.0
Next Review Date	August 2024
Designated Reviewer(s)	Dean of Academic Affairs
Scope	Internal staff (full and part time);

Revision History

Revision	Approval Date	Revision Description	Originator	Approved By
New Policy	August 2015	New QA system	Senior Management Team	Head of Academics, College Registrar
Revision	March 2018	Update to reflect change in validation policy from QQI and impact on ATP	Dean of Academic Affairs	Academic Council
2.1	September 2019	Edits to reflect organisational change	SMT	Academic Council

References upon which the Policy section is based

CCT Policy area	Access Transfer and Progression
Statutory & System Wide Basis	The Irish Qualifications and Quality Act (Education and Training), 2012; European Standards and Guidelines for QA in the European Higher Education Area, Relevant QQI Standards and Guidelines QQI 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] QQI Assessment and Standards, Revised 2013
Related CCT Policies / Forms	CCTP503 – Assessment Policy CCTF132 – Admissions Rationale Form

PROVIDER NAME:	CCT College Dublin (CCT)
POLICY AREA:	Standard 6: Admissions, Access, Transfer, Progression Recognition and Certification

Policy and Procedure Title:	CCTP602: Recognition of Prior Learning (RPL), Admissions and Exemptions	Policy No: CCTP602	Version: 2.1
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Policy Statement
 CCT is committed to considering all learners’ previous achievements and experience when applying for entry onto courses offered by the College. Recognition of prior learning (RPL) is a process of identification, assessment and recognition of learning howsoever acquired.

CCT will frame its Policy and Procedures in the context of The Principles and Operational Guidelines for The Implementation of a National Approach to Credit in Irish Higher Education and Training (NQAI) June 2005, republished by QQI in 2015

Such prior learning may have been acquired through formal, non-formal or informal routes and includes accredited, non-accredited and experiential learning. The purpose of CCT 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. CCT is committed to having arrangements in place to facilitate RPL for Entry and RPL for Credit towards an Award.

Staff Involved
 Head of Admissions, Dean of School, Programme Leader, School Manager, QA Officer

Procedure Outline / Method(s) used to carry out this procedure	Responsibility of	Evidence generated by this procedure to ensure its effectiveness
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<p>CCT applies the following procedures for Recognition of Prior Learning:</p> <p>Recognition of Prior Learning Process for Entry and Advanced Entry RPL is advertised in CCT recruitment literature, and on the website. RPL may be sought for admission to a programme, advanced entry to a programme or for exemptions from a part of a programme.</p> <p>Potential RPL applicants seeking to access a CCT programme through RPL are invited to a preliminary meeting with the Head of Admissions to discuss the requirements for RPL entry. The Head of Admissions will advise the applicant of the minimum standards that must be evidenced and explain the RPL process to the applicant. Should the applicant wish to proceed, the School Manager and Programme Leader is notified and assigned to the applicant as an RPL advisor and assessor.</p> <p>Advice and Support The RPL advisor and assessor provides guidance to the learner to identify and agree a plan for the assessment of prior learning and will indicate the type of portfolio proof that will be required (e.g. formal transcripts, certificates, certificates of achievement/attendance, references, evidence of completed projects or artefacts, testimonials from employers that the applicant has and used relevant knowledge, skill or competence in his/her employment etc). The applicant is advised that it is the learning</p>	<p>Head of Admissions Head of Marketing</p> <p>Head of Admissions</p>	<p>E-mail communication Admission form</p>
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from experience that is assessed, not simply the experience itself. The applicant is provided with the criteria they are required to evidence. This is normally taken from the QQI award standards for the relevant discipline.

Assessment

Once the applicant feels they have compiled a portfolio of evidence ready for assessment it should be submitted for assessment. The RPL assessor will map the evidence, on a best fit basis, of the learner against the criteria (normally the QQI award standards for the level of the academic entry being sought). Where advanced entry is being sought and the assessor is of the opinion that the appropriate standard has not been met, an assessment against the standards for initial entry should also be undertaken.

Assessment for entry is undertaken on a pass / fail basis with the opportunity for the applicant to address any shortcomings where the assessor feels this would be realistic and achievable.

On completion of assessment the assessor should forward the portfolio along with the recommendation to an internal reviewer, normally the School Manager or Dean of School, for verification.

The decision is communicated to the applicant who may then proceed with the application or appeal the decision.

Appeal against RPL Admissions Decision

Should an applicant wish to appeal and RPL admissions decision the appeal must be put in writing to the Head of Admissions within 5 working days of communication of the decision.

Disagreement with the decision in itself does not constitute grounds for appeal.

Where it is felt there are adequate grounds for appeal the Head of Admissions will liaise with the Dean of Academic Affairs to determine the appropriate course of action normally one of the following:

- Review of the decision made and rationale for same to ensure suitability and accuracy of the decision
- Arrangements for re-marking of the portfolio by an independent party
- Consideration of additional material by the original assessor

The outcome of the appeal will be communicated to the applicant at the earliest opportunity, determined by the specifics of the individual case.

RPL for Exemptions

Exemptions from modules may be sought by applicants or current students. Applicants should identify their intentions at the point of enquiry / application and will be directed to the appropriate Programme Leader. Current students should approach the Programme Leader directly and outline their intentions to apply for exemptions. Such approaches should be undertaken in a timely manner to allow for an exemptions application to be completed prior to the module(s) commencing so that the learner journey is not unnecessarily disrupted. Where insufficient time is allowed, and the exemptions application is subsequently denied, the learner may have to defer or delay their studies in order to catch up the module(s) concerned.

RPL advisor

Dean of Academic Affairs

Programme Leader
Applicant

Appeal application
Records of appeal
deliberations

Application

Advice and Support

The Programme Leader will assign a subject matter expert to meet with the exemptions applicant to discuss the learning outcomes of the module(s) for which intention to seek exemption is sought. The exemptions applicant is provided with the module descriptor and information regarding expectations.

The Programme Leader will continue to act as an advisor to the exemptions applicant and will agree the timeline for submission of an exemptions application.

All exemptions applicants must be made aware of:

- The fact that exemptions can only be granted for full modules, not components of a module
- Exemptions will only be permitted where satisfaction of module requirements through exemption does not negatively impact on the overall programme learning experience for the learner or the cohesion of the programme.
- Exemptions based on experiential learning will be assessed for the learning acquired, not the experience itself.
- The implications of failing with their application
- The potential implications for award classification where it is not possible to assign a mark for the exemption.
- Evidence of learning will be verified for accuracy and authenticity
- To ensure currency of knowledge, evidence to support exemptions is normally restricted to the last 5 years and may be less in areas where progress and development is rapid e.g. IT.

As per QQI Assessment and Standards 2013, if the module where exemption is being sought contributes to the overall award classification, a grade must be awarded for the award to be classified. Where a grade cannot be awarded an unclassified award should be made. There may be circumstances where the learner may be advantaged by waiving their right to exemption.

Modules which do not contribute to the award classification do not need to be graded.

Exemptions in the award stage of a programme are restricted to a maximum of 30 credits and exclude the capstone assessment where applicable.

Assessment

Once the applicant feels they have compiled a portfolio of evidence ready for assessment it should be submitted for assessment. The RPL assessor(s) will map the evidence of the learner against the learning outcomes for the module(s) for which exemption is being claimed.

Assessment for exemptions are subject to the standard assessment practices of CCT College and is therefore subject to internal moderation and external examining.

Head of Admissions
Dean of Academic Affairs

Records of guidance
Email records

Programme Leader

Grading proposal

A grade for exemption should only be awarded where a fair, consistent and transparent process for grading can be applied. Any grading process should be submitted, by the assessor, to the Dean of School and Dean of Academic Affairs for approval prior to it being applied.

The exemptions decision is communicated to the exemptions applicant in writing.

Appeal against RPL Exemptions Decision
 Applicants seeking exemption as part of an admissions decision should follow the process for appeal outlined under Appeal of an RPL Admissions Decision
 Current students seeking to appeal an exemptions decision should follow the standard process for appeal of an assessment decision as outlined in the Review, Recheck and Appeal Policy. Further information can be obtained from the QA Officer.

Preparing and Supporting Staff for Managing and Assessing RPL Applications
 The Dean of School and Dean of Academic Affairs work collaboratively to provide regular training to the School Manager, Programme Leaders, and module leaders with regards to RPL.
 The Dean of School also acts as mentor to any member of staff currently engaged in RPL advising or assessing.
 The CCT Centre for Teaching and Learning provides resources to support faculty engaged in RPL advising and assessing.

Monitoring
 As part of the monitoring of the effectiveness of this procedure the QA Officer will include RPL applicants in the admissions audit to establish adherence to the policy. Exam Board and External Examiner records will be used to inform appropriateness of RPL admissions in the context of student achievement. Standard retention and progression monitoring as part of annual review highlight if there are patterns associated with RPL admissions and exemptions.

Dean of School
 Dean of Academic Affairs

QA Officer
 Programme Leader

Staff workshop schedule
 Evaluation records

Admissions Audit
 Annual monitoring report

Monitoring		
Monitor (Job Title)	Frequency	Monitoring Method(s)
Head of Admissions School Manager Programme Leader Dean of Academic Affairs QA Officer	Annual	Admissions External Examiner reports Staff development evaluation forms Admissions Audit

POLICY CONTROL SHEET

Policy Title	Access, Transfer and Progression
Responsible Officer(s)	Dean of Academic Affairs
Issuance Date	March 2018
Effective Date	May 2018
Last Review Date	July 2019
Supersedes	Version 2.0
Next Review Date	August 2024
Designated Reviewer(s)	Dean of Academic Affairs

Revision History

Revision	Approval Date	Revision Description	Originator	Approved By
New Policy	August 2015	New QA system	Senior Management Team	Head of Academics, College Registrar
2.0	March 2018	Updates to reflect differentiation between RPL admissions and RPL exemptions. Detail of criteria and standards to be applied and clarification on guidance to issued.	Dean of Academic Affairs	Academic Council
2.1	September 2019	Edits to reflect organisational change. Requirement to complete RPL record for learner file.	SMT / QA Committee	Academic Council

References upon which the Policy section is based

CCT Policy area	Access, Transfer and Progression
Statutory & System Wide Basis	The Irish Qualifications and Quality Act (Education and Training), 2012; European Standards and Guidelines for QA in the European Higher Education Area, Relevant QQI Standards and Guidelines The Principles and Operational Guidelines for The Implementation of a National Approach to Credit in Irish Higher Education and Training (NQAI) June 2005, republished by QQI in 2015 QQI Assessment and Standards, Revised 2013
Related CCT Policies / Forms	CCTP601 – Access, Transfer and Progression CCTF132 – Admissions Form

PROVIDER NAME: CCT College Dublin (CCT)

POLICY AREA: Standard 6: Admissions, Access, Transfer, Progression Recognition and Certification

Policy and Procedure Title:	CCTP603: Induction of New Learners	Policy No: CCTP603	Version: 2.1
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Policy Statement

It is CCT policy that all new learners will receive an induction to CCT 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 students and set expectations of them appropriately.

Staff Involved

Head of Admissions, Head of Student Services, School Manager / Programme Leader / Faculty, QA Officer, Librarian, Deans, President, Faculty Coordinators.

Procedure Outline / Method(s) used to carry out this procedure	Responsibility of	Evidence generated by this procedure to ensure its effectiveness
<p>For each new programme intake, a designated induction period will be designed and implemented prior to the formal teaching commences. The induction programme will focus on general College matters as well as programme specific matters. It will include information specific to all learners and information that may only be of interest to specific groups of learners.</p> <p>Induction 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: college procedures, policies, information, assessments, policy and procedures and code of conduct. Specific induction sessions will be provided from IT services, the library, student services, the QA Office, and the programme administration teams.</p> <p>Information provided at induction is reinforced throughout the first week of classes and a second induction session is also provided. The purpose of the second session is to recap on any pertinent information that may have been missed in the previous assembly.</p> <p>New Learners to CCT will be provided with an induction pack which includes information regarding the student handbook, CCT's Quality Assurance Manual and programme specific material.</p>	<p>Head of Student Services in conjunction with ELT / Management team</p>	<p>E-mail communication moodle Virtual induction Induction Pack</p>

The induction will include the following;

- Welcome and Introductions to staff
- Background and Overall Introduction to CCT
- CCT programmes and awarding bodies.
- Campus Building tour, and Health & Safety requirements
- Lecturing Staff Profile
- Student Handbook: general explanation, and go through more important sections (for e.g.: timetable and exam dates – importance of not missing exams)
- Quality Assurance policies and procedures and who to contact
- Programme Handbook: general explanation
- Focus on programme and first semester in question / Assessment schedule to be given to students in a couple of weeks / Module descriptions to be given to each student as classes are held / Academic Calendar
- Student services induction and explanation of:
 - Clubs and societies
 - Class rep system
 - Specialised supports
 - Relationships with health and counselling services
- Library introduction
- Moodle / EOLAS / IT services
- Student cards at CCT
- Useful tips to being a student at CCT

Students attendance at induction is tracked to ensure all students receive the relevant information. Any students who miss induction are required to meet with the Faculty Coordinator or Head of Student Services who arrange for the provision of all relevant information. Presentations from departments are also made available on Moodle for students to revisit.

Feedback on the effectiveness of the induction process is sought from participating staff and from the attending students through the class rep system. Feedback is used to inform the content and structure of the induction programme going forward.

Head of Student Services

Attendance log

Feedback / minutes of meetings

Monitoring

Monitor (Job Title)	Frequency	Monitoring Method(s)
Head of Student Services	Each intake Annually	Induction feedback and class rep meeting Annual student service monitoring report

POLICY CONTROL SHEET

Policy Title	Access, Transfer and Progression
Responsible Officer(s)	Head of Student Services
Issuance Date	August 2018
Effective Date	August 2018
Last Review Date	July 2019
Supersedes	Version 2.0
Next Review Date	August 2024
Designated Reviewer(s)	Head of Student Services
Scope	All staff

Revision History

Revision	Approval Date	Revision Description	Originator	Approved By
New Policy	August 2015	New QA system	Senior Management Team	Head of Academics, College Registrar
Version 2.0	April 2018	Update to reflect responsibility of Head of Student Services and the current induction programme as implemented. Feedback mechanism amended to reflect current approach.	QA Committee	Academic Council
Version 2.1	September 2019	Replacement of Head of Faculty with School Manager	SMT	Academic Council

References upon which the Policy section is based

CCT Policy area	Access Transfer and Progression
Statutory & System Wide Basis	The Irish Qualifications and Quality Act (Education and Training), 2012; European Standards and Guidelines for QA in the European Higher Education Area, QQI Core Statutory QA Guidelines, 2016
Related CCT Policies / Forms	CCTP1101 – Public Information CCTP901A – Academic Supports CCTP902A – General Student Supports, Pastoral, Disability and International Learner Support Services

SECTION 7: PROTECTION OF ENROLLED LEARNERS – PUBLIC INFORMATION

PROVIDER NAME: CCT College Dublin (CCT)			
POLICY AREA: Standard 7: Protection of Enrolled Learners – Public Information			
Policy and Procedure Title:	CCTP701: Protection of Enrolled Learners (PEL) Policy	Policy Number: CCTP701	Version: 2.1

Policy Statement

CCT has learner protection arrangements in place with respect to enrolled learners on all QQI validated courses, ensuring learners education at CCT 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, CCT strives to ensure that all its programmes are taught out and finished. The purpose of the policy and procedure on PEL is to facilitate CCT's 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 CCT, as this accommodation is in the best interests of the learner.

Staff Involved

Dean of Academic Affairs, Dean of School, School Manager, QA Officer, Faculty staff, Dean for Administration and Finance, Head of Admissions, Faculty Coordinators, College Director

Definitions and Principles

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.

The Qualifications and Quality Assurance (Education and Training) Act, 2012, seeks to ensure that:

Learners have the opportunity to complete a programme leading to an award,

OR

Learners are refunded the moneys most recently paid if a programme ends before they complete it,

AND

Learners are provided with adequate and accurate information about the programme that they wish to pursue and about the protection in place for them in the event that the programme ceases prior to their 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,

OR

b) where the provider considers, with the agreement of the Authority, that it is not practicable to comply with paragraph (a), that provider has arrangements in place which enable the provider to refund to an enrolled learner, or to the person who paid the moneys on behalf of the enrolled learner, the moneys most recently paid in respect of the programme concerned for -

(i) tuition fees,

(ii) registration fees,

(iii) examination fees,

(iv) library fees,

(v) student services fees, and

(vi) any other fees which relate to the provision of education, training, and related services.

Procedure Outline / Method(s) used to carry out this procedure	Responsibility of	Evidence generated by this procedure to ensure its effectiveness
<p>1. When PEL arrangements are activated</p> <p>CCT maintains academic bonding PEL arrangements with at least two alternate providers of similar programmes, in line with its PEL policy, through membership of the HECA PEL Scheme. The agreements with other providers which underpin these PEL arrangements are designed and developed in line with QQI's <i>Protection of Enrolled Learners: Protocols for the Implementation of Part 6 of the 2012 Act</i> and are documented in detail in the CCT HECA PEL Action Plan. Copies of the Action Plan are retained by CCT, the bonding providers, and the HECA PEL Oversight Committee.</p> <p>PEL arrangements will be activated when:</p> <p>a) CCT fails to provide a programme of education and training of three months' duration or longer where moneys have been paid, for any reason (including the insolvency or the winding up of that provider), or where QQI withdraws programme validation.</p> <p>b) Enrolled learners have begun, but not completed, a programme of education and training of three months' duration or longer where moneys have been paid and CCT ceases to provide the programme before that programme is completed for any reason (including the insolvency or the winding up of that provider), or on account of QQI withdrawing programme validation.</p>	<p>College President Dean of Academic Affairs</p>	<p>HECA PEL Scheme membership HECA PEL Grid CCT PEL Action Plan Letters detailing PEL arrangements with alternate providers</p> <p>- <i>PEL Alternate Provision Arrangements Document</i>, detailing procedures around the full PEL arrangement with</p>

<p>c) Programme details: Full programme title, Award title, NFQ Level, Joint Awards / Collaborative Provision, Number of Stages, ECTS per stage, Mode of Attendance (full time / part time), Number of Intakes per annum, Structured Work Placements, or any other special features.</p> <p>d) Original statement of the maximum enrolment number of learners agreed to be covered with the alternate providers on the programme, at any given time.</p> <p><i>2.1.3 Relevant Learner Records</i></p> <p>a) Learner Personal detail records (including personal reports and learning needs)</p> <p>b) Learner Academic records</p> <p>c) Learner fees records</p> <p><i>2.1.4 Programme Organisation</i></p> <p>a) Full details of academic staff (full time, part time)</p> <p>b) All administration support staff at all levels within CCT</p> <p>c) Premises information (including lease and owner information of the premises where applicable)</p> <p>d) Information on outreach or satellite centres in use, for programme delivery</p> <p>e) Key interaction contacts for the programme (including government or state agencies, international agencies etc.)</p> <p>f) All promotional information used to market the programme</p> <p><i>2.1.5 Programme Information</i></p> <p>a) Approved assessments, examination questions and marking schemes</p> <p>b) Any repeat assessments, examination questions and marking schemes</p> <p>c) Soft copies of any submissions, feedback issued to learners and resubmissions, hard copies of any previous examination scripts</p>	<p>College President HECA PEL Oversight Committee</p>	<p>Letters detailing PEL arrangements with alternate providers</p> <p><i>PEL Alternate Provision Arrangements Document</i>, detailing procedures around the full PEL arrangement with each provider (based on QQI PEL Protocols)</p> <p>Authorised access letter from legal representative confirming access to data.</p>
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In accordance with Section 67(1) of the Act, The Provider shall, before commencing the Programme and before accepting any payment from or on behalf of an enrolled learner in respect of the Programme, notify the enrolled learner in writing of the following:

- the name of the awarding body or, where appropriate, awarding bodies making the award,
- the title of the programme and the award to which it leads, and
- whether the award is recognised within the NFQ, and if so:
 - the level of that recognition within the NFQ, and
 - whether the award is a Major, Minor, Special Purpose or Supplemental award as identified within the NFQ;
- where CCT is required to have procedures for access, transfer and progression in place under section 56, a statement of how those procedures apply to that programme;
- the details of the arrangements for PEL that The Provider has in place in accordance with Section 65(4) of the Act. In accordance with Section 67(2) of the Act, The Provider shall notify the enrolled learner in writing of any change in the information notified to the learner under subsection (1) within 14 days after becoming aware of that change.

Full institution specific details of the location and access credentials of all records that CCT are obliged to make available in the event of PEL being activated are documented in the CCT PEL Action Plan retained by CCT, the HECA PEL Oversight Committee and the bonding partners.

The HECA PEL Oversight Committee is an independent body established to monitor ongoing compliance of members of the HECA PEL Scheme with PEL requirements specified as part of the scheme. HECA is the Higher Education Colleges Association. The HECA PEL Scheme is approved by QQI as acceptable arrangements for learner protection.

Monitoring		
Monitor (Job Title)	Frequency	Monitoring Method(s)
Dean of Academic Affairs	Annual review for full academic year	- Letters detailing PEL arrangements with alternate providers
College President		- <i>PEL Action Plan</i> , detailing procedures around the full PEL arrangement with each provider (based on QQI PEL Protocols) - Audit by PEL Oversight Committee - All records of correspondence between CCT, QQI and alternate academic bonding providers, during PEL activation process (If Applicable)

POLICY CONTROL SHEET

Policy Title	Protection of Enrolled Learners
Responsible Officer(s)	Dean of Academic Affairs, College Director, Dean for Administration and Finance
Issuance Date	August 2017
Effective Date	August 2017
Last Review Date	July 2019
Supersedes	Version 2.0 2018
Next Review Date	July 2024
Designated Reviewer(s)	Dean of Academic Affairs
Scope	Internal staff (full and part time); Learners; External Stakeholders such as QQI, HECA, bonding providers in agreement with CCT.

Revision History

Revision	Approval Date	Revision Description	Originator	Approved By
New Policy	August 2015	New QA system	Senior Management Team	Head of Academics, College Registrar
Version 2.0	August 2017	Update to reflect membership of HECA PEL scheme and change in organisational structure	Dean of Academic Affairs	Academic Council
Version 2.1	July 2019	Amendment to include access to learner data by HPS administration and responsibility to alert learners to this at point of enrolment.	QQI communication	Academic Council

References upon which the Policy section is based

CCT Policy area	Protection of Enrolled Learners
Statutory & System Wide Basis	The Irish Qualifications and Quality Act (Education and Training), 2012; European Standards and Guidelines for QA in the European Higher Education Area, Relevant QQI Standards and Guidelines
Related CCT Policies / Forms	CCT Privacy Statement

SECTION 8: QUALITY ASSURANCE OF TEACHING STAFF AND HUMAN RESOURCES

PROVIDER NAME: CCT College Dublin (CCT)			
POLICY AREA: Standard 8: Quality Assurance of Teaching Staff and Human Resources			
Policy and Procedure Title:	CCTP801: Recruitment, Selection and Probation	Policy No: CCTP801	Version: 2.1
<p>Policy Statement</p> <p>CCT recognises that the learner experience is impacted by staff in the classroom and outside of it and therefore prioritises recruiting staff with the appropriate qualifications and attributes that complement the quality-focused culture of CCT and promote a positive learning environment for students.</p> <p>For administration, technical and support staff the minimum requirements of the role will be determined by the ELT / Management Team based upon the intended objectives of the role.</p> <p>In respect of academic appointments, CCT is committed to having a qualified, competent and committed teaching staff in sufficient numbers, employing suitable teaching, learning and assessment methods and engaging in appropriate professional development, innovation, research or scholarly activity to support the delivery of the programmes in CCT and facilitate a positive learner experience.</p> <p>CCT 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.</p> <p>For academic appointments, CCT ensures oversight from Academic Council in all stages of the recruitment and selection process. Minimum requirements for academic positions are normally identified as part of the validation process and documented within the application made to QQI. CCT applies minimum requirements for all academic posts determined by the programme, modules, and framework level of the awards upon which the appointee will be teaching and or assessing.</p> <p>Academic Council of CCT has outlined the minimum requirements for academic appointments as follows:</p> <ul style="list-style-type: none"> • Evidence of appropriate subject matter expertise is essential, evidenced through academic or professional qualifications, and advanced professional, vocational, technical or research activity in a relevant field. Normally, candidates should have a qualification at the NFQ level above the programme on which they will be teaching. In the case of Masters programmes, a Masters or equivalent professional qualification is normally required. Where potential applicant lecturers do not possess a Masters qualification but are identified as experts in their field, applications should be brought to the attention of the Chair of Academic Council, Dean of School and Dean of Academic Affairs who are authorised to approve a derogation where deemed appropriate. In such cases, supervision and mentorship in matters relating to teaching and assessment may be required. • Currency of subject matter expertise should be evidence through recent and regular professional development activity including training and practice. • Training in pedagogy or experience in teaching and assessing is also desirable. Where this is not evidenced, successful candidates will be required to commit to engaging in appropriate activities to develop their experience in this area. <p>Specific staffing requirements for teaching modules is normally documented in programme validation submissions and this will be adhered to as part of the recruitment and selection process.</p>			
<p>Staff Involved</p> <p>All full time and part time staff faculty within CCT, Lecturers, School Manager, Dean of Academic Affairs, Dean of School, QA Officer, Faculty Coordinators</p>			

7. In some instances the interview panel may produce a short-list of candidates for second round interview. These will be presented to the College President and a second interview panel will be appointed. This may include panel members from the first-round panel.

8. All interviews will be based on a semi-structured style, to allow candidates a certain amount of freedom to express their individual style and personality (factors which CCT believe are critical in a student-centred environment), while dealing with a range of consistent questions posed to all candidates. Where a presentation or mini lecture is required, the panel will notify the candidates of this as part of the invitation to interview. The interview panel make the final decision on the best candidate for the position.

9. CCT recognises that qualifications and references verification are a crucial part of the selection process. Reference checks in particular round out the profile of a job applicant by providing third-party support and information. Reference enquiries and requests can be made by telephone, email or writing using the CCT Performance Assessment form, CCTF135 for further details.

10. Once all references and certifications have been verified a final job offer will be issued.

11. Important components to be included in the final job offer are: Starting salary, commencement date, length of contract, employee benefits, moving expenses (if applicable), any other negotiation points. The candidate will be given sufficient time to either accept or reject the offer. However, the college will not compromise the availability of other candidates if the candidate of choice declines the offer by allowing too much time to pass between the offer and the decision. If the candidate accepts the position, the offer and conditions of employment will be communicated to the candidate in writing as soon as possible. If the candidate declines the position, the College President will offer the position to the next candidate of choice. Once an individual has been secured for the position, all other interviewed candidates will be notified immediately.

12. All contracts are offered on a probationary basis of 6 months, after which time the contract will be reviewed with the college president. A mentor may be assigned to the successful applicant to assist them through the initial stage of the probationary period.

13. Academic Faculty will be assigned to modules in accordance with their subject matter expertise and the School Manager will ensure compliance with validated programme specifications. A report confirming this will be submitted to the QE Committee each semester by the School Manager. Where a requirement to deviate from the validated staffing specification are submitted to the QE Committee for consideration. This will ultimately be referred to Academic Council.

All documentation relating to the recruitment and selection process for all candidates will be processed in accordance with CCT policies for data protection.

School Manager
QE Committee

Qualification &
Relevant
Documentation

Job Offer and
Contract

Staff Appraisal

QE Committee
minutes

MONITORING AND REVIEW OF RECRUITMENT AND SELECTION POLICIES AND PROCEDURES

Information regarding the effectiveness of the recruitment and selection process is obtained through a number of means including:

- A review of the general suitability and number of candidates applying for the position
- Feedback received from the assigned mentor, where applicable
- Annual appraisal and performance monitoring
- Student feedback
- Annual monitoring reports
- QE Committee minutes

Recruitment and Selection policies and procedures shall be continuously reviewed to ensure that they reflect good practice and meet the requirements of relevant legislation.

Monitoring

Monitor (Job Title)	Frequency	Monitoring Method(s)
College President	Annual	Appraisals Exit interviews Student surveys
QE Committee	Semesterised	Annual monitoring Faculty allocation reporting

POLICY CONTROL SHEET

Policy Title	Recruitment Selection and Probation
Responsible Officer(s)	College President and Dean of Academic Affairs
Issuance Date	August 2015
Effective Date	August 2015
Last Review Date	July 2019
Supersedes	Version 2.0
Next Review Date	July 2024
Designated Reviewer(s)	Dean of Academic Affairs
Scope	Internal staff (full and part time);

Revision History

Revision	Approval Date	Revision Description	Originator	Approved By
New Policy	August 2015	New QA system	Senior Management Team	Head of Academics, College Registrar
2.0	April 2018	Revision to reflect requirements of academic and non-academic recruitment and selection.	Dean of Academic Affairs	Academic Council
2.1	Sept 2019	Edit to reflect ability to secure derogation of Masters qualification requirement where other factors confirm expertise. Updated to reflect changes to organisational structure and roles.	QA Committee	Academic Council

References upon which the Policy section is based

CCT Policy area	Quality assurance of teaching staff & human resources
Statutory & System Wide Basis	The Irish Qualifications and Quality Act (Education and Training), 2012; European Standards and Guidelines for QA in the European Higher Education Area, QQI Core Quality Assurance Guidelines
Related CCT Policies / Forms	Programme of Induction of New Staff

PROVIDER NAME: CCT College Dublin (CCT)			
POLICY AREA: Standard 8: Quality Assurance of Teaching Staff and Human Resources			
Policy and Procedure Title:	CCTP802: Induction of New Staff	Policy No: CCTP802	Version: 1.1
<p>Policy Statement</p> <p>CCT will provide training and induction that will familiarise new staff members with current CCT’s staff members, the working environment and College policy, procedures and operating practices. The induction is also used as a means of ensuring all new staff are familiar with the primary values of integrity, honesty and fairness esteemed by the College. All staff are issued with a staff handbook and a schedule of induction meetings and activities is devised by the ELT / Management Team, reflecting the role of the new employee. CCT recognises that to support employees to feel a sense of belonging and a valued member of the team it is important to issue them with key information, facilitate understanding of the College structure and processes and enable the successful development of peer relationships. Induction is seen as an important tool in promoting an inclusive and welcoming work environment.</p> <p>Induction is also viewed by the management team as the first important step on the ladder of professional development and career development which the College encourages and supports through the annual appraisal process, provision of in-house staff development, and support for participation in external professional development and scholarship.</p>			
<p>Definitions and Principles</p> <p>Induction – the introduction of new staff members to the College, its community, policy and procedures, values and practices.</p>			
<p>Staff Involved</p> <p>All full time and part time staff</p>			
Procedure Outline / Method(s) used to carry out this procedure		Responsibility of	Evidence generated by this procedure to ensure its effectiveness
<p>1 All new employees will receive formal induction training. The overall purpose of induction training is to familiarise new members of staff with all aspects of their job and new working environment. CCT recognises that the induction process is a very active one especially for the first month of employment.</p> <p>2 For each new employee a member of Management Team is assigned as the point of contact and holds responsibility for coordinating the induction programme for that employee.</p> <p>3 On the employee’s first day they will be met by the assigned member of staff, provided with a copy of the staff handbook and given a tour of the campus, including an introduction to their own office space and facilities. An initial induction meeting will also take place with the assigned Management Team member to explain the induction plan and go through key information.</p>		ELT/ Management Team	Induction schedule

<p>4. The employee will be provided with a schedule of meetings over the duration of the week. The meetings will as minimum, include a meeting with each member of the ELT / Management Team. The purpose of the meetings is to:</p> <ul style="list-style-type: none"> • Discuss the area for which the manager has responsibility • Identify how the employee’s role will integrate with that area • Introduce them to key documents, resources, systems or processes • Introduce them to the staff in their department. <p>5. A meeting is also arranged with the President where the employee will be provided with information to assist in understanding the College structures, culture, mission, goals and daily operation of the college. In addition, new employees will be briefed on strategic plans, information on relevant legislation, and health, safety and welfare at work.</p> <p>6. As part of welcoming a new staff member to the College the Management Team member responsible will seek to arrange an informal, social meeting where immediate team members and the new employee will meet for coffee or lunch.</p> <p>7. An experienced staff member will be appointed as a mentor to the new employee and the main role of the mentor will be to provide guidance, support, advice and feedback particularly over the first month.</p> <p>8. For new lecturing staff in-class observation is an option available during induction period, and beyond, whereby they can receive advice and constructive feedback. Additional supports can also be secured from the School Manager and through the Centre for Teaching and Learning.</p> <p>9. Each new employee will have an end of induction meeting with the assigned Management Team member and the effectiveness of the induction programme will be evaluated through a feedback discussion. Where it is apparent additional input and support is required, or where this is requested, appropriate arrangements will be implemented.</p> <p>10. All new employees are appointed for an initial probationary term. During this period, the employee will have regular meetings with their line manager and will continue to be provided with information, support and guidance to assist them in their new role.</p>		<p>Observation records / feedback</p> <p>Probation sign off</p>
Monitoring		
Monitor (Job Title)	Frequency	Monitoring Method(s)
Management Team	Annual	Staff feedback, Ongoing Performance Review, Appraisal Performance

POLICY CONTROL SHEET

Policy Title	Induction
Responsible Officer(s)	ELT / Management Team
Issuance Date	August 2018
Effective Date	August 2018
Last Review Date	July 2019
Supersedes	Version 1
Next Review Date	August 2024
Designated Reviewer(s)	Dean of Academic Affairs, College President
Scope	Internal staff (full and part time);

Revision History

Revision	Approval Date	Revision Description	Originator	Approved By
New Policy	August 2015	New QA system	Senior Management Team	Head of Academics, College Registrar
Version 1.1	April 2018	Updated to reflect revised induction programme and the introduction of the Centre for Teaching and Learning for provision of ongoing supports.	Senior Management Team	Academic Council

References upon which the Policy section is based

CCT Policy area	Quality Assurance of Teaching Staff & Human Resources
Statutory & System Wide Basis	The Irish Qualifications and Quality Act (Education and Training), 2012; European Standards and Guidelines for QA in the European Higher Education Area, Relevant QQI Standards and Guidelines
Related CCT Policies / Forms	

PROVIDER NAME: CCT College Dublin (CCT)

POLICY AREA: Standard 8: Quality Assurance of Teaching Staff & Human Resources

Policy and Procedure Title:

CCTP803: Staff Code of Conduct

Policy Number: CCTP803

Version: 1.1

Policy Statement

CCT esteems the primary values integrity, honesty and fairness, and strives to integrate these values into its teaching, research and business practices. Adherence to this Code will aid the College in promoting its reputation and commitment to ethical behaviour. This Code of Conduct takes account of the implications of the Ethics in Public Office Act, 1995 and the Standards in Public Office Act 2001, as well as the Qualifications and Quality Assurance (Education and Training) Act 2012 and Safety, Health and Welfare at Work Acts 1989 & 2005.

The policy is intended to make staff aware of the College's Code of Conduct, (related to the College policy on Conflict of Interest), which will serve to enhance the service delivery of the College and promote the reputation of the College and its staff. Employees of the College are expected to be conversant with this Code of Conduct and the requirements of College policies and procedures governing their conduct. The College will endeavour to promote, disseminate and ensure the implementation of this Code to employees.

Definitions and Principles

The CCT Code of Conduct is a set of guidelines issued by the College to any employee, and management, on some of the more pertinent areas within educational institutions of the size, scale, and nature of CCT as an educational organisation. The Code exists to help CCT's staff to conduct their actions, in accordance with the primary values, ethical standards, and professional goals of the College.

Staff Involved

All full time and part time staff, and all external examiners, and consultants employed by the College.

Procedure Outline / Method(s) used to carry out this procedure

Responsibility of

Evidence generated by this procedure to ensure its effectiveness

In their performance of their duties, employees should endeavour to maintain high standards in service delivery, observe appropriate behaviour and maintain the highest standards of probity.

1. Objectives

1. The objectives of this code are:
 - 1.1. To set out an agreed set of ethical principles;
 - 1.2. To promote and maintain confidence and trust in the employees of CCT;
 - 1.3. To prevent the development or acceptance of unethical practices;
 - 1.4. To promote the highest legal, management, and ethical standards in all of the activities of CCT;

(Specific responsibility)
ELT / Management Team

(General responsibility)

All staff

(Specific responsibility)

Minutes of Academic Council, ELT or Management Team meetings, discussing any information on this policy

Minutes of any CCT committee meetings, discussing any information on this sub-policy area

<p>1.5. To promote compliance with best current governance and management practice in all the activities of CCT These objectives can be achieved through, adherence to the fundamental principles set out in this code.</p> <p>2. Integrity 2.1 Employees are required to disclose to their line manager outside employment and/or personal business interests they have which may be in conflict with the business of the College, or may be perceived as such, or may place the College in breach of the EU Working Time Directive. 2.2 Employees will not engage in any outside employment / business or activity, which conflicts with the interest of CCT, unless authorised by CCT. 2.3 Employees will be committed to conducting the purchasing activity of any goods / services in accordance with College policy, and subject to CCT Line Manager approval, and College President or Dean for Administration and Finance (where necessary). 2.4 Employees will be committed to ensuring that any procurement of or engagement with external consultants or other services, is conducted, subject to CCT Line Manager approval, and College President (where necessary). 2.5 Employees will be committed to ensure that the accounts / reports of their area of responsibility within the College, accurately reflect the operating performance of the College and are not misleading or designed to be misleading. 2.6 Employees are required to avoid the unapproved use of the College's resources or time for personal gain or for the benefit of competitors. 2.7 Employees should not acquire or use information or business secrets by improper means and authorised use of information must only be conducted in accordance with GDPR. 2.8 Employees will not engage in any inappropriate personal and/or sexual relations with registered students, or any current stakeholder of the College, where a conflict of interest would clearly exist. 2.9 Employees will not engage in any activity which solicits any business for personal gain to the employee, where a conflict of interest would clearly exist.</p> <p>3. Duty of Care</p>	<p>Senior Management Team (General responsibility) All staff</p> <p>(Specific responsibility) Senior Management Team (General responsibility) All staff</p>	<p>Minutes of any CCT meetings with employees in relation to this area</p> <p>Any evidence pertaining to procedures in this area</p> <p>Minutes of any CCT committee meetings, discussing any information on this sub-policy area</p> <p>Minutes of any CCT meetings with employees in relation to this area</p> <p>Any evidence pertaining to procedures in this area Employee Contracts Any reports on misconduct by employees</p>
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3.1 Employees will act responsibly and fairly with due care, diligence, loyalty, respect, and prudence of a reasonable individual whose duty of care is to CCT.

4. Conduct as Employees

4.1 Employees will treat each other and all members of the College community with courtesy, respect, and in line with CCT's policy on Equality. Employees will lead on and actively promote the College's policy on Equality, through their behaviour.

4.2 Employees will use the resources of the College in a proper, effective and efficient manner and will take proper and reasonable care of College property, and will not knowingly use, or permit its use, for unauthorised purposes.

4.3 Employees are required to attend work, perform their duties in a diligent and efficient manner and not absent themselves from duty without proper authorisation.

4.4 Employees will ensure that expenses such as travel and subsistence payments are not unnecessarily incurred either by themselves or by staff reporting to them.

5. Gifts and Hospitality

5.1 All actions of employees in carrying out their official duties will be above suspicion and not give rise to any actual or potential conflict of interest, and their dealings with commercial and other interests will bear the closest possible scrutiny.

5.2 The receipt of gifts and hospitality by employees from external individuals or organisations and from those with whom they have official dealings, will be governed by the highest standards. For the purposes of these provisions, the term "gift" includes any benefit which is given to an employee free of charge or at less than its commercial price.

5.3 The exchange of official gifts (e.g. gifts exchanged with dignitaries and officials) to and from the College is acceptable and, in such circumstances, gifts received remain the property of the College. Receipt of business related hospitality that constitutes normal courtesies in business and community relations (e.g. attendance at a community/civic/ cultural function) is acceptable. Employees may only accept personal gifts of a reasonable value.

5.4 Employees will not accept cash, gift cheques or any vouchers that may be exchanged for cash regardless of the amount from external individuals or organisations.

5.5 Employees will not solicit gifts or hospitality for personal gain.

(Specific responsibility)
Senior Management
Team

(General responsibility)
All staff

(Specific responsibility)
Senior Management
Team

(General responsibility)
All staff

Minutes of any CCT committee meetings, discussing any information on this sub-policy area

Minutes of any CCT meetings with employees in relation to this area

Any evidence pertaining to procedures in this area
Any reports on misconduct by employees in this area

Minutes of any CCT committee meetings, discussing any information on this sub-policy area

Minutes of any CCT meetings with employees in relation to this area

Any evidence pertaining to procedures in this area
Any reports on misconduct by employees in this area

6. Acquiring Goods and Services

6.1 Employees will conduct purchasing activities of goods and services in accordance with College procurement policies and procedures, public policy and best business practice.

6.2 Employees will not solicit contracts with CCT (including with students) for the supply of goods or services (other than for employment) either for their own benefit, or for any partnership or company with which they have an involvement in their private capacity, or on behalf of other persons or organisations.

6.3 No purchase will be made from, and no sale made to, employees, or any partnership or company with which employees have an involvement in their private capacity, in respect of goods or services, unless prior sanction has been obtained from the line manager in which the transaction arises. The line manager will consult with the Dean for Administration and Finance

6.4 Employees will comply with prescribed levels of authority for the sanctioning of any relevant expenditure.

6.5 Employees will not negotiate or arbitrate on any matter affecting CCT, or the purchase from, or sale of goods to the College where, in their private capacities, they are interested either as principals or as shareholders in a company so involved.

7. Confidentiality / Use of Information

7.1 Employees of the College are required to respect the confidentiality of sensitive information held by CCT. This would constitute material such as and in particular: a) personal information; b) information received in confidence by the College; c) any commercially sensitive information or other information sensitive to the reputation of the College. All such information must be handled in accordance with GDPR and College policy.

7.2 Employees will observe appropriate prior consultation procedures with third parties where, exceptionally, it is proposed to release sensitive information in the public interest.

7.3 Employees will respect the confidentiality of information received in the performance of their duties as employees. Additionally, employees will respect the confidentiality of the deliberations of College Boards/ Committees where advised that such confidentiality is required.

(Specific responsibility)
Senior Management Team

(General responsibility)

All staff

(Specific responsibility)
Senior Management Team

(General responsibility)

All staff

Minutes of any CCT committee meetings, discussing any information on this sub-policy area

Minutes of any CCT meetings with employees in relation to this area

Any evidence pertaining to procedures in this area

Any reports on misconduct by employees in this area

Minutes of any CCT committee meetings, discussing any information on this sub-policy area

Minutes of any CCT meetings with employees in relation to this area

Any evidence pertaining to procedures in this area

Any reports on misconduct by employees in this area

7.4 Employees will ensure that appropriate care is taken to guarantee the security of sensitive information (in paper or electronic form) whether on or off Campus and will immediately report any breach to the Dean of Academic Affairs.

7.5 Employees will ensure that confidential records are subject to appropriate access procedures.

8. Intellectual Property

8.1 The College defines intellectual property as the tangible or intangible results of research, development, programme and module design, assessment materials, teaching, or other intellectual activity, which is manifested in the form of copyrights, patents, trademarks, industrial designs and confidential/proprietary information. Intellectual property allows creativity and innovation to be captured and owned in the same way as physical property can be owned. Intellectual property includes individually and collectively all technical innovations, inventions, improvements, and/or discoveries, information, writings and software, whether or not patentable or otherwise susceptible to intellectual property protection, including technology and materials in their tangible form.

8.2 As a general rule the rights to CCT Intellectual Property is the property of and vests solely and absolutely in CCT. CCT Intellectual Property includes any intellectual property in any materials and/or inventions created by academic, research and other CCT staff (full-time or part-time) in the course of their employment or by higher education students in the course of their education by CCT or by consultants or others in the course of research, development, teaching, consultancy and other intellectual activity carried out for CCT. The College is open to applications for joint intellectual property rights where a staff member or student wishes to make an application for such. The College will engage external professionals in considering such requests.

8.3 College Intellectual Property includes rights in any material, including any copyright (including rights in computer software and moral rights) patent, design right, trademark rights, brand rights, database rights, know how, trade secrets, confidential information, rights in design, semiconductor topography rights or other intellectual property rights or other property rights, whether vested, contingent or future anywhere in the world.

9. Conflicts of Interest

9.1 The CCT Conflict of Interest Policy CCTP806 is a supplemental policy to the CCT Code of Conduct.

9.2 Employees have a duty to conduct themselves in accordance with the highest standards of business ethics.

(Specific responsibility)
Senior Management Team

(General responsibility)

All staff

Minutes of any CCT committee meetings, discussing any information on this sub-policy area

Minutes of any CCT meetings with employees in relation to this area

Any evidence pertaining to procedures in this area

Any reports on misconduct by employees in this area

9.3 Employees will furnish to their line manager details relating to business interests including shareholdings, professional relationships etc, which could involve a conflict of interest or could materially influence employees in the performance of their duties. Any interests of employees' families of which they could be expected to be reasonably aware or a person or body connected with employees that involve a conflict of interest or could materially influence employees in the performance of their duties should also be disclosed. For this purpose, persons and bodies connected with employees include:

- a) a spouse, partner, parent, sibling or close relative;
- b) a body corporate with which an employee is associated;
- c) a person acting as the trustee of any trust, the beneficiaries of which include the employee or the persons at (a) above or the body corporate at (b) above; and
- d) a person acting as a business partner of the employee or of any person or body who, by virtue of (a) – (c) above, is connected with the employee.

9.4 Employees will be considered to have a **real** conflict of interest when they hold a personal interest, whether direct or indirect, of which they are aware and which in the opinion of a reasonably informed and well-advised person, is sufficient to put into question the independence, impartiality and objectiveness that employees are obliged to exercise in the performance of their duties.

9.5 Employees will be aware that they may have a **perceived** conflict of interest when they appear to have, in the opinion of a reasonably informed and well-advised person, a personal interest, whether direct or indirect, that is sufficient to put into question the independence, impartiality and objectiveness that employees are obliged to exercise in the performance of their duties.

9.6 Employees will resolve a conflict of interest in the best interests of the College by declaring their interest to their line manager. In circumstances where employees are unsure as to whether or not a conflict of interest exists, or is material, they should discuss the matter with their line manager who may consult with the Dean of Academic Affairs

9.7 Employees serving on College committees or similar bodies must declare any personal interest in the business to be discussed, and if necessary and as required, withdraw from the consideration of such business.

10. Loyalty

10.1 Employees have a responsibility to be loyal to CCT and to be committed to its activities with due regard to the tenets of academic freedom.

11. Fairness

(Specific responsibility)
Management Team

(General responsibility)

All staff

Completed Declaration of Potential Conflict of Interest

Records of correspondence between CCT and staff member suspected of conflict of interest

Minutes of Academic Council and/or ELT / Management Team meetings, discussing any information on this policy

Records of correspondence between CCT and external HR consultants, where applicable

All written records from the conflict being reported or highlighted, to how the conflict was resolved

11.1 This Code of Conduct places an onus on employees to ensure compliance with employment equality and equal status legislation, commitment to fairness in all business dealings, and the valuing and equal treatment of all those with whom the College interacts.

12. Culture within CCT
 12.1 All employees are charged with espousing the culture within CCT to engage with, actively listen to students, and continually strive to provide a supreme student support service. The central objective for all CCT staff is to significantly contribute to providing high quality in all activities, and to strive to facilitate a transcendental student experience, one of the gifts of higher education.

13. Academic Freedom
 13.1 Academic Freedom allows academic staff and learners to engage in academic debate without the fear of reprisals.

13.2 Although academic freedom allows lecturers to teach subjects and facts in a manner of free speech, they are not permitted to preach evil or hatred

Monitoring

Monitor (Job Title)	Frequency	Monitoring Method(s)
College President ELT / Management Team	Ongoing reviews throughout the academic year Annual review for full academic year	<ul style="list-style-type: none"> - Review of completed <i>Declaration of Potential Conflict of Interest</i> forms from staff - Review of records of correspondence between CCT and staff member suspected of conflict of interest - Review of minutes of Academic Council and/or ELT/ Management Team meetings, discussing any information on this policy - Review of records of correspondence between CCT and external HR consultants, where applicable - Review of all written records from the conflict being reported or highlighted, to how the conflict was resolved - Review of minutes of any CCT committee meetings, discussing any information on this sub-policy area - Review of minutes of any CCT meetings with employees in relation to this area - Review of any evidence pertaining to procedures in this area - Review of any reports on misconduct by employees in this area - Review of employee contracts

POLICY CONTROL SHEET

Policy Title	Staff Code of Conduct
Responsible Officer(s)	ELT
Issuance Date	August 2018
Effective Date	August 2018
Last Review Date	July 2019
Supersedes	Version 1.0
Next Review Date	August 2024
Designated Reviewer(s)	College President, Dean of Academic Affairs
Scope	Internal staff (full and part time); External (Examiners & Consultants)

Revision History

Revision	Approval Date	Revision Description	Originator	Approved By
New Policy	August 2015	New QA system	Senior Management Team	Head of Academics, Registrar
Version 1.1	April 2018	Updated to reflect changes in roles	Senior Management Team	Academic Council

References upon which the Policy section is based

CCT Policy area	Quality Assurance of Teaching Staff & Human Resources
Statutory & System Wide Basis	The Irish Qualifications and Quality Act (Education and Training), 2012; European Standards and Guidelines for QA in the European Higher Education Area, Relevant QQI Standards and Guidelines
Related CCT Policies / Forms	Declaration of Potential Conflict of Interest Record CCTP806 – Conflict of Interest Policy

PROVIDER NAME: CCT College Dublin (CCT)			
POLICY AREA: Standard 8: Quality Assurance of Teaching Staff and Human Resources			
Policy and Procedure Title:	CCTP804: Performance Management Appraisal	Policy No: CCTP804	Version: 1.2
<p>Policy Statement</p> <p>In CCT, Performance Appraisal is an ongoing process. Ongoing informal performance appraisal is carried out almost on a daily basis as a result of constant interaction between staff, management and divisions.</p> <p>CCT policy has, as the overriding purpose of performance appraisal, helping staff to improve, and thus to improve organisational effectiveness.</p> <p>The College implements an annual appraisal process which provides opportunity for individuals to discuss their role and fulfilment of objectives and receive feedback from management in respect of same. The appraisal process also provides an opportunity to identify career aspirations and discuss professional development intentions and opportunities.</p> <p>Objectives for performance appraisal can best be understood in terms of potential benefits which should include but not be limited to:</p> <ul style="list-style-type: none"> • Increased staff motivation to perform effectively • Increased staff self-esteem • Gain new insight about the college direction • Better clarify and define job functions and responsibilities • Develop valuable communication among appraisal participants • Facilitate increased self-understanding among appraisees as well as insight into the kind of developmental activities that are of value • Distribute awards on a fair and credible basis • Clarify goals of job under appraisal and organisational goals 			
<p>Definitions and Principles</p> <p>CCT broadly views Performance Appraisal as the interactive process, between individual staff member and supervisor, of assessing and recording staff performance, jointly re-clarifying and modifying roles and responsibilities and job description (if necessary), determining developmental needs and support requirements, and cooperative development of performance evaluation plans.</p> <p>Performance Appraisal is the scheduled focussed opportunity to assess how aligned appraisee, job, and supervisor are with regard to the overall operation of the college, in accordance with CCT's mission and strategic goals.</p>			
<p>Staff Involved</p> <p>All full time and part time staff and faculty within CCT</p>			

Procedure Outline / Method(s) used to carry out this procedure

Responsibility of

Evidence generated by this procedure to ensure its effectiveness

Performance Appraisal Procedures

1. Formal performance appraisals will be carried out once per year at CCT. The appraisal itself will be carried out in an atmosphere of openness, frankness, confidentiality, clarity, and fairness.
2. The following broad items should be represented and reviewed in all performance appraisals:
 - a) Ongoing Review of Position and Performance
 - b) Job Descriptions
 - c) Participatory and Interactive Appraisal of developmental plans for the appraisee
 - d) Joint design of a realistic scheduled format of work
 - e) Overall productivity assessment and reward
 - f) Review of College Policies and Procedures
3. CCT will ensure that the following appraisal event procedures will be adhered to:
 - Staff Appraisals will be fair, objective, open, frank, and confidential
 - Appraisals will be carried out yearly, unless otherwise determined by the appraisee and appraiser
 - The appraisal shall be carried out by the College President or nominee
 - The College President shall notify all appraisees of the date of their appraisal, at least 1 month in advance.
 - An Appraisal Form CCTF136 must be completed initially by the appraisee and returned to the appraiser. An Ongoing Performance Review (OPR) should also be reviewed prior to the appraisal.
 - If the appraiser wishes to discuss any matter(s) not covered in the Appraisal Form, the appraiser shall normally indicate this to the Appraisee in good time. The Appraisee shall have the same right.
 - Both parties are required to sign the Appraisal form and the OPR as a record that the Appraisal event has taken place
 - Unresolved difficulties shall be recorded on the Appraisal Form.
 - The Appraisal meeting shall remain strictly confidential to the appraiser, appraisee, and College President.
 - The College President / or nominee will carefully review each Appraisal Form after completion to instigate any agreed actions / action plans which the College President considers appropriate
 - The College President / or nominee is responsible for monitoring the appraisal processes.
 - Specific developmental requirements should be converted into appropriate staff developmental plans, which is the responsibility of the College President / nominee.
 - If necessary, duties and position descriptions will be reviewed at this juncture, as well as college policies and procedures.

College President
Relevant staff

Performance Appraisals completed

College President or nominee

Appraisal Form
Ongoing Performance Review

<ul style="list-style-type: none"> CCT will endeavour to provide the opportunity for the improvement of poor performance through mentoring and continuous review. However, should the teacher continue to demonstrate ineffective teaching duties procedures will be put in place to remove them from CCT’s teaching staff. <p>Monitoring and Review of Appraisal Procedures</p> <ol style="list-style-type: none"> It shall be the responsibility of the Executive Leadership Team to monitor on an ongoing basis the effectiveness of the appraisal procedures. The annual monitoring exercise and the periodic review shall provide feedback opportunities for the College to formally review and evaluate the appraisal of staff. The appraisal policies and procedures shall be continuously reviewed to ensure they reflect best practice. 	<p>Executive Team Leadership</p>	<p>Staff feedback</p> <p>Annual Monitoring Review</p>
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Monitoring		
Monitor (Job Title)	Frequency	Monitoring Method(s)
ELT	Annual	Staff feedback

POLICY CONTROL SHEET

Policy Title	Performance Management Appraisal
Responsible Officer(s)	College President
Issuance Date	August 2018
Effective Date	August 2018
Last Review Date	July 2019
Supersedes	Version 1.1
Next Review Date	August 2024
Designated Reviewer(s)	College President
Scope	Internal staff (full and part time); Graduates

Revision History

Revision	Approval Date	Revision Description	Originator	Approved By
New Policy	August 2015	New QA system	Senior Management Team	Head of Academics, College Registrar
Version 1.1	April 2018	Edits to reflect roles and structures	Dean of Academic Affairs	Academic Council
Version 1.2	September 2019	Change of responsibility for monitoring effectiveness to the Executive Leadership Team.	SMT	Academic Council

References upon which the Policy section is based

CCT Policy area	Quality Assurance of Teaching Staff & Human Resources
Statutory & System Wide Basis	The Irish Qualifications and Quality Act (Education and Training), 2012; European Standards and Guidelines for QA in the European Higher Education Area, Relevant QQI Standards and Guidelines
Related CCT Policies / Forms	Staff Appraisal Form

PROVIDER NAME: CCT College Dublin (CCT)			
POLICY AREA: Standard 8: Quality Assurance of Teaching Staff & Human Resources			
Policy and Procedure Title:	CCTP805: Scholarship, Professional Development, Innovation and Research	Policy Number: CCTP805	Version: 1.0

Policy Statement

CCT College identifies as a teaching and learning institution and recognises the importance of being a learning organisation in the broadest sense, not simply for the students. A priority for CCT is to be a learning organisation where scholarship, professional development, innovation and research activity convert into knowledge that is used to inform curriculum delivery, curriculum content, programme design and development, enhancing the student experience, and for overall enrichment of the College and its community. CCT is a learning organisation that builds capacity, increases knowledge and skills, develops critical reflection, understanding and insight, and facilitates growth and development.

CCT recognises that new knowledge comes from engagement in a range of research and advanced professional and technical activity as well as through scholarship and innovation and encourages this across the College.

1. CCT is committed to supporting the academic development of its staff in financial and other practical ways.
2. CCT will strive to create and promote opportunities that allow staff to become and/or remain experts in their field.
3. CCT is committed to the ongoing development of its staff and will actively encourage further training and education.

CCT recognises that staff development and training is a necessary and worthwhile commitment and having staff and learners that are abreast of these advances and developments in their field is imperative for the continued advancement of CCT and its learners. For this reason, CCT also supports the engagement of staff and faculty in research related activities such as membership of advisory boards, working groups and professional committees.

The College commits to:

- Promoting knowledge development and knowledge enhancement activities among staff and faculty.
- Requiring faculty to utilise existing research to ensure their practice and curriculum is research informed
- Encouraging faculty to engage in activities that result in their practice and curriculum being research led.
- Participating in or being the subject of research by external bodies to assist in organisational and sectoral development and enhancement.
- Using research to inform decision-making within the College.
- Developing appropriate links with other higher education institutions, professional bodies and industry to promote enquiry, knowledge creation, and knowledge enhancement.

CCT commits to providing access to resources, expertise, support and time to engage in and with scholarship, professional development, innovation and research where it is relevant to the activities of the College, its staff or faculty and its students. The College promotes a culture of collaborative professional learning; encouraging the dissemination of new knowledge with peers through a variety of dissemination activities including presentations, learning lunch seminars, conferences, workshops and in-house exhibitions. The College recognises the value to the College and to students of having a workforce engaged in knowledge creation and knowledge development and particularly the example this sets and the benefits this brings in promoting research and innovation within the student community.

Recognising that lack of confidence is often a barrier to engaging in knowledge creation activities, CCT is committed to ensuring appropriate access to library resources and personnel, educational consultants and in-house expertise as well as the regular dissemination of user-friendly research resources. This will be coordinated through the Centre for Teaching and Learning incorporating the College library service.

Through the Centre for Teaching and Learning, CCT will also provide sessions to faculty and students to develop and enhance their research, scholarship and innovation activity.

These will include workshops and advisory sessions on

- Writing and delivering a conference paper;
- getting started with research;
- effective practice in literature reviews;
- ensuring ethical practice;
- promoting academic integrity;
- selecting research methodologies;
- getting published;

These sessions will be in addition to masterclasses and workshops provided to faculty that promote collaborative pedagogic practice and improving practice in the classroom.

The Centre for Teaching and Learning will also take ownership of the facilitation of National Forum for the Enhancement of Teaching and Learning Digital Badges in the following three areas:

- Teaching Strategies for (New) Lecturers
- Postgraduate Research Supervision
- Getting Started with Online Teaching

External facilitators will also be brought in from the HECA Teaching and Learning Committee to facilitate completion of additional National Forum Digital Badges where there is demand for this.

Further to in-house provision and staff development, CCT encourages applications for further study, up to and including PhD level, and offers financial and time support for this. Attendance or presentations at conferences is also actively promoted and support is provided for this.

Through the Centre for Teaching and Learning CCT will develop and retain a register of scholarship, professional development, innovation and research.

Scope

Except where otherwise stated, this policy applies to all permanent members of academic staff, and to all holders of full-time academic contracts, where the contract is for a duration of one year or longer. Entitlements for part-time members of academic staff, entitlements will be pro rata according to appropriate legislative provisions.

To enhance the research culture within the college and provide incentives for staff to engage in ongoing professional development, the college is committed to creating, consolidating or enhancing, as appropriate, certain provisions for and in cooperation with the academic staff.

Staff involved

Dean of Academic Affairs, Dean of School, Faculty, Departmental Heads, Librarian, College President, Head of Enhancement

Procedure Outline / Method(s) used to carry out this procedure

Responsibility of

Evidence generated by this procedure to ensure its effectiveness

Procedure

- 1. Effective and comprehensive scholarship, professional development, innovation and research practices and plans must
 - i. attend to staff and organisation improvement,
 - ii. derive from a developmental plan,
 - iii. include attention to process and product,
 - iv. be anchored in the daily operation of the college,
 - v. be multi-faceted and ever changing, and
 - vi. recognise maturation and growth of individuals and the organisation.

- 2. It is the responsibility of line managers in conjunction with the College President and Deans to encourage the identification of developmental needs among staff. This may be done through the formal staff appraisal scheme or through staff feedback mechanisms.

- 3. Through the performance appraisal, staff shall have the opportunity to be involved in the identification of development needs and their personal career development plans. Specific and measurable aims and learning outcomes shall be agreed for each training plan and made transparent for all development activities.

- 4. All new staff will receive Induction training to assist them to adjust to their work environment, roles and responsibilities. See Staff Induction Policy CCTP802

- 5. Staff shall receive ongoing training and development to help them perform their duties effectively and improve within their roles. Where new or additional duties require the development of further skills, staff shall be given training in those skills.

- 6. Scholarships and professional development can take the form of seminars, conferences, mentoring, workshops, individual advice sessions, short-term professional courses and further studies. The College President will manage the release of staff to participate in approved scholarship, professional development, research and innovation activities.

Departmental managers
College President
Head of Enhancement

Staff

President

Development Plans

Performance appraisals

Induction records

Scholarship and Professional Development

Development and Training of Staff is an ongoing process, which will be reviewed on a regular basis as job descriptions, individual, and organisational goals change.

Plans for scholarship and professional development should take into consideration the following objectives:

- Clarifying expectations for the continued professional education of each staff member
- Specifying the options available for staff improvement (publication of papers, attending of conferences, accredited programmes)
- Making clear the connection between scholarship, professional development and institutional rewards
- Ensuring adequate funding for staff development activities
- Purposefully determining staff development activities based on a careful assessment of staff member needs
- Employing accepted methods of teaching and learning in in-house staff development activities

CCT has the responsibility to resource scholarship and professional development and to monitor and review the resources committed and the benefits to the College.

Where a member of staff or faculty identifies a programme of study or professional development of interest to them which they feel will be of benefit to their role and the College they are required to follow the following:

1. Bring the matter to the attention of their line manager outlining the following:
 - i. The details of the programme of development activity
 - ii. The location, date(s) and times and the impact this may have on fulfilling role obligations
 - iii. The perceived benefits to the individual and the College
 - iv. The supports being sought.
2. The line manager may request the staff member to agree a dissemination activity that will assist in developing knowledge or expertise of colleagues.
3. Following discussion with the line manager, the manager will bring the request to the attention of the College President for approval.
4. The provision of time and financial support may be covered up to 100% at the discretion of the College.
5. Additional conditions may be assigned to the provision of supports by the College

In-house Professional Development

CCT provides a schedule of professional development activities for staff and faculty. All staff are required to participate in sessions that are assigned as compulsory.

President
Head of Enhancement

Register of professional development

Managers

College President

Applications / requests for support

Dean of School
Head of Enhancement

Schedule of events, feedback forms, monitoring report

Academic Faculty are allocated up to 16 in-house development days each academic year. These are compulsory sessions generally scheduled in non-teaching periods and the focus of the sessions is pre-determined by the Dean of School in consultation with the School Manager.

Going forward, the Centre for Teaching and Learning will lead on the provision of in-house professional development for faculty. In addition to the allocated development days, Faculty are invited to participate in additional sessions offered by the Centre for Teaching and Learning.

In-house sessions are scheduled to take into account the teaching timetable. Where necessary sessions are duplicated to allow maximum engagement.

In addition to scheduled sessions, individual faculty can request one to one mentoring and guidance sessions for support with research and professional development activities such as conference paper development, authoring journal articles etc.

Research and Innovation

Staff and faculty are encouraged to engage in research and innovation activities. Research and innovation in relation to teaching, learning and assessment in higher education or in relation to a specific subject discipline is encouraged and supported. Recognising the variance in experience and confidence among academic staff in this area, the College has adopted a developmental approach that looks to progress faculty from being research informed to research engaged. An audit of the research interests of academic staff in respect of teaching and learning or in respect of their discipline, is maintained by the College Library Service and utilised to enable the library to provide relevant research materials to faculty. Active engagement with the research is encouraged through the Centre for Teaching and Learning. A learning lunch seminar series, led by the Dean of School, empowers faculty to share the findings from either their own research or from the research they have reviewed, as provided by the library or from other sources. This is further supported by the research support services provided by the Centre for Teaching and Learning, engaging educational consultants as required. CCT offers an expert lecture series, inviting external academics, professionals, and industry representatives deemed experts in their field, to present to faculty and students of the College. This provides up to date specialist input at the forefront of the field of learning to students and faculty alike. Faculty are actively encouraged to participate in the lecture series and engage with the content to support curriculum delivery and updating, their practice as higher education professionals, or to inform programme development. The addition of expert seminars on teaching, learning and assessment in higher education will further develop opportunities for faculty to engage in research or develop and apply innovation to enhance their practice.

For faculty wishing to undertake research or innovation, a proposal must be submitted to the Dean of School, in the first instance, where any of the following circumstances apply:

- Where financial or time support is required

<p>Head of Enhancement Faculty Dean of School</p> <p>Dean of School</p>	<p>Audit Participation records</p> <p>Annual report for CTL.</p> <p>Schedule of expert lectures</p> <p>Proposals</p>
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POLICY CONTROL SHEET

Policy Title	Scholarship, Professional Development, Innovation and Research
Responsible Officer(s)	Dean of School, President, Head of Enhancement
Issuance Date	August 2018
Effective Date	August 2018
Last Review Date	July 2019
Supersedes	Research Training Development Certification
Next Review Date	August 2024
Designated Reviewer	Dean of School, Head of Enhancement, Librarian
Scope	All staff and faculty

Revision History

Revision	Approval Date	Revision Description	Originator	Approved By
New Policy	August 2015	New QA system	Senior Management Team	Head of Academics, College Registrar
New policy	April 2018	Replaces previous equivalent policy to more fully reflect the range of activities and the commitment to research and scholarly activity.	Dean of School	Academic Council.

References upon which the Policy section is based

CCT Policy area	Quality Assurance of Teaching Staff and Human Resources
Statutory & System Wide Basis	The Irish Qualifications and Quality Act (Education and Training), 2012; QQI Core Statutory Guidelines for Quality Assurance
Related CCT Policies / Forms	Policy – CCTP801 – Recruitment Selection and Probation Policy – CCTP802 – Staff Induction Policy – CCTP803 – Code of Conduct Policy Policy – CCTP804 – Performance Management Appraisal

PROVIDER NAME: CCT College Dublin (CCT)			
POLICY AREA: Standard 8: Quality Assurance of Teaching Staff & Human Resources			
Policy and Procedure Title:	CCTP806: Conflict of Interest	Policy No: CCTP806	Version: 2.0
<p>Policy Statement</p> <p>The policy is intended to address scenarios where potential actual or perceived conflicts of interest may arise, and to establish procedures whereby such conflicts may be avoided or properly managed.</p> <p>It is the policy of the college to operate in accordance with the obligation to manage or avoid ethical, legal, financial or other conflicts of interest, and to ensure that the activities of the College, its representatives, or appointed or contracted third parties adhere to and comply with this obligation.</p> <p>The policy applies to all staff, faculty, employees and contractors and must also be brought to the attention of consultants, external examiners, panel members and other such parties as may be deemed appropriate by the Dean of Academic Affairs or College President.</p> <p>The education of students, analysis and interpretation of research results, hiring of staff, procurement of materials or services and other duties of the College or its employees must be free from undue influence by outside interests.</p> <p>Full-time employees of the college are expected to accord their primary professional loyalty to the college and to arrange outside obligations, personal interests and activities so as not to conflict with their over-riding commitment to the college. For this purpose, references to personal interests and/or personal gain include monetary or non-monetary interests or gains and include those of his/her spouse, parents, siblings and business partners and any company controlled by any of the foregoing or any two or more of them together.</p> <p>Part-time employees of the college are expected to make a commitment to the college consistent with the terms of their employment and are expected to arrange outside obligations and activities so as not to conflict with their contracted commitment to the college.</p> <p>Third parties such as consultants, external examiners and panel members are expected to declare any potential, actual or perceived conflicts of interest they may prevent them from fulfilling the role for which they are being sought. In particular, external examiners and potential panel members are required to confirm their independence and impartiality and any interests that may be perceived as influencing decisions they may make in respect of CCT and its business activities.</p>			
<p>Staff Involved</p> <p>All full time and part time staff, external examiners, panel members and consultants utilised by the College</p>			
<p>Definitions</p> <p>The term "Conflict of Interest" refers to a conflict between the duties of an individual in relation to the College on the one hand and his/her personal / employment / business / financial interests on the other.</p> <p>A conflict of commitment is considered to be a conflict of interest for the purposes of this policy. A conflict of commitment occurs when the commitment to external activities of a staff member adversely affects their capacity to meet college responsibilities. This form of conflict is recognised by a perceptible reduction of the time and energy devoted by the individual to college activities.</p>			

Procedure Outline / Method(s) used to carry out this procedure	Responsibility of	Evidence generated by this procedure to ensure its effectiveness
<p>Staff and Contractors</p> <p>1. All employees and potential employees receive this policy document, the Code of Conduct for all employees, and an employee handbook prior to commencement at the College, along with their draft contract of employment. In all cases the employee must disclose in writing and discuss any potential conflicts with the Departmental Head / College President:</p> <ul style="list-style-type: none"> • prior to the commencement of their commitment, or • when circumstance change in a way that gives rise to conflict. <p>2. CCT requires that the disclosure be made in writing by the employee / potential employee, by completing the Declaration of Potential Conflict of Interest record</p> <p>3. The College President or Dean of Academic Affairs will advise on how potential conflict can be managed. In many cases the simple disclosure of a potential conflict in writing, will in itself be sufficient. In a minority of cases where the potential conflict is deemed serious and cannot be effectively managed, it may be necessary to discontinue one of the conflicting activities.</p> <p>4. Only where deemed necessary by the college President, a written record of the conflict of interest and action taken to minimise the conflict will be retained on the personnel file of the employee concerned.</p> <p>5. The College President has the authority to issue binding instructions with regard to the management of the conflict, in compliance with Irish Law.</p> <p>6. If a conflict is alleged to have adversely affected the conduct of an employee’s College responsibilities, the College’s disciplinary procedures may be activated (please see the Employee Handbook of CCT for full description of College Rules and Disciplinary Procedures for Staff).</p> <p>7. In the course of considering cases of conflict of interest or potential conflict of interest, consultation with relevant parties including members of senior management, HR consultants and legal representatives may take place as appropriate.</p>	<p>Staff member Head of Department College President</p> <p>President Dean of Academic Affairs</p>	<p>Completed Declaration of Potential Conflict of Interest records</p> <p>Records of correspondence between CCT and staff member suspected of conflict of interest</p> <p>Minutes of Academic Council and/or ELT / Management Team meetings, discussing any Conflict of Interest cases arising</p> <p>Records of correspondence between CCT and external HR consultants, where applicable</p> <p>All written records from the conflict being reported or highlighted, to how the conflict was resolved.</p>

<p>External Examiners and Panel Members</p> <p>As part of the appointment of external examiners and potential panel members for programme review and revalidation, this policy and the appropriate form must be issued for completion by the relevant parties.</p> <p>Where potential, actual or perceived conflicts of interest are declared these must be brought to the attention of the Dean of Academic Affairs who will consider the impact and implications and determine the appropriate course of action. Where appropriate, the Dean of Academic Affairs will consult with QQI.</p> <p>Completed declarations of conflict of interest will be retained by the QA Officer as part of the external examiner / panel member records. Records will be securely destroyed once the retention period has been reached. External Examiner records are normally retained for the duration of the tenure. Panel member records are retained until the completion of the panel process.</p>	<p>School Manager</p> <p>Dean of Academic Affairs</p> <p>QA Officer</p>	
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Monitoring

Monitor (Job Title)	Frequency	Monitoring Method(s)
Dean of Academic Affairs College President School Manager QA Officer	Ongoing reviews throughout the academic year Annual review for full academic year Upon appointment of external examiners / panel members	<ul style="list-style-type: none"> - Review of completed Declaration of Potential Conflict of Interest forms - Review of records of correspondence between CCT and staff member suspected of conflict of interest - Review of minutes of Academic Council and/or ELT / Management Team meetings, discussing any Conflict of Interest cases arising - Review of records of correspondence between CCT and external HR consultants, where applicable - Review of all written records from the conflict being reported or highlighted, to how the conflict was resolved

POLICY CONTROL SHEET

Policy Title	Conflict of Interest
Responsible Officer(s)	College President, Dean of Academic Affairs
Issuance Date	August 2018
Effective Date	August 2018
Last Review Date	July 2019
Supersedes	Version 1.0
Next Review Date	August 2024
Designated Reviewer	Dean of Academic Affairs
Scope	Internal staff (full and part time); External (Examiners, panel members & Consultants)

Revision History

Revision	Approval Date	Revision Description	Originator	Approved By
New Policy	August 2015	New QA system	Senior Management Team	Head of Academics, Registrar
Version 2.0	April 2018	Updated to reflect requirements relating to external examiners and panel members	Dean of Academic Affairs	Academic Council

References upon which the Policy section is based

CCT Policy area	Policy for Quality Assurance
Statutory & System Wide Basis	The Irish Qualifications and Quality Act (Education and Training), 2012; European Standards and Guidelines for QA in the European Higher Education Area, QQI Core Statutory Quality Assurance Guidelines
Related CCT Policies / Forms	Declaration of Potential Conflict of Interest Records CCTP803 – Code of Conduct CCTP403 – Programme Review and Revalidation

PROVIDER NAME: CCT College Dublin (CCT)			
POLICY AREA: Standard 8: Quality Assurance of Teaching Staff & Human Resources			
Policy and Procedure Title:	CCTP807: Mutual Respect	Policy Number: CCTP807	Version: 2.0
<p>Policy Statement</p> <p>CCT is committed to the promotion and management of an environment for work and study which upholds the dignity and respect due to each individual. CCT supports every individual's right to work and /or study in a climate which respects their individuality and diversity, and in an environment free from threat, harassment, intimidation, or bullying.</p> <p>Sexual harassment, harassment or bullying in any form is totally unacceptable. CCT will not tolerate any staff member, student of the College, or member of the public being treated with anything less than professional courtesy and respect.</p> <p>This policy is guided by the general principle that the intention of the perpetrator of harassment or bullying is irrelevant. It is the effect of the behaviour on the subject that is important. Therefore, it is the responsibility of all staff and students to be alert to their obligations under this policy and the possible effect of their behaviour on others and to manage such interactions positively and to the highest professional standards.</p> <p>A complaint of sexual harassment, harassment or bullying by or against a student or member of staff may, following investigation, lead to disciplinary action. Disciplinary action may include a range of responses, from verbal warnings to dismissal from employment, or being expelled from the College.</p> <p>The objectives of this policy are to:</p> <ol style="list-style-type: none"> 1. Promote awareness of the issues arising for staff, students, contractors and clients of CCT by way of direct communication and workshops, and to provide training, where appropriate; 2. Deter unacceptable behaviour and to help create an environment where staff, students, contractors and clients of the CCT can interact together free from sexual harassment, harassment or bullying in any form; 3. Provide an effective procedure for dealing with allegations of sexual harassment, harassment or bullying. <p>Disciplinary action for allegations of sexual harassment, harassment, and/or bullying, against full or part time staff at CCT, are dealt with through the Disciplinary Procedures documented in the Employee Handbook. Where the allegation stems from a student, the student should follow the complaints procedure in the first instance. Disciplinary action for allegations of sexual harassment, harassment, and/or bullying, against a student are dealt with the through the Learner Code of Conduct and Disciplinary Procedures.</p> <p>Definitions and Principles</p> <p>CCT is aware that it is not always easy to clearly define what constitutes harassment or bullying. This section defines the terms Sexual Harassment, Harassment and Bullying. The definitions are drawn from current legislation and codes of practice. The Employment Equality Acts 1998 and 2004 do not prohibit all relations of a sexual or social nature. It is the unwanted nature of the conduct which distinguishes sexual harassment and harassment from friendly behaviour which is welcome and mutual.</p> <p>Sexual harassment, harassment or bullying is defined by the impact of the behaviour on the recipient and not necessarily by the intention of the perpetrator.</p> <p>1. Sexual Harassment</p> <p>The Employment Equality Acts 1998 and 2004 define sexual harassment as:</p>			

“any form of unwanted verbal, non-verbal or physical conduct of a sexual nature, being conduct which has the purpose or effect of violating a person’s dignity and creating an intimidating, hostile, degrading, humiliating or offensive environment for the person”

The Acts provide a non-exhaustive list of unwanted conduct that may constitute sexual harassment, namely, “acts, requests, spoken words, gestures or the production, display or circulation of written words, pictures or other material”. Sexual harassment can undermine the dignity of the recipient, regardless of gender, and may adversely affect work or study performance. A single incident may constitute sexual harassment. Many forms of behaviour can constitute sexual harassment. The term includes examples like those contained in the following list, although it must be emphasised that the list is illustrative rather than exhaustive.

- **Physical conduct of a sexual nature** – This may include unwanted physical contact, ranging from unnecessary touching, patting or pinching or brushing against another employee’s body, to assault/coercive sexual intercourse.
- **Verbal conduct of a sexual nature** – This includes unwelcome sexual advances, propositions or pressure for sexual activity outside the work place after it has been made clear that suggestions are unwelcome, unwanted or offensive flirtations, suggestive remarks, innuendo or lewd comments, suggestions that sexual favours may further someone’s career / examination results, or that a refusal may damage same
- **Nonverbal conduct of a sexual nature** – This may include the display of pornographic or sexually suggestive pictures, calendars, objects, written materials, emails, text messages or faxes. It may also include leering, whistling, or making sexually suggestive gestures.
- **Sex-based conduct** – This would include conduct that denigrates, ridicules, is intimidatory or physically abusive of an individual because of their gender, such as derogatory or degrading abuse or insults which are gender related.

2. Harassment

Harassment is defined in the Employment Equality Acts 1998 and 2004 as:

“any form of unwanted conduct related to any of the discriminatory grounds” namely:

Gender, Marital status, Family status, Sexual orientation, Religion, Age, Disability, Race/colour/nationality/ethnic or national origin, Traveller community membership.

The Acts provide a non-exhaustive list of unwanted conduct that may constitute harassment, namely “acts, requests, spoken words, gestures or the production, display or circulation of written words, pictures or other material”

A single incident may constitute harassment. Many forms of behaviour can constitute harassment. The term includes examples like those below, although it must be emphasised that the list is illustrative rather than exhaustive.

- **Verbal harassment** – spoken words, jokes, comments, ridicule or songs, or jokes about a person’s membership of a protected category, demeaning and derogatory remarks, name calling, unwelcome comments, unwarranted criticism of work/study performance etc. that is related to one or more of the discriminatory grounds;
- **Written harassment** – including faxes, notices, electronic text messages, emails, internet chat rooms etc. that is related to one or more of the discriminatory grounds;
- **Physical harassment** – jostling, shoving or any form of assault that is related to one or more of the discriminatory grounds;
- **Intimidatory harassment** – postures, posturing or threatening poses that is related to one or more of the discriminatory grounds;
- **Visual display** such as posters, emblems or badges that is related to one or more of the discriminatory grounds;
- **Isolation or exclusion** from social activities, or in workplace activities or course of study that is related to one or more of the discriminatory grounds;
- **Pressure to behave** in a manner that the employee thinks is inappropriate, for example, being required to dress in a manner unsuited to a person’s ethnic or religious background, or otherwise that is related to one or more of the discriminatory grounds;
- **Undermining the authority** of a colleague in the workplace that is related to one or more of the discriminatory grounds.

3. Bullying

Bullying is defined as:

Repeated inappropriate behaviour, direct or indirect, whether verbal, physical or otherwise, conducted by one or more persons against others, at the place of work and/or in the course of employment and/or in the course of their study, which could reasonably be regarded as undermining the individual's right to dignity at work or study.

An isolated incident of the behaviour described in this definition may be an affront to dignity at work or study, but as a once-off incident is not considered to be bullying.

Bullying can include verbal, gesture or physical bullying, exclusion or extortion. Many forms of behaviour can constitute bullying, which can include:

- **Verbal Abuse** – shouting, spoken words, making jokes, undermining a person's authority through misplaced and unwarranted criticism of an individual and their professional performance, ridiculing the employee or student in front of other employees and/or individuals, setting unrealistic and unattainable targets, spreading malicious rumours about an individual around the organisation, humiliation, sneering or ridicule and falling within the definition above.
- **Nonverbal Abuse** – Looks, gestures, displaying emblems on clothing, exclusion, whistling, isolation at lunch breaks or social events, etc. and falling within the definition above.
- **Written Abuse** – including faxes, notices, electronic text messages, emails, internet chat rooms etc. and falling within the definition above.
- **Physical Abuse** – Hitting, bodily contact that is abusive in nature, shaking fists in a threatening manner, sabotaging a colleagues' personal belongings etc. and falling within the definition above.

Individuals or groups of people can be responsible for or be the victims of bullying. It can occur between a manager/supervisor and subordinate, between subordinate and a supervisor/manager, between staff and students, between students and staff, and within peer groups. Legitimate and reasonable management and supervision of staff and/or students does not constitute bullying. It is important however that those responsible for managing poor performance and conduct do so through the operation of fair procedures, and not through an aggressive management /supervisory or lecturing style.

Procedure Outline / Method(s) used to carry out this procedure	Responsibility of	Evidence generated by this procedure to ensure its effectiveness
<p>It is recognised that allegations of sexual harassment, harassment or bullying can influence the victim's confidence and willingness to report such occurrences. In particular, the named point of reporting, as defined in the College Complaints Procedures, may give rise for concern or discomfort for the individual. While CCT encourages reporting through the prescribed procedures relevant to staff or students, the College acknowledges and recognises the right of the complainant to initiate their complaint through the point of contact with whom they feel most comfortable.</p> <p>Upon receipt of a complaint, the College will seek to revert to the applicable procedures, making appropriate exceptions where reasonable and justified.</p> <p>All individuals making an allegation of sexual harassment, harassment, or bullying will be provided with access to supports for the duration of any investigatory or disciplinary proceedings as deemed appropriate.</p> <p>The College reserves the right to suspend any individual accused of sexual harassment, harassment or bullying pending investigations and disciplinary proceedings.</p>	<p>All staff</p>	<p>Records of reporting and referral</p>

Records of allegations, investigations and disciplinary proceedings will be retained in accordance with the applicable policy.

Monitoring

Monitor (Job Title)	Frequency	Monitoring Method(s)
Dean of Academic Affairs	Ongoing reviews each semester	<ul style="list-style-type: none"> - Review of all Complaints applications made each academic year - Review of Policy and Procedure Monitoring and Report form, for this policy - Annual review of policy information

POLICY CONTROL SHEET

Policy Title	Mutual Respect
Responsible Officer(s)	Dean of Academic Affairs
Issuance Date	August 2015
Effective Date	August 2015
Last Review Date	July 2019
Supersedes	Version 1.0
Next Review Date	August 2024
Designated Reviewer(s)	Dean of Academic Affairs
Scope	Internal staff (full and part time); Learners; Appeals Board

Revision History

Revision	Approval Date	Revision Description	Originator	Approved By
New Policy	August 2015	New QA system	Senior Management Team	Head of Academics, College Registrar
Version 2.0	March 2018	Removal of duplication of process resulting in overlap with complaints procedures and disciplinary procedures for staff and students. Revised policy directs complainants to applicable procedures but acknowledges right of reporting to an alternative party.	Dean of Academic Affairs	Academic Council

References upon which the Policy section is based

CCT Policy area	Learning Resources and Student Support
Statutory & System Wide Basis	The Irish Qualifications and Quality Act (Education and Training), 2012; European Standards and Guidelines for QA in the European Higher Education Area, QQI Core Statutory QA Guidelines
Related CCT Policies / Forms	CCTP803 Staff Code of Conduct CCTP903 Learner Code of Conduct and Disciplinary Procedures CCTP903 Complaints Procedures

SECTION 9: LEARNING RESOURCE AND STUDENT SUPPORT

PROVIDER NAME: CCT College Dublin (CCT)			
POLICY AREA: Standard 9: Learning Resource and Student Support			
Policy and Procedure Title:	CCTP901: Academic Supports Policy	Policy No: CCTP901	Version: 1.2
<p>Policy Statement</p> <p>CCT recognises the need to balance the requirement for higher education promoting self-directed learning and development with the provision of a nurturing and supportive learning environment that enables and empowers learners to attain their potential. The College requires all learners to demonstrate a commitment to their studies through high level attendance, strong in-class participation, and appropriate engagement with assessment activities. The College will support this through its commitment to the provision of adequate and appropriate academic supports to learners to facilitate them successfully completing their studies.</p> <p>Learner support operates in several ways and at varying levels within CCT. A culture of constant interaction between staff and students is fostered and actively promoted at all levels in the College. The existence of an 'open-door' policy and approach, at all levels, is communicated to new staff at interview and induction stages as an expectation the College places on all staff. The open-door policy is communicated to students from induction and throughout their studies. The underlying rationale of this policy is to ensure that the priority is always the student.</p> <p>This policy will be monitored and reviewed on a regular basis (at least once each academic year) to ensure and enhance the effectiveness of the resources available to support student learning.</p>			
<p>Staff Involved</p> <p>All full time and part time faculty within CCT, School Manager, Dean of School, Librarian, QA Officer, Faculty Coordinators, Head of Student Services</p>			
Procedure Outline / Method(s) used to carry out this procedure		Responsibility of	Evidence generated by this procedure to ensure its effectiveness
<p>1. Academic Supports provided by CCT</p> <p>Faculty</p> <p>CCT recognises that, in order to facilitate learners fulfilling their potential, additional academic guidance and support may be required. Academic support is largely facilitated through the academic faculty but can also be arranged through the learner contacting the Faculty Coordinator, the Head of Student Services or the QA Officer.</p> <p>Academic support for students spans the following main levels at CCT: Class/Module, Lecturer, library and College.</p> <p>In addition to basic programme design and delivery, college faculty and staff have an obligation to provide constant academic support to all learners. This involves assisting learners from all types of educational and cultural backgrounds to guide, clarify, support, and help meet course assessment requirements. In particular, the Class Lecturer(s) and library staff would be the most</p>		Faculty	<p>Student Survey</p> <p>Minutes from Student Rep and Student Services meetings</p>

appropriate authorities in this regard. Appointment consultation times are sometimes necessary in busy periods (for example: exam times) with the appropriate personnel, otherwise and normally, students can get support whenever they wish.

One of the main responsibilities of a faculty member is to provide support to students on the programme. The purpose of academic support is to offer students advice and help regarding any general or subject specific academic challenges they may experience during their studies.

Faculty can often identify where a learner may benefit from academic support. It is the responsibility of faculty to highlight to the Programme Leader any learner who may fall into this category. Indicators may include, but are not restricted to, low level attendance or class participation, under performance in assessment, late or non-submission of assessments, academic impropriety, and in some instances, the visible distress of the learner. In particular, any learner that shows a decline in their engagement, interaction, or performance should be highlighted.

It is also the learner's responsibility to communicate when they feel they require additional academic support. In such cases they should approach the most suitable member of faculty or the Faculty Coordinator to express this and make arrangements. Learners are advised of this at induction and regularly throughout their studies.

Library and Library Services

Academic support may also be provided through the library. Specifically, the Librarian is responsible for:

- Inducting all learners into the library and providing them with support for its ongoing use
- Ensuring that learners are able to access the resources identified on module reading lists
- Answering library related queries
- Supporting learners in accessing relevant materials including obtaining those not available in the library, where practicable and within copyright
- Supporting learners in developing academic writing and research skills

The College provides study skills supports through the Library service to supplement that incorporated into programmes of study. This provides practical support and guidance for all learners with their academic writing and research requirements. Learners can request additional study skills guidance through the library service at any stage throughout their studies. The sessions address matters such as:

- Academic writing
- Referencing
- Report writing
- Literature Research skills
- Note taking
- Study skills
- Time management
- Revision and examination techniques

Learners

Librarian

E-mail and other communications

Placement Supervisor

Where learners complete a placement as part of their programme of study they will be assigned a CCT faculty member to act as placement supervisor. Supervisors are subject matter experts in the discipline of study being undertaken by the learner and are familiar with the programme content and the module requirements to which the placement relates. It is their responsibility to provide information and guidance on a one to one basis and in small groups to support learners in completing their placement and any written assessment associated with this.

Specific responsibilities of supervisors are determined by the Programme Leader but as a minimum the supervisor will:

- Be a point of contact for the learner throughout their placement
- Visit, support and assess the learner in the context of the placement
- Provide regular feedback and guidance to the learner throughout placement
- Alert the Programme Leader to any learner who presents as experiencing difficulty in placement
-

Full information is available in the CCT Work Placement Allocation, Support and Quality Assurance Policy.

Project Supervisors

Many learners in CCT are required to undertake a capstone project as part of their studies and will be assigned a supervisor either on a one to one or on a small group basis, depending on the requirements of the module in accordance with the CCT policy on Project Supervision. Where relevant, allocation of supervisors takes place after learners have submitted their proposals to ensure supervisors are appropriately qualified and experienced to support their learners in the specifics of their chosen project.

The role of the supervisor varies according to the programme and the module and is communicated to learners through programme specific information but, at a minimum, a supervisor will:

- Provide, support and guidance to the learner in relation to their project
- Monitor learner progress and encourage the learner to make regular draft submissions
- Provide feedback on draft submissions including recommendations and study skills support
- Advise on the breadth, focus and methodologies selected by the learner
- Assess the project and any associated presentation, as applicable

English Language Support

CCT provides English Language support studies as required by any higher education learners. This supplements full-time study for international students where it is required. Learners wishing to avail of English Language support studies are required to notify the Faculty Coordinator who will liaise with the Dean for Administration and Finance to arrange this.

Quality Assurance and Monitoring

The Head of Student Services chairs the meeting of the Student Services Committee which seeks to establish the level of satisfaction with the services provided. In addition, the satisfaction with and suitability of supports provided is monitored and evaluated

Supervisors

Student feedback
External Examiner
report

Learners
Faculty Coordinator
Dean for Administration
and Finance

<p>through student and graduate feedback through the Learner Satisfaction survey and Graduate survey, and feedback and results form part of the Annual Monitoring Report prepared by the Heads of Faculty.</p> <p>The Programme Board and Board of Examiners will also consider the suitability of project supervision and placement supervision supports. Any recommendations from faculty, External Examiners, analysis of learner performance, or other indicators will inform the ongoing provision of academic supports and their format.</p> <p>The QE Committee also seeks an annual report from the Head of Student Services for referral to Academic Council.</p>	<p>Head of Student Services</p> <p>Board of Examiners</p> <p>Programme Board</p> <p>QE Committee</p>	<p>Annual Report</p>
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Monitoring

Monitor (Job Title)	Frequency	Monitoring Method(s)
<p>Dean of Academic Affairs</p> <p>Dean of School</p> <p>Head of Student Services</p> <p>QE Committee</p> <p>Head of Enhancement</p>	<p>Annually</p>	<p>Review of minutes from Programme Board meetings</p> <p>Review of Minutes from student services meetings</p> <p>Annual Monitoring Reports</p> <p>External examiner reports</p> <p>Learner performance results analysis / Board of Examiners</p> <p>Student Services Annual Report</p> <p>Student Satisfaction Survey</p> <p>Graduate Survey</p>

POLICY CONTROL SHEET

Policy Title	Academic Supports
Responsible Officer(s)	Dean of School, Dean of Academic Affairs
Issuance Date	August 2017
Effective Date	August 2017
Last Review Date	July 2019
Supersedes	Version 1.0
Next Review Date	August 2024
Designated Reviewer(s)	Dean of School, Dean of Academic Affairs, Head of Student Services
Scope	Internal staff (full and part time);

Revision History

Revision	Approval Date	Revision Description	Originator	Approved By
New Policy	August 2017	New policy to provide detail of the specific supports available to learners in a standalone policy. CCTP901 was previously entitled Facilities Policy.	Dean of Academic Affairs	Academic Council
Version 1.1	March 2018	Minor updating to cross reference to work placement policy and project supervision policy. Originally numbered as CCTP901A, now CCTP901.	Dean of Academic Affairs	Academic Council
Version 1.2	Sept 2019	Edits to reflect changes in organisational structure	SMT	Academic Council

References upon which the Policy section is based

CCT Policy area	Learner Resources and Student Support
Statutory & System Wide Basis	The Irish Qualifications and Quality Act (Education and Training), 2012; European Standards and Guidelines for QA in the European Higher Education Area, Relevant QQI Standards and Guidelines
Related CCT Policies / Forms	CCTP517 – Work placement Allocation, Support and Project Supervision CCTP507 – Project Supervision

PROVIDER NAME: CCT College Dublin (CCT)			
POLICY AREA: Standard 9: Learning Resource and Student Support			
Policy and Procedure Title:	CCTP902: General Student Services, Pastoral, Disability, & International Learner Supports	Policy No: CCTP902	Version: 1.2
<p>Policy Statement</p> <p>CCT acknowledges the challenges learners face in completing a programme of study and the specific challenges faced by different groups of learners. As the College has evolved it has increased investment in learner support services and in 2016 appointed a Head of Student Services with the responsibility for the management, implementation, monitoring and enhancement of learner support services and promoting the development of a rich learning community within CCT.</p> <p>CCT prides itself as being an inclusive education provider offering higher education opportunities to adult learners from diverse backgrounds. The provision of services to support learners reflects the diversity of the student body and the specific needs of individuals and groups.</p> <p>Learner Support Services in CCT is broken down into:</p> <ul style="list-style-type: none"> • Academic support • Pastoral support • Guidance and counselling • Careers support service • Additional learning needs and disability support • Attendance support • Technical support • General learner services • Health and Welfare Support, and • International Learner Support. <p>All staff have a responsibility to promote the health, wellbeing, progression and success of all learners within CCT. The Head of Student Services takes the lead role in ensuring appropriate and fit for purpose supports are in place. The Head of Student Services undertakes annual monitoring of support services and presents a report to the QE Committee and the ELT / Management Team detailing the take up of services and proposing further enhancements.</p> <p>This policy will be monitored and reviewed on a regular basis (at least once each academic year) in order to ensure and enhance the effectiveness of the resources available to support student learning.</p>			
<p>Staff Involved</p> <p>All full time and part time faculty and staff within CCT, School Manager, Dean of School, Librarian, QA Officer, Faculty Coordinators, Head of Student Services</p>			

<p>The personal tutor(s) or Head of Student Services maintain contact with the learner throughout the process of counselling while recognising the right to privacy and confidentiality. At no point is the learner required or asked to disclose any information pertaining to their interactions with a counselling service. A record of learner support meetings is retained on the learner file. There are currently two fully-qualified and registered counselling psychologists available through CCT for consultation with students. On a discretionary basis, the College may agree to subsidise up to the first four sessions with a counsellor and partially subsidise sessions thereafter.</p> <p>4. Careers Support Service</p> <p>CCT has a dedicated Placements and Careers Support Service. The main functions of the Service are:</p> <ul style="list-style-type: none"> • To develop and promote the Careers Service both within and outside the College and to consult with members of staff concerning students, their employment and career development, • To fully undertake a practitioner role in all aspects of placement and careers advisory work and to contribute to individual careers counselling and guidance, • To ensure the efficient management of the careers services and the monitoring of performance in relation to service provision, • To liaise with relevant employers and recruitment consultants outside the college in monitoring full-time and part-time placement, job and career opportunities within the IT and Business industries, • To conduct annual graduate surveys a provide a summary report to Academic Council • To report annually to the QE Committee and the ELT / Management Team. <p>Learners are introduced to the Careers Service from the outset of their studies and are encouraged to access the service. Any learner who wants to secure career guidance, placement support or employment preparation and progression support makes an appointment directly with the Careers Service. The Placement and Careers Support Service is monitored through student and graduate feedback, from the respective surveys, the results of which form part of the annual report. In particular, the Careers Officer surveys graduates and where possible employers of graduates to monitor and review how graduates perceive the college and how employers perceive graduates of the college. Results of these surveys help evaluate this service and form part of the annual monitoring process.</p> <p>The CCT Alumni Association provide the opportunity for regular contact between the College and its former students. One of the main objectives of maintaining these links is to receive crucial information to help develop and enhance the programmes delivered at the college.</p>	<p>CCT Careers Service</p> <p>Learners</p>	
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The Careers Officer generates and submits an annual report to the QE Committee

CCT also employs the expertise of the individuals and organisations for structured and embedded careers support on CV Preparation, Job-seeking skills training, and globally recognised Personal Development programmes where the need is identified.

5. Facilities for Learners with Additional Learning Needs or Disability

CCT supports the implementation of the AHEAD Charter for Inclusive Teaching and Learning and reflects this in quality assurance policies and procedures and the teaching, learning and assessment practices of the College.

The College is committed to promoting access for people with disabilities and additional needs. The College will support any learner with physical disabilities, sensory impairments, specific learning difficulties, special psychological needs, and / or medical conditions that can have an impact on day-to-day activities to engage in and successfully complete CCT programmes, as far as is reasonably practicable, and within any constraints laid down by QQI or relevant professional bodies.

Applicant learners with any disability or additional needs requiring special assistance by the College, should firstly meet the minimum academic entrance requirements or equivalent for the programme for which they are applying. The application to the College must be made directly to the College and include documentation relating to the disability or additional needs. The applicant will be invited to discuss their additional needs with the College to determine the level of assistance required from the College and the viability of the learner’s participation in the programme. CCT always make every effort to ensure that any applicant with a disability or additional learning need (having met the academic entry requirements) can participate in the programme, as far as is reasonably possible, and as the College facilities and resources permit.

The CCT premises has two lifts, and the most updated range of accommodation for physically disabled learners. The building was awarded the Disabled Access Certificate (DAC), to comply with Building Regulations (Part M), issued by the Building Control Authority.

Where a potential learner discloses a disability or specific learning need Admissions will notify the Head of Student Services and the applicant will be contacted by the Head of Student Services or the QA Officer to discuss their requirements and identify how they may be accommodated. Wherever it is deemed reasonable, CCT will offer additional supports. Similarly, CCT will take steps to encourage learners with progressive conditions, or who become disabled during their programme of study, to continue their studies.

It is the responsibility of the learner to disclose their additional needs or disability at the earliest opportunity to enable the College to assess the ability to provide the accommodations required. CCT may request the learner to provide an up to date needs assessment from an appropriate consultant or specialist advisor.

CCT encourages disclosure at the application stage. Where a learner fails to disclose additional needs or a disability at the application stage, CCT cannot be held liable for inability to provide the additional supports required. Learners who did not disclose at the application stage but wish to do so during their studies are required to notify the Head of Student Services or the QA Officer. The learner will be required to furnish the College with official reports, normally not more than 5 years old, that confirm their disability or learning need and detail the supports required. The Head of Student Services and QA Officer will review the submission and seek to determine the accommodations that can be made. The learner may be required to attend a meeting to discuss the accommodations. Where accommodations are for the purpose of assessment only, the QA Officer will manage the application and

Careers Service

Head of Admissions

Head of Student Services
QA Officer

liaise with the learner. CCT maintains the policy (CCTP506), to examine each case on an individual basis, and provides reasonable accommodation within the assessment regulations of CCT and QQI to meet the needs and requirements of any learner requiring special consideration.

CCT recognises that it does not have the professional expertise to deal with all additional learning needs or learning disabilities. The college avails of support from the National Learning Network, who can provide expert guidance, support, and assessment on any learner requiring their services. Critically, the NLN can provide professional expertise and advice to CCT in levels of necessary accommodation to be provided by CCT, as far as the college infrastructure allows. Referrals are made via the QA Officer or Head of Student Services.

Any learner with additional needs or a disability is also supported by the Head of Student Services who acts as a point of contact throughout the duration of their studies, meeting with the learner on a one to one basis regularly.

6. Attendance Support

The attendance support system is used as an information device to assist in the development of the student and to foresee problems which may arise. Attendance statistics are made available for students on a monthly basis and the purpose of the system is to re-integrate students who may have had an erratic attendance record back into regular academic life, and to emphasise the importance of regular class attendance.

If there is no valid reason for poor attendance, the student is informed that their attendance record is made available to the Programme Board. An annual Attendance report is reported and submitted to the College President. Student retention rates are used to validate the process. [CCTP905]

7. Technical Support Services

Free technical support services can be provided by qualified college staff for students using various computer hardware and software, when related to their studies at CCT. This service is applied to minor problems related to student equipment and not intricate problems requiring a lot of time, support and expertise. Students wishing to avail of these services are required to contact the Main Office who will arrange for the Network Support Officer or other appropriate member of staff to deal with the matter.

8. General Student services

CCT provides other essential student services, namely:

Support for Student/Class Representatives
 CCT believes it is important that communication between the learners and college be open, frank and respectful. For this reason, representatives are normally elected by their fellow learners in the second week of the semester. Their function is to present learner concerns, problems, and initiatives to the College staff so that appropriate and timely action can be taken. Learner representatives are also encouraged to organise learner activities, usually of a sporting and social nature, throughout the semester.

Support for Social and Sports programmes

Head of Student Services

Learner
 Main Office
 Network Support Service

The college provides information on all types of sports around the city centre, including information with regard to student discounts. College teams are also established with financial aid from the college should the interest and numbers warrant it. A number of social programmes and events are organised throughout each semester.

Medical Insurance provision

CCT arranges yearly student medical insurance with an accredited insurance company for a reduced fee. This insurance is particularly targeted towards international learners who may not have insurance arrangements in place before course commencement. This insurance covers personal accident claims, medical and other emergency travel expenses and repatriation costs.

Subsidised Health Service

If the need arises, CCT refer any of its learners to a Medical Clinic in Dublin city centre, where the college has an agreement in place. The Clinic charge a reduced rate to CCT students. This clinic provides basic GP, physiotherapist, and holistic services. Information on this service is made available to students through a range of communications and further details are available from the Head of Student Services.

Provision of Information with regard to student safety and security

The primary concern to CCT in relation to all of its staff and learners, is their personal safety and security. Providing any information which helps increase learner safety awareness is one mechanism towards ensuring learner safety. At Registration & Orientation, CCT invites a member of An Garda Siochana to present expert localised safety information to all new learners. The Head of Student Services constantly updates learners with safety and security information with the help of Class Lecturers, School Manager, Student Notices, and College Publications and the website.

Accommodation service

This service is mainly utilised by international students and is therefore detailed under point 8.

Student Intranet – Moodle

The open source Course Management System that is Moodle was launched at CCT in September 2006. Learners can access course notes of full and part-time courses, past exam papers, sample assessments, and conduct various online exams and assignments in relation to the course material they are studying. Learners can also keep abreast of important social and academic dates in the semester schedule with Moodle. Moodle provides another online tool to supplement class learning at the college.

EOLAS – Learner Information System

EOLAS is the purpose-built learner management information system that hosts learner data and forms the initial learner record. Learners can access this to review their data and request amendments. It also acts as a portal for learners to access the VLE (Moodle) and library resources.

Daily general student enquiries

Head of Student Services

<p>Learners have constant enquiries which need to be addressed. All college staff members are instructed at the Staff Induction that learners should be actively encouraged to direct all questions / enquiries to any staff member they wish. CCT staff do what is necessary to address the query as efficiently and promptly as possible.</p>		
<p>9. Facilities for International Students</p>		
<p><i>General International student registration support</i> New international learners may require help and guidance with regard to opening a bank account, obtaining a PPS No. (where necessary), updating their resume, ensuring all necessary paperwork and identification is obtained, and extending student visas with the Irish Nationalisation and Immigration Service. At the point of registration, the admissions department provides extensive information to the learner to assist with these matters. Where further support is required the learner can return to admissions or contact the Head of Student Services.</p>	<p>Admissions Head of Student Services</p>	
<p><i>Provision of Cultural Learning and Activities</i> International learners travel to study in Ireland to gain more than just an academic experience. Living in Ireland is also about engaging with the Irish people and culture. CCT assist in interpreting many of the Irish cultural nuances as well as promoting and organising many information sessions and activities to enhance international students understanding of Irish culture. Activities such as: GAA matches, Dublin City Tour, Museum visits, Weekend excursions and Traditional music evenings are just some of the CCT events over the years which have helped facilitate cultural understanding. Equally, CCT continues to facilitate celebration of its diverse student body and its cultures, by organising such activities as: Cultural Forum, International Food Day, and CCT's Got Talent!</p>	<p>Head of Student Services</p>	
<p><i>English Language Support</i> CCT provides English Language support studies as required by any higher education learners. The College is party to a Memorandum of Understanding with the Centre of English Studies (CES), an ACELS / QQI approved English language school in Ireland. This supplements full-time study for international students on the rare occasion that it is required. English language support is a service provided by the CCT library service. An English language entry test is administered to all learners with English as a second language who have not completed higher education programmes through English previously. This is used to inform the College of the degree of support that may be required. Where deemed necessary the library service will schedule structured classes and if required and lessons are provided by a qualified teacher of English as a second language. Outside of the formal classes, one to one and small group support s provided by the Librarian as a specialist part of the academic writing and study skills service. Students wishing to avail of study skills support are required to speak to the Librarian or request a referral for support from the programme leader. Where a lecturer has a concern about English language ability, the lecturer draws this to the attention of the student and advises that they will be notifying the Programme leader for an English Language Support Referral.</p>	<p>Library Service Learner Lecturer Programme Leader</p>	
<p>Student Accommodation Service</p>	<p>Admissions</p>	

The College’s student accommodation service is mainly utilised by international learners but is open to all CCT learners. CCT manages a network of Irish host-families and arranges brief stays, particularly for cultural orientation purposes, for the first few weeks after the student arrives in Ireland. CCT also offers advice on finding and sharing independent accommodation around Dublin. CCT Management believe that having a transfer service is important for its obvious purpose, and also to ensure the student receives a positive first impression of Ireland. Airport Immigration Authorities are always informed of international student arrivals, if CCT staff receives the information in time.

Students wishing to avail of the student accommodation service are advised to contact the Head of Student Services who will provide them with the appropriate information and assist them in sourcing appropriate accommodation.

Review of Effectiveness of Student Support Services

On an ongoing basis learner supports are monitored through the Student Services and Pastoral Care Committee. Learner engagement is monitored through the attendance monitoring process and through retention and progression statistics. Satisfaction with Learner Support Services is monitored through the student survey and the Departmental Monitoring Reports. Annual reports are provided by the Careers Officer and the Head of Student Services identifying the level of engagement with the different services.

Analysis of learner data such as retention, progression, and achievement is also undertaken to inform decision making in respect of the suitability and effectiveness of current services and the need for additional services.

Learner and Graduate Satisfaction Surveys collect information which is utilised to inform annual monitoring reports which are presented to the QE Committee and the ELT / Management Team.

Annual monitoring reports are reviewed by the QE Committee and recommendations are made to Academic Council. The Academic Council may endorse or reject a recommendation and has the authority to include additional observations and objectives.

Student
Head of Student Services

Departmental Heads

QE Committee
Academic Council

Monitoring

Monitor (Job Title)	Frequency	Monitoring Method(s)
Student Services and Pastoral Care Committee QE Committee Academic Council	Annually	Review of minutes from operations meetings Review of minutes from Programme Board meetings Review of Minutes from student services meetings Annual Monitoring Reports – programme and departmental Student survey report

POLICY CONTROL SHEET

Policy Title	General Student Services, Pastoral, Disability, and International Learner Supports
Responsible Officer(s)	Dean of Academic Affairs, Head of Student Services
Issuance Date	August 2017
Effective Date	August 2017
Last Review Date	July 2019
Supersedes	Version 1.1
Next Review Date	August 2024
Designated Reviewer(s)	Head of Student Services
Scope	Internal staff (full and part time)

Revision History

Revision	Approval Date	Revision Description	Originator	Approved By
New Policy	August 2017	New QA system	Senior Management Team	Academic Council
Version 1.1	March 2018	Updating of policy numbering system. Previously numbered as CCTP901B	Senior Management Team	Academic Council
Version 1.2	July 2019	Edits to reflect changes in organisational structure	Senior Management Team	Academic Council

References upon which the Policy section is based

CCT Policy area	Learner Resources and Student Support
Statutory & System Wide Basis	The Irish Qualifications and Quality Act (Education and Training), 2012; European Standards and Guidelines for QA in the European Higher Education Area, Relevant QQI Standards and Guidelines
Related CCT Policies / Forms	CCTP506 – Reasonable Accommodation CCTP905 – Attendance Policy CCTP901 – Academic Supports

PROVIDER NAME:	CCT College Dublin (CCT)		
POLICY AREA:	Standards 9: Learning Resources and Student Support		

Policy and Procedure Title:	CCTP903: Student Complaints Policy	Policy Number:	Version: 2.2
		CCTP903	

Policy Statement

It is CCT policy to have open, fair and accessible problem-solving procedures.
This is a two-stage process

- 1) an informal procedure that will encourage a prompt resolution of problems at the initial stage.
- 2) A formal stage that will deal with complaints that cannot be resolved informally

The Student Complaints Policy and Procedure is the reference point for registered learners who believe they have a legitimate complaint for investigation. The CCT Student Handbook clarifies what is reasonable to expect as part of the learning experience and enables learners to review whether CCT has met its commitments as a learning provider.

This Student Complaints Policy and Procedure enables matters of complaint to be brought to the attention of the College, and to enable investigation of those complaints with the aim of a satisfactory resolution. CCT's believes that most matters can be dealt with through informal mechanisms in a spirit of conciliation, and aims to ensure that a transparent, comprehensive, user-friendly grievance procedure and appeals process, is available to learners of CCT. CCT is confident that the overwhelming majority of learners will use the procedure in a positive manner in order to improve the quality of life and learning environment at the College, for the benefit of all members of the CCT community.

Any complaint issued against a learner of the College will be considered under the Student Disciplinary Procedure as per the code of conduct.

This complaints policy and procedure applies to all learners of CCT in respect of any service they receive from the College with the exception of academic appeals. Academic appeals should be conducted in line with the appropriate policy – CCTP516 Recheck, Review, Appeal Policy.

Learners are advised that in making a complaint, it is expected that they themselves have complied with the requirements of the code of conduct in relation to the matter concerned. It is also expected that complaints will not be of a vexatious nature or for the purpose of personal gain.

All complaints should normally be made within seven days of the alleged incident, matter or concern. The complaints procedure is based on the principle of natural justice. Consequently, anonymous complaints will not be accepted or responded to.

Any party attending a meeting as part of the complaints procedure implementation has the right to be accompanied by a friend, family member, fellow learner or a colleague. In all instances, the accompanying party cannot be a legal advocate or representative. Their role is to take notes and act as a support to the party engaged in the complaint. Discussions are

between the named parties and do not involve accompanying parties. The intention to bring an accompanying party, the identity of the accompanying party and their relationship to the named party must be communicated in writing to the meeting organiser not less than 24 hours prior to the meeting.

Most complaints are capable of being resolved on an informal basis without recourse to the formal procedure. The College accepts that there might be instances that necessitate immediate escalation to formal proceedings.

Staff Involved

Dean of Academic Affairs, School Manager, QA Officer, Faculty staff, Dean for Administration & Finance, Faculty Coordinators

Procedure Outline / Method(s) used to carry out this procedure

Responsibility of

Evidence generated by this procedure to ensure its effectiveness

The purpose of this procedure is to outline the systems in place that allow all learners to have the right to express a complaint in the event they feel they have been unfairly treated or disadvantaged as a result of the service provided by the College or the actions and behaviours of a member of College staff or faculty.

Learner
Lecturer
Staff member

E-mail or other informal correspondence

1. Stage 1 - Informal Direct Application at Source

1.1 The issue should be raised immediately with the member of staff or other responsible person with the aim of resolving the problem directly and informally. It is anticipated that the vast majority of problems will be resolved in this way.

Class Rep and/or Module Leader

E-mail or other informal correspondence

1.2 If a learner wishes to raise a concern relating to a specific member of staff or service provided by the College, an approach should be made to the member of staff concerned, or responsible for the service provided in the first instance. If a matter of College policy or practice is the source of the problem, the learner should seek to identify the person with local responsibility for its implementation or operation, e.g. issues about the contents of a particular course or module should be addressed to the Module Leader possibly with help from the Class Representative.

1.3 In order to ensure that a problem is raised at a mutually convenient time, the learner should try to arrange an appointment with the member of staff concerned. The member of staff may request the presence of a colleague and the learner may wish to be accompanied to the meeting. Staff should be happy to deal with problems raised on an informal basis.

1.4 Stage 1 will normally be an oral process and a written record may not be made, but any staff involved will be encouraged to share the experience where the effectiveness of their Department or section could benefit.

1.5 If a learner feels unable to approach the individual concerned directly or is still not satisfied with the response to the issue raised, the next stage of the procedure outlined in paragraphs 1.6 to 1.12 below should be used.

To the Heads of Department / School Manager

1.6 Where it has not been possible to resolve matters satisfactorily at source, or the learner feels unable to contact the person directly, the School Manager / Head of Department concerned should be contacted to indicate what reasonable steps the learner would like to see taken to resolve the problem. The learner will be requested to put the problem in writing at this stage. The statement should be specific and comprehensively documented. It should be factual and supported with evidence as appropriate. The complaint submission must detail the learner's name and contact details, any relevant documentation, dates, locations and witnesses as appropriate. Any previous efforts to resolve the matter should also be noted. A copy of the learner's statement of the problem will be furnished without delay to the member of staff concerned.

1.7 It is CCT's aim that most problems dealt with at this stage should be resolved within 14 working days. A learner will be informed by the School Manager / Department / Administrative section if there is likely to be any delay in the process.

1.8 A meeting will be arranged between the learner and the Head of Department / School Manager or other appropriate authority to discuss the matter. The Head of Department will be accompanied to the meeting and the complainant is also invited to bring an accompanying party in accordance with the policy.

1.9 As part of the process of attempting to establish the facts, the Head of Department / School Manager will hold a separate meeting with the person(s) who is the subject of the complaint raised or responsible for the service which is the subject of the complaint (and who may be accompanied by a colleague), and will also interview any witnesses considered by the head to be material. A written record of the meetings shall be made by the Manager.

1.10 Having heard the complaint, the Head of Department / School Manager or equivalent will outline the next steps in the investigation and what these comprise of. The investigation should be completed as swiftly as possible and certainly within 14 working days of its initial hearing. The learner will be notified in the event of any delay.

School Manager
Head of Department

E-mail / other written correspondence outlining students' grievances

School Manager /
Department Head

E-mail or other written correspondence and reports outlining results and conclusion to investigation

<p>1.11 When the complaint has been investigated in full, the Head of Department / School Manager will notify the complainant and the subject of the complaint in writing of their conclusions. If this cannot be done within the 14 working days' time scale, the learner and any member of staff concerned will be informed.</p> <p>1.12 The conclusions of the Head of Department / School Manager will be explained to both parties with reasons. If the learner is not satisfied with the action taken at School / Department Head level or feels unable to take action at this level, they may then choose to proceed to Stage 2 of this procedure.</p> <p>1.13 At any stage in the investigations, should the School Manager / Department Head believe the matter to be of a serious nature they reserve the right to escalate it to the next stage.</p> <p>2. Stage 2 - Dean for Administration and Finance</p> <p>2.1 Formal applications to the Dean should be submitted on the standard form (Appendix A), available from the QA Officer. The form should be submitted, with any supporting documentation.</p> <p>2.2 The Dean shall acknowledge receipt within five working days. A copy of the application form and any supporting documentation will be furnished by the Dean to any member(s) of staff concerned without delay. Where personal data is included, this will be redacted.</p> <p>2.3 Unless notified otherwise, the learner should expect to receive written confirmation of the conclusion of the investigation, and the arrangements for a Complaint Committee Meeting within 14 working days of submission of the application form.</p> <p>2.4 The Dean for Administration and Finance will present the investigatory findings and along with the Dean of School, will form a Complaint Committee to consider the complaint and the findings from the investigation to determine a fair resolution. It should be noted that there can be instances where it is not possible for a decision to be reached and the College will attempt to provide further clarity to the complainant while also providing guidance to the subject of the complaint in an attempt to prevent a recurrence of such incidents.</p> <p>2.5 The Dean for Administration & Finance then sends the College's formal complaint response to the complainant. A copy of the response will also be issued to the subject of the complaint and anyone named in the response. The written response will clearly outline what action has been taken or is being proposed to resolve the complaint. In the event that a decision has been taken not to uphold the complaint, the reasons for that decision will be outlined in the response.</p>	<p>Dean of Admin & Finance</p> <p>QA Officer</p> <p>Dean of School, Dean for Admin & Finance</p> <p>Dean of Academic Affairs</p> <p>Any other staff member named in the application</p>	<p>Complaints Application with supporting documentation</p> <p>E-mail and other written correspondence and report outlining conclusion to grievance</p> <p>Complaints Appeals Application with supporting documentation</p>
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<p>2.6 If the learner considers the problem unresolved, they may make a first appeal to the Dean of Academic Affairs. This should be done within 14 working days of the receipt of the decision in the previous stage.</p> <p>3. Stage 3 - First Appeal Applications to the Dean of Academic Affairs</p> <p>An appeal is not an opportunity for a subsequent hearing or a new investigation. It is a formal request that another body re-examines the procedure or decision of decision-making committee. Disagreement with the decision in itself does not constitute grounds for appeal.</p> <p>A complainant who wishes to lodge an appeal may do so on a limited number of grounds. They must clearly identify the elements for which the appeal is being made. The application must also specify the grounds on which the appeal is sought and must contain all information that they require to have taken into account in the appeal.</p> <p>An appeal may be submitted on the following grounds:</p> <ol style="list-style-type: none"> 1. Procedural irregularity 2. Inconsistent implementation of procedures 3. Exceptional personal circumstances not previously reported for good reason; the appeal should explain the reason(s) for previous non-disclosure <p>3.1 The learner should submit a written appeal application which must comprise of a written statement explaining the grounds for the appeal and providing evidence or directing the Dean to evidence to support the grounds. Disagreement with the decision of the Complaint Committee does not constitute grounds for appeal. The application must include old and new supporting documentation, addressed to the Dean of Academic Affairs. The Dean of Academic Affairs will normally acknowledge the application within 5 working days.</p> <p>3.2 In the first instance the Dean of Academic Affairs will investigate the grounds and determine whether or not an appeal shall be heard.</p> <p>3.3 If an appeal is granted, the Dean will convene an appeal panel, not to be confused with the Appeals Board which deals with academic matters, to review the information and evidence provided. The panel reserves the right to undertake further investigation into the procedures and decision-making that contributed to the outcome of the Complaints Committee.</p> <p>The complainant may be invited to attend a meeting as part of the appeal process, depending on the basis of the appeal request, where the Dean deems this to be necessary.</p> <p>The outcome of the appeal will be communicated to the complainant at the earliest opportunity.</p>		<p>Appeals Panel Report and Minutes outlining conclusions to the grievance</p> <p>Any other written correspondence to do with the case</p>
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<p>A copy of the application form and any supplementary documentation will be furnished to the Appeal Panel and the subject of the original complaint.</p> <p>3.4 Unless otherwise notified by the Dean of Academic Affairs, the Appeal Panel will comprise of:</p> <ul style="list-style-type: none"> • The Dean of Academic Affairs as Chair • A member of CCT Management not previously involved in the matter • A member of CCT staff with no previous involvement in the matter. <p>3.5 the learner should expect the written confirmation of the outcome of the appeal and any subsequent action which the College intends to take, within 14 working days of confirmation of the appeal being granted. The written response will clearly outline the outcome of the appeal process and the reasons for the decision. Where the outcome changes the findings of the Complaint Committee, detail of what action has been taken, or is being proposed, to resolve the complaint will also be included.</p> <p>3.6 In the event that a decision has been taken not to uphold the appeal, the reasons for that decision will be outlined in the response. The Dean of Academic Affairs sends the College’s formal appeal outcome to the complainant. A copy of the response will also be issued by the Dean of Academic Affairs to <i>anyone named in the response</i>.</p> <p>3.7 Where the Dean of Academic Affairs is the subject of the complaint the College President or nominee not previously involved in the complaint will assume the Dean of Academic Affairs role at this stage, and deal with the appeal</p> <p>4. Stage 4 - Second Appeal Applications</p> <p>4.1 Should the learner not agree with the findings arising from the CCT internal appeals process, as outlined above in sub-section 3, the learner may apply to have the case reviewed by an independent ombudsman appointed by the College. This option will be explained in writing (letter / email), to the learner at the end of the previous Stage, and any application for appeal to the ombudsman must be received and considered by the Dean of Academic Affairs.</p> <p>4.2 <u>Grounds for an Appeal to Independent Ombudsman</u> A complainant who wishes to lodge an appeal may do so on a limited number of grounds. They must clearly identify the elements for which the appeal is being made. The application must also specify the grounds on which the appeal is sought and must contain all information that they require to have taken into account in the appeal.</p> <p>An appeal may be submitted on the following grounds:</p> <ol style="list-style-type: none"> 1. Procedural irregularity 2. Inconsistent implementation of procedures <p>4.3 A request for an appeal must be received by the Dean of Academic Affairs no later than the date specified in the letter or email notifying the learner of the outcome of the First Appeals process. Only a written request for a second appeal, signed by the</p>	<p>Learner Dean of Academic Affairs</p> <p>Learner</p> <p>Ombudsman Dean of Academic Affairs</p>	<p>Letter of appeal outcome</p> <p>Appeal application to ombudsman</p> <p>Appeal outcome correspondence</p>
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learner concerned will be considered. The complainant must supply evidence in support of his/her request. The fee for an appeal is €50, refundable where the appeal is successful.

The independence of the ombudsman permits a fresh view on whether the internal process has been adequately handled, to judge whether the response to the problem has been reasonable, and to aim to reach an outcome which is fair and just to all parties concerned - based on evidence. The ombudsman will consider all reports and documentation arising from previous stages, in relation to both parties. The ombudsman is entitled to ask the complainant to address circumstances on which he/she based the appeal. The ombudsman may seek such information or advice as it considers necessary and in such manner as it considers appropriate. Having considered the circumstances, the ombudsman will decide the outcome of the appeal.

The College President reserves the right to engage the services of any appropriate professionals deemed necessary.

4.4 The complainant will be informed via the Dean of Academic Affairs, in writing (letter / email) of the outcome of the ombudsman's review. Where appropriate, the Dean of Academic Affairs shall notify QQI of the outcome of the appeal.

There is no further right of appeal. Should the complainant not be satisfied with the final outcome, they can exercise their rights external to the College policies and procedures.

Definitions and Principles

Any CCT registered learner may use this policy and procedure. Complaints will be handled sensitively and with due consideration to confidentiality of all parties involved, subject to the requirements of natural justice. The procedures governing how CCT deals with complaints are handled as swiftly as possible. Any person named in a complaint will be given a copy of the complaint and will have the right to reply as part of the investigation. Information contained within the complaint will be made available only to those members of staff involved in its resolution. It should be noted that in the interest of natural justice to all parties, anonymous complaints will not be processed. CCT aims to resolve as many complaints as possible through the informal process. No student bringing a complaint under this Procedure will be treated less favourably or discriminated against by any member of staff of the College. If evidence to the contrary is found in this regard the member of staff may be subject to disciplinary proceedings under College policy.

The making of a malicious or vexatious complaint is regarded as a serious matter and may result in disciplinary action being taken against the learner. This procedure may be used to complain about any aspect of the academic, administrative and student support services (which includes ICT and Facilities & Resources) provided by CCT. The following list indicates examples of the types of complaint covered by this procedure:

- Problems arising within the learning experience
- Deficiencies in information published by the College
- A failing in a service, academic or non-academic
- Complaints around facilities
- Difficulties with a member of CCT staff
- Difficulties with another student in relation to a module

These procedures do not cover the following matters, for which separate procedures exist, and which can be accessed on the CCT QA system:

- Breaches of CCT regulations - Student Disciplinary Procedures

- Allegations of discrimination – Equal Opportunities Policy
- Any complaint or request for recheck, review of an assessment decision, or appeal of a decision of the Academic Standards Board (ASB) or Board of Examiners
- Complaints of bullying or harassment

CCT reserves the right to re-direct submissions to the appropriate procedure. Where any legal action is pending in relation to a complaint, the CCT Student Complaints Procedures will not be the conduit for resolution of this complaint.

Monitoring

Monitor (Job Title)	Frequency	Monitoring Method(s)
Dean of Academic Affairs Dean for Administration & Finance	Ongoing reviews each semester Annual review for full academic year	<ul style="list-style-type: none"> - Review of all Complaints applications made each academic year - Review of minutes of Academic Council, and QA Committee meetings, along with any other pertinent committee meetings - Review of records of any relevant Appeals Board meeting minutes - Review of Policy and Procedure Monitoring and Report form, for this policy - Annual review of policy information

POLICY CONTROL SHEET

Policy Title	Complaints
Responsible Officer(s)	Dean for Administration and Finance, Dean of Academic Affairs, School Manager / Department Heads, QA Officer
Issuance Date	August 2017
Effective Date	August 2017
Last Review Date	July 2019
Supersedes	Version 2.1
Next Review Date	August 2024
Designated Reviewer(s)	Dean of Academic Affairs, Dean for Administration & Finance
Scope	Internal staff (full and part time); Learners; Appeals Board

Revision History

Revision	Approval Date	Revision Description	Originator	Approved By
New Policy	August 2015	New QA system	Senior Management Team	Head of Academics, College Registrar
Version 2.0	August 2017	Expansion of the stages of the process to provide greater clarity on roles, responsibilities, expectations and potential outcomes.	Dean of Academic Affairs	Academic Council
Version 2.1	March 2018	Replacement of second appeals panel with independent ombudsman.	Senior Management Team	Academic Council
Version 2.2	Sept 2019	Edits to reflect changes to organisation structure and role responsibilities	SMT	Academic Council

References upon which the Policy section is based

CCT Policy area	Learning Resources and Student Support
Statutory & System Wide Basis	The Irish Qualifications and Quality Act (Education and Training), 2012; European Standards and Guidelines for QA in the European Higher Education Area, Relevant QQI Standards and Guidelines
Related CCT Policies / Forms	

PROVIDER NAME: CCT College Dublin (CCT)
POLICY AREA: Standard 9: Learning Resource and Student Support

Policy and Procedure Title:	CCTP904: Class Representative Policy	Policy No: CCTP904	Version: 2.1
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Policy Statement
 A class representative is the liaison between the class, the lecturer and the College and offers an opportunity for the representative to address issues, both as an individual and as a member of a group. It provides the opportunity to represent the class and express concerns on behalf of the majority of the class. It is an opportunity to gain both leadership and communication skills.
 CCT further recognises the value of securing the views of learners in respect of college services, programmes and strategic planning and therefore assigns learner representative positions on Programme Boards and the Academic Council.

Definitions and Principles Class representative (hereafter referred to as 'rep'): learner who represents the voice of the class with CCT lecturing staff, administration staff, at programme board meetings and programme validation exercises, where required e.g. Student Services, Academic Council and Programme Board

Staff Involved
 All full time and part time staff faculty within CCT, Lecturers, School Manager, Dean of Academic Affairs, Dean of School, QA Officer, Faculty Coordinators, Head of Student Services

Procedure Outline / Method(s) used to carry out this procedure	Responsibility of	Evidence generated by this procedure to ensure its effectiveness
<ol style="list-style-type: none"> 1. A learner can volunteer to represent the class at student rep meetings (subsidiary of the student services meeting). 2. If a learner volunteers to represent their class, the class must ratify their role. This is done in the presence of the Head of Student Services and/or lecturer. This can be done with a show of hands. If the class do not ratify the class rep a vote takes place to select a representative 3. Should two or more learners want to represent the class a voting system takes place where the learners in a class vote for the candidates 4. Names of the candidates are written down, collected and counted. 5. The candidate with the biggest number of votes is declared the class rep 	Learners Lecturers Head of Student Services	E-mail communication Minutes from Student Rep and Student Services Meetings

<p>6. For a class of 30 and over it is recommended to have two class reps.</p> <p>7. The class rep should be proactive in engaging with their fellow learners and communicating with the College on their behalf. Programme related matters should normally be brought to the attention of the Faculty Coordinator or the School Manager. General College matters should be referred to the Head of Student Services.</p> <p>8. The class rep is expected to attend the class rep meetings with takes place a minimum of twice a year, as well as the Programme Board and the Student Services Meeting.</p> <p>9. The School Manager and Faculty Coordinators are expected to have ongoing interaction with the class reps in relation to programme matters. Feedback on actions taken or intended should be communicated to the class rep to update the class.</p> <p>10. Nominations from the class rep community will also be sought to take the learner rep positions on the Academic Council. The class rep may be also be asked to liaise with department heads and faculty for the purpose of new programme validation or re-validation of programmes or to contribute to the evaluation and review of College services.</p> <p>11. At these meetings, the rep ensures the student voice is heard and brings ideas, opinions on policy, issues from the class and contributes to the meetings</p> <p>12. The Head of Student Services is the primary contact for the class rep and meets with them frequently with a view to developing and implementing an action plan for enhancing learner experience in CCT.</p>	<p>School Manager Faculty Coordinator</p> <p>Dean of School Academic Council</p> <p>Class rep</p> <p>Head of Student Services</p>	
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Monitoring

Monitor (Job Title)	Frequency	Monitoring Method(s)
Lecturers QA Officer School Manager Dean of School Faculty Co-Ordinators	Ongoing reviews throughout the academic year After each programme board After each class rep meeting Student services meeting Annual review for full academic year	Review of records of correspondence between class rep and group Review of records of between class rep and lecturer Review of minutes of Program Board Meetings, class rep meetings and Review of all written records from the lecturers, School Manager, learners, being reported or highlighted, to how the case was resolved

POLICY CONTROL SHEET

Policy Title	Class Representative
Responsible Officer(s)	Head of Student Services, QA Officer
Issuance Date	August 2017
Effective Date	August 2017
Last Review Date	July 2019
Supersedes	Version 2.0
Next Review Date	August 2024
Designated Reviewer(s)	Head of Student Services
Scope	Internal staff (full and part time); Learners; Program Boards; Academic Standards Board; Appeals Board

Revision History

Revision	Approval Date	Revision Description	Originator	Approved By
New Policy	August 2015	New QA system	Senior Management Team	Head of Academics, College Registrar
Version 2.0	August 2017	Updating of roles and addition of clarifications	Senior Management Team	Academic Council
2.1	August 2019	Edit to reflect meeting frequency a minimum of twice per year	Head of Student Services	Academic Council

References upon which the Policy section is based

CCT Policy area	Learning Resources & Student Support
Statutory & System Wide Basis	The Irish Qualifications and Quality Act (Education and Training), 2012; European Standards and Guidelines for QA in the European Higher Education Area, Relevant QQI Standards and Guidelines
Related CCT Policies / Forms	

PROVIDER NAME:		CCT College Dublin (CCT)	
POLICY AREA:		Standard 9: Learning Resource and Student Support	
Policy and Procedure Title:	CCTP905: Attendance, Punctuality and Leave Policy (Sick leave and unscheduled leave requests)	Policy Number: CCTP905	Version: 2.2
<p>Policy Statement</p> <p>The reputation of CCT and of its graduates depends on upholding the highest standards of teaching, learning and scholarly activity. Learners are expected to attend all classes for which they are enrolled. Regular class attendance and engagement is essential to successful academic achievement. Each learner is responsible for all work from the first day of class and must make satisfactory arrangements with the lecturer regarding any absences.</p> <p>The College requires a minimum annual class attendance rate of 85%, to help facilitate successful academic achievement and progression. Absences can only be permitted in exceptional circumstances, for example illness and/or personal issues. Supporting evidence and/or documentation must be provided in each case. CCT lecturers are obliged to accurately record class attendance for all learners. Class attendances are recorded on a daily basis by CCT staff. If a learner is late (L) or leaves early (LE), this is recorded using each of the symbols: L, and LE. This facilitates CCT fulfilling its obligation to report individual student attendance to the Department of Justice (Irish Naturalisation and Immigration Service, INIS) for international learners in receipt of a Visa.</p> <p>Where authorised absence is approved, this is normally up to a maximum duration of 2 calendar weeks. For absence of longer periods the College will discuss deferral options as applicable and appropriate.</p> <p>In addition to the College policy on attendance, international learners in receipt of a Visa are reminded of the need to comply with attendance requirements as specified by the Irish Naturalisation and Immigration Service. Failure to do so may result in future Visa requests being denied. Similarly, learners undertaking a programme of study funded through a government initiative or department are required to satisfy the attendance requirements attached to the funding provided.</p> <p>CCT records the attendance of all learners and may use this information to inform decisions relating progression. Attendance data in hard copy will be retained and destroyed / archived in accordance with the College records retention policy.</p> <p>CCT reserves the right to share learner attendance data with third parties where this is directly relevant to the learner's enrolment or funding status i.e. for the purpose of visa or receipt of fees, bursaries, and employer sponsorship which include an attendance requirement for eligibility. In all such cases, learners will be notified of this requirement and, at the point of registration, will be informed of the legal basis for this data sharing.</p>			
<p>Definitions and Principles</p> <p>CCT defines class attendance as being present in the classroom for the duration of scheduled lectures or other learning sessions of the programme the learner is registered on. Attendance in class enables a learner to engage and actively participate in class. Punctuality can be defined as the 'characteristic of being able to complete a required task or fulfil an obligation before or at a previously designated time'. The general policy approach of CCT lecturers and teachers is to allow a period of 10 minutes for learners to be late to class.</p>			

However, considering how disruptive a late arrival of a learner to class can be late arrivals and early departure instances are recorded, and counted, with three instances of either equalling one absence.

With particular reference to classroom based taught programmes of education and training, class attendance is critical to facilitate learning and progression, and to help affirm an educational relationship between teacher and learner. Daily monitoring of attendance, with procedures to detect and prevent poor levels of attendance, contribute to higher levels of academic performance among CCT learners. CCT is predominantly a higher education institution. Most learners are enrolled on staged programmes of more than one-year duration, where progression from one stage to another is required. Each module comprises Continuous Assessment components, and several modules are 100% continuously assessed. Others may involve real-time continuous assessment such as class tests, etc. Continuous class attendance is crucial and often directly related to learner's assessment performance.

The links between low attendance and progression vary on a case-by-case basis, but in general poor attendance levels correlate with poor progression rates. Nonetheless it should be noted that in some cases poor attendance may result in non-progression even if academic marks would otherwise allow for progression (see Procedures section below).

CCT defines **Holidays and Breaks**, as those pre-scheduled permitted periods of leave between academic semesters and outside of end of semester examination dates, which take place each academic year. Due to the nature and structure of CCT's higher education programmes, the holidays and breaks tend to be the same periods each year. as follows:

It should be noted that there are no scheduled classes for public holidays in the Republic of Ireland, each calendar year.

Personal Mitigating Circumstances are defined as those unexpected / unplanned situations which arise that impact on an individual's ability to fulfil certain obligations or impacts on their performance.

Staff Involved

Dean for Administration and Finance, Head of Student Services, School Manager, QA Officer, Faculty staff, Dean of Academic Affairs

Procedure Outline / Method(s) used to carry out this procedure	Responsibility of	Evidence generated by this procedure to ensure its effectiveness
<p>1. Information to Learners with regard to Attendance, Sick Leave and Holidays</p> <p>1.1 All learners receive the College Academic Calendar on all key dates for their programme including all Assessment and holiday dates, on their first day of class, through the Programme Handbook. Programme Induction takes place over the first 2 weeks of each academic year, and learners receive presentations from faculty and admin staff CCT's policies and procedures on Attendance and Punctuality, Sick Leave and Holiday Breaks, along with other practical policies. Learners have access to the CCT QA system on the College website and through Moodle (with all policies and procedures, under 12 European Standards and Guideline sections), and to the General Student Handbook on Moodle.</p>	<p>Faculty Coordinator</p>	<p>Programme handbook Programme calendar Learner agreements</p>

<p>1.2 All learners must sign the CCT Registration Agreement with Learners which sets out the Policies, and Definitions of Sick Leave and Holidays and Breaks, and the importance of consistent attendance in class.</p> <p>1.3 Learners are made aware clearly that no unscheduled breaks are permitted from term time at CCT, except in circumstances of illness, or close family bereavement, or any other exceptional or mitigating circumstance(s), which could cause a student to take an unscheduled break from term time, but any reasons which form the basis of an application would need to be verified by supporting documentation</p> <p>2. Procedure for measuring class attendance</p> <p>2.1 The principal method employed by CCT to measure learner's daily attendance levels is through the use of Learner Attendance Registers. Each lecturer receives a Learner Attendance Register for each scheduled module class (one for each session).</p> <p>2.2 Learners sign beside their name on the Learner Attendance Register. The class Lecturer also counts the number of learners against the register when signatures are complete. Spot check attendance monitoring may also take place where a member of CCT staff will join the class to undertake additional learner count or sign in. Any discrepancies are dealt with immediately by the Lecturer and/or staff member checking attendance. If a discrepancy can't be resolved, it is dealt with by discarding the discrepant register and beginning with a new one.</p> <p>2.3 The falsification of learner attendance i.e. signing in a fellow learner that is absent is considered a major disciplinary offence and will be treated as such. This creation of false records has potentially serious health and safety implications in the event of an evacuation being required.</p> <p>2.4 Learners who are absent are left with a blank signature space,</p> <p>2.5 All completed learner attendance records are returned to the Main Office where the data is then input into the electronic attendance record. Attendance records are retained for the duration of the learner's studies plus one year.</p> <p>3. Procedures for Personal Mitigating Circumstances requiring Unscheduled Holidays and Breaks</p> <p>3.1 Learners who wish to apply for an unscheduled break from the programme outside of the scheduled holidays must fill in the Personal Mitigating Circumstances Form and submit to the CCT Faculty Coordinator with supporting documentation attached (for example bereavement notice, or any supporting documentation addressing the reason for Unscheduled Break). The position of CCT is that no unscheduled breaks are permitted except in documented cases of illness or close family bereavement. CCT is not</p>	<p>Lecturer</p> <p>Learner</p> <p>Faculty Coordinator</p>	<p>Completed <i>Learner Attendance Registers</i>,</p> <p>Updated electronic records</p> <p>PMC application</p>
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<p>ruling out any other exceptional or mitigating circumstances, which could cause a student to take an unscheduled break from term time, but any reasons which form the basis of an application, would need to be verified by supporting documentation.</p> <p>3.2 An application for an unscheduled break due to personal mitigating circumstances should normally be made to the Faculty Coordinator prior to the break from the programme, and normally be approved by the College prior to a break.</p> <p>3.3 The Faculty Coordinator will review the evidence and may consult with the Programme Leader, School Manager and / or Dean for Administration and Finance to determine whether or not the absence should be counted against the attendance rate for the learner. The decision of the College will be emailed back to the applicant within 2 working days.</p> <p>3.4 Applications for unscheduled breaks from the term time within the programme, can only be considered for extreme personal mitigating circumstances such as illness or close family bereavement (applications which include completed PMC forms, and supporting documentation verifying the reasons given).</p> <p>3.5 Where the absence impacts on the assessment schedule the Faculty Coordinator will consult with the QA Officer to determine the extent of the impact and the implications of this for the learner and notify the learner of the required steps and implications as per the PMC policy.</p> <p>3.6 The outcome of applications for consideration of personal mitigating circumstances leading to absence due to sick leave or other unscheduled breaks is normally communicated to the learner within 2 working days. This decision is final.</p> <p>3.7 The Faculty Coordinator will outline the main reason(s) of the decision to the learner.</p>	<p>Learner</p> <p>Faculty coordinator</p> <p>Faculty Coordinator, Dean of Admin and Finance, School Manager</p>	<p>Notification records</p>
<p>4. Sanctions for lack of punctuality</p> <p>4.1 Learners who are late or who leave early are accordingly marked with an 'L' or an 'LE' beside their name on the Register. Any of these symbols multiplied by 3 instances is equalled to one absent and is counted against the required minimum attendance.</p> <p>5. Procedure for poor attendance notification to learners</p> <p>This section outlines the process for notifying learners of poor attendance levels. This system is based on a monthly review performed by the Faculty Coordinator and the Dean for Administration, where a simple percentage calculation is made for each learner based on recorded daily attendance rates. Notifications normally take place via email. Posted notifications are utilised if necessary. The Dean for Administration and Finance oversees the application of penalties.</p>	<p>Lecturer</p> <p>Faculty Coordinator Dean for Administration and Finance</p>	<p>Completed registers</p> <p>Records of monthly email correspondence between CCT and learners notifying</p>

5.1 Minor Attendance Infringement - Grade A Notification

Any learner with an attendance rate between 60% and 79% inclusive normally receives a Grade A notification from CCT, at the end of the month, with a strong recommendation that the learner needs to improve class attendance accordingly.

5.2 Intermediate Attendance Infringement - Grade B Notification

Any learner with an attendance rate between 50% and 59% inclusive, normally receives a Grade B notification from CCT, at the end of the month, with a strong recommendation that the learner needs to improve class attendance dramatically, and with a warning of how low levels of attendance can negatively affect progression.

5.3 Major Attendance Infringement - Grade C Notification

Any learner with an attendance rate between 40% and 49% inclusive normally receives a Grade C notification from CCT, at the end of the month, with a strong recommendation that the learner needs to improve class attendance immediately, or face potential restriction of access to programme assessment, and progression to the following semester.

5.4 Severe Attendance Infringement - Grade D Notification

Any learner with an attendance rate below 40% normally receives a Grade D notification from CCT, at the end of the month, with a Severe Warning that the learner needs to immediately improve attendance over the next month, or receive a CCT Suspension letter, whereby the learner is suspended from their studies for the present academic year.

6. Application of Penalties

6.1 The penalty applicable to confirmed cases of attendance infringement is determined by whether the incident constitutes a first or subsequent case of major or severe attendance infringements. The following graduation of penalties aims to ensure that a consistent approach is adopted across all academic programmes:

6.1.1 Warnings for Grade A/B attendance infringements (Minor and Intermediate)

The learner is normally notified and warned each month attendance is below 85% but above 50%, and about the correlation between low levels of attendance and low levels of progression. A consistent record of attendance notifications is placed on the learner's file (hard and soft copy), which are removed on programme completion.

6.1.2 Penalty for Grade C attendance infringement (Major)

CCT normally warns learners in writing of a Grade C infringement, that CCT may serve a penalty to restrict access to assessment at the end of the semester, if two consecutive Grade C notifications are communicated. A record of the infringement is placed on the learner's file and shall be removed on programme completion should this be the only case of major attendance infringement.

6.1.3 Penalty for Grade D attendance infringement, first incident (Severe)

them of poor attendance

Records of all email and letter correspondence between CCT and learners with warning and penalties notifications on attendance infringements

The learner is normally issued with a severe warning letter of the consequences of low attendance, in relation to progression through the programme. The learner is notified that CCT may serve a penalty to restrict access to assessment at the end of the semester. The learner is also notified that if attendance remains at under 40% following the next monthly attendance review, the learner may be served with a Letter of Suspension, suspending the learner from the programme for the current academic year. A record of the infringement is placed on the learner's file and shall be removed on programme completion should this be the only case of major attendance infringement.

6.1.4 Penalty for Grade D attendance infringement, second incident (Severe)

The learner is normally issued with a severe warning letter and may be restricted from access to assessment for the current semester, following a review by School Manager (or appointed nominee) and Dean of Academic Affairs (or appointed nominee). The learner is also notified that if attendance remains at under 40% following the next monthly attendance review, the learner may be served with a Letter of Suspension, suspending the learner from the programme for the current academic year. A permanent record of the infringement is placed on the learner's file.

6.1.5 Penalty for Grade D attendance infringement, third incident (Severe)

The learner is normally withdrawn from the College and programme and shall not be permitted to re-enrol until the following academic year (pending outcome of a re-entry admissions meeting between the learner, the school Manager, and Head of Admissions, and Dean of School, (or relevant nominees). A permanent record of the infringement is placed on the learner's file.

6.1.6 Effect of suspensions and dismissals on fees paid

In the case of suspension from the current academic year, any fees paid for the semester in which the infringement and suspension took place are forfeited. Fees paid for any semester which has not yet taken place, where suspension applies to are not refunded. Fees for such semesters are not refunded, but are applicable to the next academic year, when the period of suspension has ended. In the event of a dismissal any fees paid are not refundable.

6.2 Other indirect penalties of low attendance and progression relate to scenarios where learners are dependent on documentation produced by CCT to confirm attendance rates for agencies external to CCT, such as Dept. of Social Protection in Ireland (usually related to Irish and EU nationals), and the Dept. of Justice Immigration Authorities in Ireland (usually related to Non-EU nationals on study visa status).

6.3 Attempting to circumvent or corrupt the policies in this document is handled as a case of misconduct (for instance if a learner signs an attendance register on behalf of another learner, or otherwise falsifies attendance information). Such cases fall under the Disciplinary Procedures and Policy section of the General Student Handbook. Penalties include possible disciplinary probation, suspension or dismissal.

<ul style="list-style-type: none"> • The Dean of Academic Affairs as Chair • A member of CCT Management not previously involved in the matter • A member of CCT staff with no previous involvement in the matter. <p>7.5 the learner should expect the written confirmation of the outcome of the appeal and any subsequent action which the College intends to take, within 14 working days of confirmation of the appeal being granted. The written response will clearly outline the outcome of the appeal process and the reasons for the decision.</p> <p>7.6 In the event that a decision has been taken not to uphold the appeal, the reasons for that decision will be outlined in the response. The Dean of Academic Affairs sends the College’s formal appeal outcome to the learner. A copy of the response will also be issued by the Dean of Academic Affairs to <i>anyone named in the response.</i></p>		<p>Appeals Panel Report and Minutes outlining conclusions</p> <p>Any other written correspondence to do with the case</p>
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Monitoring

Monitor (Job Title)	Frequency	Monitoring Method(s)
Dean of Administration and Finance School Manager	Ongoing reviews each semester Annual review for full academic year	<ul style="list-style-type: none"> - Review of monthly summary reports of attendance rates per programme - Review of records of warnings, infringements and penalties - Review of minutes of Programme and Exam Board meetings, along with any other pertinent committee meetings - Review of records of any relevant Academic Standards Board (ASB), and Appeals Board meeting minutes - Review of written records of formal and informal learner feedback

POLICY CONTROL SHEET

Policy Title	Attendance, Punctuality and Leave Policy
Responsible Officer(s)	Dean of Admin & Finance, School Manager
Issuance Date	August 2018
Effective Date	August 2018
Last Review Date	July 2019
Supersedes	version 2.1
Next Review Date	August 2024
Designated Reviewer(s)	Dean of Academic Affairs
Scope	Internal staff (full and part time); Learners; Academic Standards Board; Appeals Board

Revision History

Revision	Approval Date	Revision Description	Originator	Approved By
New Policy	August 2015	New QA system	Senior Management Team	Head of Academics, College Registrar
Version 2.0	July 2017	Updating of roles and addition of clarifications	Dean of Academic Affairs	QA Committee
Version 2.1	April 2018	Integration of sick leave and authorised absence approval process previously included under separate policy. Revision of the appeals process to reflect the College approach to appeals management.	QA Committee	Academic Council
Version 2.2	September 2019	Edits to reflect changes in organisational structure and roles.	SMT	Academic Council

References upon which the Policy section is based

CCT Policy area	Learning Resources and Student Support
Statutory & System Wide Basis	The Irish Qualifications and Quality Act (Education and Training), 2012; European Standards and Guidelines for QA in the European Higher Education Area, Relevant QQI Standards and Guidelines
Related CCT Policies / Forms	CCTF111 – Personal Mitigating Circumstances form; CCTP909 – Personal Mitigating Circumstances Policy

PROVIDER NAME: CCT College Dublin (CCT)			
POLICY AREA: Standard 9: Learning Resource and Student Support			
Policy and Procedure Title:	CCTP906: Student Code of Conduct and Disciplinary Procedure	Policy no. CCTP906	Version: 2.2
Policy Statement			
<p>The reputation of CCT and of its graduates depends on upholding the highest standards of learning, and scholarly activity. Learners should have access to a learning environment, free from ill-discipline of fellow learners. The purpose of this policy is to allow for a consistent approach to the treatment of general learner misconduct in CCT and to promote a culture of learning which is dynamic, interactive, and positive. CCT is committed to the promotion and management of an environment for work and study which upholds the dignity and respect due to each individual. CCT supports every individual's right to work and /or study in a climate which respects their individuality and diversity and in an environment which is free from threat, harassment, intimidation, or bullying. This policy defines and outlines the various categories of general misconduct and the associated means of prevention and detection. It details the penalties associated with levels of general misconduct, and the function of the Disciplinary Committee of CCT, in dealing with alleged acts of general misconduct. This policy also presents the Student Code of General Conduct of CCT and is a related policy to the other published policies on Academic Misconduct and Plagiarism, and Mutual Respect.</p> <p>This procedure is based on a principle of natural justice. Anonymous complaints will not be acted upon. All learners subject to a disciplinary investigation are entitled to be informed of the identity of the complainant, except where it is felt this might present serious risk to the complainant or others associated with him/her. The subject of the disciplinary investigation is also entitled to receive details of the allegations made against them and afforded the right of response.</p> <p>Should the College receive an allegation of breach of conduct which it warrants sufficiently serious, it reserves the right to suspend a learner until such a time as proceedings are concluded. This is without prejudice. Investigatory proceedings will progress as a priority. The College is not liable for any delay in the completion of a programme of study, or the implications of this on entitlement to funding or visas, for any learner who is suspended pending an investigation where a reasonable and justifiable decision to suspend was acted on.</p> <p>This is an internal procedure for the purpose of managing learner conduct. Engagement with or between legal representatives will not normally form part of this process. Any party attending a meeting as part of the implementation of this policy has the right to be accompanied by a friend, family member, fellow learner or a colleague. In all instances, the accompanying party cannot be a legal advocate or representative and their role is to take notes and act as a support to the named party. Discussions are between the named parties and do not involve accompanying parties. The intention to bring an accompanying party, the identity of the accompanying party and their relationship to the named party must be communicated in writing to the meeting organiser not less than 24 hours prior to the meeting.</p> <p>A written record will be made at each stage of this procedure. In the event of a decision that no offence has occurred, all records will be destroyed.</p>			

Staff Involved All full time and part time staff faculty within CCT, School Manager, Dean of School, QA Officer, Faculty Coordinators, Disciplinary Committee, Independent Appeals Panel		
Procedure Outline / Method(s) used to carry out this procedure	Responsibility of	Evidence generated by this procedure to ensure its effectiveness
<p>1. Learner Code of General Conduct at CCT</p> <p>Introduction</p> <p>1.1 CCT recognises the right to dignity for every individual associated with the college, and it expects that each of them will be treated with consideration, courtesy and respect, without harassment, or physical or verbal abuse. Every member shall refrain from conduct liable to infringe the rights of others. This Code does not reduce your legal rights. Its goal is to maintain a suitable academic environment for all in the College and to ensure that your rights as a student member will not be less than the rights of other members of the College community.</p> <p>1.2 As a higher education institution CCT recognises the importance and significance of good learner conduct to ensure the environment is a safe, respectful one for all members of the College community. Registering as a learner in CCT, commits all learners to adhering to the following code of conduct.</p> <p>1.3 Learners will conduct themselves with a high standard of behaviour at all times throughout their engagements with CCT, its staff and fellow learners, and any interactions on behalf of the College.</p> <p>1.4 All learners are expected to conduct themselves legally, ethically and responsibly in and out of college and not to engage in any activity that may bring themselves, fellow learners and / or the College into disrepute.</p> <p>1.5 Communications with the College and members of its community, or on behalf of the College will at all times be non-confrontational, and utilise body language, terminology and tone that is appropriate and respectful.</p> <p>1.6 Learners are required to attend regularly and punctually and adhere to the reasonable and lawful instructions of CCT staff and faculty without causing disruption or undue difficulty to the requesting staff member.</p> <p>1.7 It is the learner’s responsibility to notify the College at the earliest opportunity of any circumstances that may impact on their attendance or performance. Failure to do so may impact on their enrolment status in the College and, where applicable, their entitlement to a visa.</p> <p>1.8 Learners must respect the property and facilities of CCT, its staff and fellow learners.</p>	Learners Staff and Faculty	

- 1.9 Learners must adhere to the behavioural codes of any organisation or institution in which the learner is based as part of the programme of study. In the absence of such codes, the learner is reasonably expected to maintain the standard of conduct expected by the CCT Learner code.
- 1.10 It is the responsibility of the learner to familiarise themselves with the policies, procedures and academic regulations which govern their programme of study and understand their obligations in relation to same.
- 1.11 Where the College considers it appropriate and necessary, the College may request the learner undergoes an independent professional evaluation. Where a learner refuses to comply with such a request, they will not be permitted to continue their studies with CCT.
- 1.12 The College reserves the right to refuse to provide a reference for the purpose of professional registration, employment or further study for any student who has breached the code of conduct.
- 1.13 Any termination of registration resulting from a breach of the code of conduct will not entitle the learner to a full or partial refund.
- 1.14 A Disciplinary Committee appointed by the Dean of School will oversee all matters of learner discipline. Staff members are bound by the Staff Code of Conduct. As a learner, learners must observe the Learner Code of General Conduct. Learners need to inform themselves about the regulations that concern the use of particular College facilities, laboratories, procedures (including those relating to examinations and assessment), equipment, and evacuation procedures and drills. Authorised members of CCT can enforce these regulations under this Code.

General Principles

- 1.15 All members and committees of CCT shall observe natural justice and fair procedures in respect of this Code of Conduct, and CCT's Policy on Academic Misconduct & Plagiarism.
- 1.16 Learners should act in accordance with this Code of General Conduct and with any other published regulations of the College and should maintain acceptable standards of behaviour and act in a law-abiding, mature and honest fashion.
- 1.17 Learners should treat others with respect for their person and their rights, whether in CCT or elsewhere, and avoid conduct which infringes upon the rights or lawful activities of others, or which brings the College into disrepute. Learners should treat CCT property and/or facilities with respect and not use them when they are not authorised to do so. This includes all property and/or facilities being used by or under the control of the College.

Dean of School

CCT Committees

Learners

For matters of a minor nature the Lecturer or School Manager may review all information and/or documentation available with the learner(s) suspected of misconduct and may take into consideration the expert opinion of another member of the ELT / Management Team (not previously involved in any way with the alleged general misconduct).

If the School Manager determines that there is no case to answer for the alleged incident, or if the incident is judged by the School Manager to be a minor incident, and the learner admits to responsibility of it and to not repeating into the future, the case is closed, and no formal records are maintained. If the matter is unresolved at this stage the School Manager will proceed with step 3.2.

3.2 If the School Manager determines that there is a case to be answered, a statement summarising the alleged misconduct, documenting the evidence reviewed to support this view will be prepared, and submitted to the Dean of School.

- 3.3 The Dean of School will consider the evidence presented and may determine:
- a. further investigation is required
 - b. an offence has been committed and a penalty should be issued (minor offences) or the case referred to a disciplinary committee (serious or repeated offences).
 - c. there is no offence to consider

If a penalty is imposed for a minor offence the learner is notified and also advised of the appeals procedure. This process will normally be completed, and the outcome notified to the learner, within 14 working days from the report of the incident. When the learner accepts this finding, the incident, under this Code, is regarded as closed. A record is retained on the learner's file for the duration of their studies.

3.4 If the Dean of School determines that further investigation is required, they will appoint an independent investigator. The complainant will be advised of this and will be required to provide all relevant information including details of witnesses. All parties will be advised of the principles of natural justice and the respondent's right of response. On conclusion of the investigation a report of the findings, accompanied by the file of supporting evidence, should be submitted to the Dean of School who will determine whether there is a case to answer. Where it is deemed there is a case to answer the matter will be referred to a disciplinary committee. At this advanced stage, admission of the offence may also result in referral to a disciplinary hearing.

3.5 In all cases referred to a disciplinary committee, the respondent must be notified of this. The formal notification comes from the Dean of School and advises the respondent that he/she is requested to attend a scheduled Disciplinary Committee hearing no less than 5 working days from the date of the notice, or such lesser period as the learner agrees. The letter will clearly provide a scheduled date and time for the proposed hearing and will also ask the learner to confirm his/her intentions in relation to the exercise of the right to be accompanied, and intentions to participate in the hearing. This letter will also attach a copy of the CCT Code of General Student Conduct.

	School Manager	
	Dean of School	Incident related material – email / notes etc
	Disciplinary Committee	Minutes from meetings

The Disciplinary Committee has the right to proceed in the absence of the learner attending.

3.6 A **Disciplinary Committee** is established to deal with allegations of ill-discipline / general misconduct. The membership of this committee can only consist of staff members not previously involved in the case. It comprises of three members which can be selected from the following pool: Dean of School or Dean for Administration and Finance (Chair) - or nominee from the Management Team, Head of Admissions - or nominee, and one lecturer. The complainant must be a part of the disciplinary process, but the Committee may proceed in their absence. The Disciplinary Committee always convenes if:

- The student does not accept the finding of the School Manager, or
- The student does not comply with any penalty, or,
- The Dean of School deems it necessary, following investigation, or
- There is an allegation of serious or gross misconduct

In exceptional circumstances, such as a learner(s) facing criminal charges, or unavoidable changes or absences of staff, the Disciplinary Committee may extend the normal process period, and provide the learner with written notice of this decision.

3.7 If the Committee cannot meet, for any reason whatever, the Dean of School, or his/her duly authorised substitute, may act in lieu of the Committee. If a person who might otherwise be a member of the Disciplinary Committee has previously been involved in the case, he/she shall not be a member and shall be replaced by an alternate.

The learner is entitled to be accompanied by a friend, family member, associate or fellow learner who is not a legal advocate or representative. The Committee will not engage with the accompanying party. Discussions are between the learner and the Committee. Both the learner and the Disciplinary Committee are entitled to be heard and to respond afterwards. The chairperson will invite both sides to address concluding remarks to the disciplinary committee.

The Disciplinary Committee will consider its decision in private. If the decision is that the conduct in question, is a breach of the learner code of conduct, the Committee will deliberate on the penalty to be imposed.

The Committee will consider these representations and decide on the penalty. It will normally inform the learner of its decision in writing within 5 working days of the end of the meeting.

3.8 If having regard to the evidence presented at the disciplinary hearing and the submissions made by the learner, the Chair considers that a case of general misconduct has been proven, he/she will notify the decision to the learner in writing and the notification will state:

- a) the decision that general misconduct has occurred
- b) the level of the misconduct (minor, major, gross)
- c) the learner's rights of an appeal to an Appeals Board
- d) the period (5 working days) within which this appeal must be lodged by the learner

Dean of School

Dean of School

Disciplinary Committee

Incident Correspondence

3.9 Should the suspected general misconduct be properly defined as a Gross Academic Misconduct, two further senior CCT members from outside the faculty concerned shall adjudicate the case together with the Chair of the Disciplinary Committee.

4. Appeals

An appeal is not an opportunity for a subsequent hearing or a new investigation. It is a formal request that another body re-examines the procedure or decision of decision-making committee. Disagreement with the decision in itself does not constitute grounds for appeal.

A learner who wishes to lodge an appeal may do so on a limited number of grounds. They must clearly identify the elements for which the appeal is being made. The application must also specify the grounds on which the appeal is sought and must contain all information that they require to have taken into account in the appeal.

An appeal may be submitted on the following grounds:

1. Procedural irregularity
2. Inconsistent implementation of procedures
3. Exceptional personal circumstances not previously reported for good reason; the appeal should explain the reason(s) for previous non-disclosure

4.1 The learner should submit a written appeal application which must comprise of a written statement explaining the grounds for the appeal and providing evidence or directing the Dean to evidence to support the grounds. Disagreement with the decision of the Complaint Committee does not constitute grounds for appeal. The application must include old and new supporting documentation, addressed to the Dean of Academic Affairs. The Dean of Academic Affairs will normally acknowledge the application within 5 working days.

4.2 In the first instance the Dean of Academic Affairs will investigate the grounds and determine whether or not an appeal shall be heard.

4.3 If an appeal is granted, the Dean will convene an appeal panel, not to be confused with the Appeals Board which deals with academic matters, to review the information and evidence provided. The panel reserves the right to undertake further investigation into the procedures and decision-making that contributed to the decision being appealed.

The learner may be invited to attend a meeting as part of the appeal process, depending on the basis of the appeal request, where the Dean deems this to be necessary.

The outcome of the appeal will be communicated to the learner at the earliest opportunity.

Learner

Dean of Academic Affairs

Minutes from meetings

Correspondence

Incident Records / Reports

Incident record / learner record

Appeals panel minutes

<p>A copy of the application form and any supplementary documentation will be furnished to the Appeal Panel.</p> <p>4.4 Unless otherwise notified by the Dean of Academic Affairs, the Appeal Panel will comprise of:</p> <ul style="list-style-type: none"> • The Dean of Academic Affairs as Chair • A member of CCT Management not previously involved in the matter • A member of CCT staff with no previous involvement in the matter. <p>4.5 The learner should normally expect the written confirmation of the outcome of the appeal and any subsequent action which the College intends to take, within 14 working days of confirmation of the appeal being granted. The written response will clearly outline the outcome of the appeal process and the reasons for the decision.</p> <p>4.6 In the event that a decision has been taken not to uphold the appeal, the reasons for that decision will be outlined in the response. The Dean of Academic Affairs sends the College’s formal appeal outcome to the learner. A copy of the response will also be issued by the Dean of Academic Affairs to <i>anyone named in the response</i>.</p> <p>5. Stage 5 - Second Appeal Applications</p> <p>5.1 Should the learner not agree with the findings arising from the CCT internal appeals process, as outlined above in sub-section 3, the learner may apply to have the case reviewed by an independent ombudsman appointed by the College. This option will be explained in writing (letter / email), to the learner at the end of the previous Stage, and any application for appeal to the ombudsman must be received and considered by the Dean of Academic Affairs.</p> <p>5.2 <u>Grounds for an Appeal to Independent Ombudsman</u> A complainant who wishes to lodge an appeal may do so on a limited number of grounds. They must clearly identify the elements for which the appeal is being made. The application must also specify the grounds on which the appeal is sought and must contain all information that they require to have taken into account in the appeal.</p> <p>An appeal may be submitted on the following grounds:</p> <ol style="list-style-type: none"> 1. Procedural irregularity 2. Inconsistent implementation of procedures <p>5.3 A request for an appeal must be received by the Dean of Academic Affairs no later than the date specified in the letter or email notifying the learner of the outcome of the First Appeals process. Only a written request for a second appeal, signed by the learner concerned will be considered. The complainant must supply evidence in support of his/her request. The fee for an appeal is €50, refundable where the appeal is successful.</p> <p>The independence of the ombudsman permits a fresh view on whether the internal process has been adequately handled, to judge whether the response to the problem has been reasonable, and to aim to reach an outcome which is fair and just</p>	<p>Dean of Academic Affairs</p> <p>Learner Dean of Academic Affairs</p> <p>Learner</p>	<p>Outcome notification</p> <p>Letter of appeal outcome</p> <p>Appeal application to ombudsman</p>
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<p>to all parties concerned - based on evidence. The ombudsman will consider all reports and documentation arising from previous stages, in relation to both parties. The ombudsman is entitled to ask the complainant to address circumstances on which he/she based the appeal. The ombudsman may seek such information or advice as it considers necessary and in such manner as it considers appropriate. Having considered the circumstances, the ombudsman will decide the outcome of the appeal.</p> <p>The College President reserves the right to engage the services of any appropriate professionals deemed necessary.</p> <p>5.4 The complainant will be informed via the Dean of Academic Affairs, in writing (letter / email) of the outcome of the ombudsman’s review. Where appropriate, the Dean of Academic Affairs shall notify QQI of the outcome of the appeal.</p> <p>There is no further right of appeal. Should the complainant not be satisfied with the final outcome, they can exercise their rights external to the College policies and procedures.</p> <p>6. Application of Penalties</p> <p>The penalty applicable to confirmed cases of general misconduct is determined by whether or not the incident constitutes a first or subsequent case of minor or major misconduct. The following graduation of penalties aims to ensure that a consistent approach is adopted across all learners. However, the Disciplinary Committee may judge that a single incident could constitute a major or gross misconduct, depending on the severity of the breach of discipline concerned.</p> <p>6.1 Penalty for Minor Misconduct, first incident</p> <p>The learner is given a first written warning from CCT to refrain from further general misconduct, outlining the reasons why the incident / case is awarded this grade, and reminding the learner of the general regulations outlined in the CCT Student Handbook. A record of the offence will be held internally.</p> <p>6.2 Penalty for Minor Misconduct, second incident</p> <p>The learner is given a second written warning from CCT to refrain from further general misconduct, outlining the reasons why the incident / case is awarded this grade, and reminding the learner of the general regulations outlined in the CCT Student Handbook. This letter to the learner will also specify that any further incident of general misconduct will be penalised by way of temporary suspension from their learning at the College. A record of the offence will be held on the learner record and may inform references provided by the College.</p> <p>6.3 Penalty for Major General Misconduct, first incident</p> <p>The learner is suspended from the programme for a minimum of one week, or until the next semester (depending on the severity of the incident) in which there is an opportunity to retake all modules for that semester. A permanent record of the offence is placed on the learner's file, and the student is placed on a probationary review period for one semester. Additionally, a fine set by the College of €500 will apply to the learner(s).</p>	<p>Ombudsman Dean of Academic Affairs</p>	<p>Appeal outcome correspondence</p>
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6.4 Penalty for Major General Misconduct, second incident

The learner is suspended from the programme for a period adjudged to be conducive to the severity of the incident. A permanent record of the offence is placed on the learner's file, and the student is placed on a probationary review period for one semester. Alternatively, and depending on the severity of the incident, the learner is expelled from the College and shall not be permitted to re-enrol for a three-year period (pending outcome of a re-entry admissions meeting between the learner, the School Manager, and Head of Admissions). A permanent record of the offence is placed on the learner's file. Additionally, a fine set by the College of €750 will apply to the learner(s).

6.5 Penalty for Gross Misconduct

The learner is expelled from the College and shall not be permitted to re-enrol for a minimum period of five year (pending outcome of a re-entry admissions meeting between the learner, School Manager, and Head of Admissions). A permanent record of the offence is placed on the learner's file. Additionally, a fine set by the College of €750 will apply to the learner(s). CCT reserves the right to refuse re-enrolment indefinitely.

Definitions and Principles

In general terms, General Misconduct is an act of improper behaviour contrary to the College's general regulations, which, will not be tolerated by the institution. The reputation of CCT and of its graduates depends on upholding the highest standards of learning and research. Learners should have access to a learning environment, free from ill-discipline of fellow learners, which may adversely affect the learning experience.

The College recognises that there is a distinction between the degrees of severity of minor general misconduct, and, major or gross general misconduct as illustrated by examples below. Please note that breaches of academic regulations, and low class attendance rates, along with alleged incidents of Bullying or Harassment are monitored and dealt with under separate CCT Policies (Policy CCTP905), Academic Misconduct (Policy: CCTP514), and Mutual Respect (Policy:CCTP807). Examples of General misconduct include, but are not limited to the following:

Examples of Minor General Misconduct - not an exhaustive list (each case / incident is unique, and is dealt with on its merit in terms of severity):

- Eating, chewing gum, and drinking in non-designated areas within the College
- Littering
- Using disruptive behaviour and disruption of the learning experience of other learners
- Use of abusive language
- Minor breaches of College Code of Conduct, Health and Safety Procedures
- Breach of any general class regulation as introduced and presented by faculty staff within CCT
- Minor violation of College regulations
- Disorderly conduct, including being unfit for admission to class, tutorial, assessment, laboratory or other College facility
- Being in unauthorised areas without permission
- Causing minor damage to College property
- Failing to identify oneself to a CCT staff member, on request

Examples of Major and Gross General Misconduct - not an exhaustive list (each case / incident is unique, and is dealt with on its merit in terms of severity)

- Major breaches of College Code of Conduct, Health and Safety Procedures

- Smoking on the College property
- Any act deemed in breach of the mutual respect policy, not considered gross misconduct.
- Fighting with students or other persons, disruptive and/or hostile behaviour
- Theft of College or personal property
- Failure to obey the instructions of CCT Staff /fire marshals during a Fire Drill, Health and Safety Drill, or during an Emergency
- Fraudulent behaviour (including falsification of any College documentation or College attendance register)
- Unauthorised use of College property of any kind
- Possession, supply, or use of illicit drugs
- Being in an intoxicated state while on the College premises
- Making false allegations of personal injury / accidents on campus
- Giving false or misleading information to CCT calculated to mislead and deceive
- Bullying
- Repeated or aggravated incidents of minor offences
- Unwanted interference with CCT's safety equipment, alarms, fire-fighting equipment, or failure to comply with reasonable request(s) from CCT staff with regard to situations which endanger life, health, or property

Examples of Gross Misconduct - not an exhaustive list (each case / incident is unique, and is dealt with on its merit in terms of severity)

- Breaches of College Code of Conduct, Health and Safety Procedures
- Any act that intimidates, threatens, disgraces, or degrades any staff member, visitor, or student, communicated verbally, non-verbally including by gesturing or deemed in breach of the mutual respect policy.
- Assault on college employees
- Repeated instances of theft
- Extortion, use of intimidation, coercion or force
- Malicious damage or destruction of school or personal property
- Possession, supply, or use of illicit drugs
- Gross indecent or immoral behaviour
- Forgery, alteration or misuse of any College document, record stamp, or identity card, or staff identity
- Sexual Harassment
- Repeated or aggravated incidents of major offences

All alleged cases of general misconduct must be thoroughly investigated by CCT, discrimination must be avoided, and procedure should be adhered to including carrying out disciplinary meetings.

Students are advised that CCT College Dublin will report unlawful behaviour to the Gardai. In such cases, the student may be liable for civil and legal sanctions.

Monitoring		
Monitor (Job Title)	Frequency	Monitoring Method(s)
Dean of School	Annually – August 2018	Incident Reports & correspondence Minutes from Committees – Discipline & Appeals Panel

POLICY CONTROL SHEET

Policy Title	Student Code of Conduct and Disciplinary Procedure
Responsible Officer(s)	Dean of School, Heads of Faculty
Issuance Date	Sept 2017
Effective Date	Sept 2017
Last Review Date	July 2019
Supersedes	Version 2.1
Next Review Date	August 2024
Designated Reviewer(s)	Dean of School
Scope	Internal staff (full and part time); Learners; Appeals Board

Revision History

Revision	Approval Date	Revision Description	Originator	Approved By
New Policy	Sept 2015	New QA system	Senior Management Team	Head of Academics, College Registrar
Version 2.0	September 2017	Updating to reflect organisation roles and responsibilities. Addition of extended code of conduct. Addition of CCT's right to suspend a learner pending investigation and clarification regarding representation and absence of legal representatives from this internal process.	Senior Management Team	QA Committee
Version 2.1	March 2018	Renaming to Learner Code of Conduct and Disciplinary Procedure. Amendments to the disciplinary procedures to more accurately reflect the investigatory stage of the process. Separation of major and gross misconduct	Dean of Academic Affairs	Academic Council.
Version 2.2	Sept 2019	Edits to reflect changes to organisational structure and roles. Renumbering of sections.	SMT	Academic Council

References upon which the Policy section is based

CCT Policy area	Learning Resources & Student Support
Statutory & System Wide Basis	The Irish Qualifications and Quality Act (Education and Training), 2012; European Standards and Guidelines for QA in the European Higher Education Area, Relevant QQI Standards and Guidelines
Related CCT Policies / Forms	CCTP905 – Class Attendance & Punctuality Policy CCTP514 – Academic Misconduct & Plagiarism Policy CCTP807 – Mutual Respect Policy

PROVIDER NAME: CCT College Dublin (CCT)
POLICY AREA: Standard 9: Learning Resource and Student Support

Policy and Procedure Title:	CCTP907: Graduation Policy	Policy No: CCTP907	Version: 2.1
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Policy Statement
 It is CCT's policy to invite all students who have successfully completed a programme in CCT to a graduation ceremony to celebrate the achievements of the student with their families, friends, peers and lecturers.

Staff Involved
 All full time and part time staff faculty within CCT, Lecturers, School Manager, Dean of Academic Affairs, Dean of School, QA Officer, Faculty Coordinators, Head of Student Services

Procedure Outline / Method(s) used to carry out this procedure	Responsibility of	Evidence generated by this procedure to ensure its effectiveness
<ol style="list-style-type: none"> 1. Following the Exam Board ratification of final results and recommendation for an award, the QA Officer will contact all students eligible to graduate by email inviting them to a graduation ceremony 2. The graduation is normally held in a central venue in Dublin, accessible by public transport, that is deemed appropriate for such an occasion. 3. Approval of a graduation venue is the responsibility of the College President in conjunction with the Dean of Academic Affairs and the Dean of School. Any proposed venue must satisfy the following requirements: <ul style="list-style-type: none"> • Capacity – the venue must be of an appropriate size to accommodate each of the graduands entitled to attend, plus 1 guest per graduand, plus all faculty and full-time staff associated with the programmes in question, and any speakers, musicians and special guests. Where necessary, multiple ceremonies may be scheduled in order to satisfy this requirement. • Accessibility – the venue should be accessible by public transport and also have adequate accessible facilities for staff, graduands or guests who may have mobility issues. 	QA Officer President, Dean of Academic Affairs, Dean of School	E-mail communication

<ul style="list-style-type: none"> • Fitness for purpose – as a celebration of academic achievement, the graduation ceremony should be held in a venue that is suitable for such an event. This should include the facilities to host the ceremony with a platform for the presentation of parchments, sufficient space to allow an academic procession, separate space for robing, photography and refreshments. <ol style="list-style-type: none"> 4. Graduands are required to confirm their attendance at the ceremony by the date specified in the invitation. Failure to confirm attendance by the date specified may result in the graduand not being permitted to attend the ceremony. 5. Graduands are required to confirm their intention to bring a guest / guests. The number of guests permitted per graduand is communicated as part of the invitation. Any requests for additional guests will be recorded by the QA Officer and additional tickets will be allocated once initial invitation of guest responses have been received. A graduand who fails to confirm the intention to bring a guest / guests will lose their guest ticket allocation and this will be issued to a graduand requesting additional guest tickets. 6. Guests arriving at a graduation ceremony without guest tickets will not be permitted to attend the ceremony. 7. A graduand is entitled to request their parchment be posted to them after the graduation ceremony, if they decide not to attend. 8. In some venues, the attendance of under 18s is not permitted. CCT will enforce this policy requirement as appropriate. Where a venue does permit attendance of under 18s, CCT encourages graduands to consider the suitability of the occasion for the under 18-year-old. In particular, CCT does not encourage the attendance of young children. Where young children do attend, they must be accompanied by an adult at all times. In the instance of a child not remaining silent and in their seat, as is required as part of ceremonial protocol, the accompanying adult will be required to leave the ceremony hall with the child. 9. Formal dress & robing is required for all graduands. CCT will provide details of a robe hiring company and it is the responsibility of graduands to arrange their own robes. Failure to have the appropriate gown may result in CCT refusing to allow the graduand to participate in the graduation ceremony. 10. Graduands will be awarded their parchment in reverse order – starting with the lowest award level and ending with the highest level 11. Graduands are awarded in alphabetical order 	<p>Graduands</p>	
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<p>12. CCT awards the Student of the Year award to the highest achieving student (based on marks) in an award stage. This is based on overall academic performance in the academic year just ended, leading to a QQI major award of a minimum of 120 credits. The Student of the Year award is confined to the highest academically performing student of their respective programme</p> <p>13. CCT also awards a College Spirit Award to a deserving student (final year), proposed and decided by faculty and administrative staff, this special award goes to a student who embodies the spirit and culture of CCT.</p> <p>14. Graduands who are unable to attend the ceremony should contact the Exams Office to arrange to collect their parchment.</p>		
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Monitoring

Monitor (Job Title)	Frequency	Monitoring Method(s)
QA Officer Faculty Coordinator	Annual	Exam Boards Exam Transcripts

POLICY CONTROL SHEET

Policy Title	Graduation
Responsible Officer(s)	Dean of Academic Affairs, QA Officer
Issuance Date	August 2017
Effective Date	August 2017
Last Review Date	July 2019
Supersedes	Version 2.0
Next Review Date	August 2024
Designated Reviewer(s)	QA Officer
Scope	Internal staff (full and part time); Graduates

Revision History

Revision	Approval Date	Revision Description	Originator	Approved By
New Policy	August 2015	New QA system	Senior Management Team	Head of Academics, College Registrar
Version 2.0	August 2017	Update of roles and addition of clarifications	Dean of Academic Affairs	Academic Council
Version 2.1	September 2019	Edits to reflect change to organisational structure and roles	SMT	Academic Council

References upon which the Policy section is based

CCT Policy area	Learner Resources and Student Support
Statutory & System Wide Basis	The Irish Qualifications and Quality Act (Education and Training), 2012; European Standards and Guidelines for QA in the European Higher Education Area, Relevant QQI Standards and Guidelines
Related CCT Policies / Forms	

PROVIDER NAME: CCT College Dublin (CCT)			
POLICY AREA: Standard 9: Learning Resources and Student Support			
Policy and Procedure Title:	CCTP908: Refund Policy	Policy Number: CCTP908	Version: 2.1
Policy Statement			
<p>CCT will not refund fees to any learner after they have formally registered for and commenced a programme, except in extenuating circumstances which are at the discretion of CCT. No refund will be made to learners who commence a programme, and consequently fail to attend classes and/or who withdraw and do not finish the scheduled course. Learners, who withdraw their application for a programme prior to registration and course commencement, where course fees have been pre-paid, will be entitled to a full refund of fees paid, minus a €200 administration and registration charge. International visa-seeking learners (onshore or offshore) who have pre-paid and whose visa is refused are entitled to a refund of full fees paid, minus a €200 administration and registration charge and, in the case of non-EU learners, minus any insurance policy costs.</p> <p>Whilst it is an unusual occurrence, CCT reserves the right to cancel or re-schedule any course at any time. In the unlikely event of cancellation of a course, full pre-paid fees will be refunded. Some CCT part time and professional programmes include separately paid examination fees. All examination fees are non-refundable and are subject to change in accordance with external validating body's regulations.</p>			
Definitions and Principles			
<p>CCT strives to ensure that any learner who decides to withdraw their application (pre-commencement refund request), or who is affected by a genuine, exceptional circumstance, and who cannot continue the programme (post-commencement refund request), should be refunded minus €200 administration and registration (reserved place) charge. Exceptional or mitigating circumstances are at the discretion of CCT and may include unforeseen events such as, serious illness (of the learner or a relative), family death. CCT would consider any major change of circumstances as potentially exceptional, but retains the right to discretion on this decision. CCT will make contact with the relevant Irish Immigration Authorities (INIS or GNIB) to inform them of any withdrawals of international visa-seeking learners, along with refund details, pre-commencement or post-commencement of a CCT programme. The maximum time from receipt of request for refund to refund decision and subsequent issue of refund (where applicable), will not take longer than 20 working days. However, CCT always strives to process due refunds as quickly as possible, from the time of refund request.</p>			
Staff Involved			
Dean for Administration and Finance, Head of Admissions, Faculty Coordinators, College President, Dean of Academic Affairs			

<p>outlines the reason(s) why the refund is not being issued in this case, and is consistent with the CCT policy on Refunds of programme fees.</p> <p>3. Information to Learners on Fees and Refund information at CCT</p> <p>3.1 CCT is committed to ensuring that all prospective and current learners and the general public are aware of the CCT policy on refunds of fees.</p> <p>3.2 CCT makes this policy public on the CCT website, (in general form as part of the CCT QA system, and in summary form for international learners in a section exclusively for international learners). Also, a summarised form of this policy is available on the Footer section of every page on the CCT website.</p> <p>3.3 CCT also presents this policy (or a clear and accurate summarised form) in its prospectus, general learner handbook (located on Moodle for all registered learners of CCT), and CCT Registration Agreement with Learners (signed by learners at the start of each academic year).</p>	<p>Head of Admissions</p> <p>Dean of Academic Affairs</p> <p>QA Officer</p>	<p>- Review of CCT website, Prospectus, Moodle, General Learner Handbook, and CCT Registration Agreement with Learners</p>
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Monitoring

Monitor (Job Title)	Frequency	Monitoring Method(s)
<p>Dean for Administration and Finance</p> <p>College President</p>	<p>Annual review for full academic year</p>	<ul style="list-style-type: none"> - Review of statistics on refund applications and outcomes, including number of Appeals submitted and Appeal decisions - Review of all correspondence between parties, pertaining to refund applications - Review of all CCT promotional material mentioned in this Policy - Review of best practice in this area within the sector, and comparing the CCT policy against nationally promoted standards, in particular from QQI, Dept. of Education, Dept. of Justice & Equality, and ICOS.

POLICY CONTROL SHEET

Policy Title	Refund Policy on full and part time programmes
Responsible Officer(s)	Dean for Administration and Finance
Issuance Date	August 2015
Effective Date	August 2015
Last Review Date	July 2019
Supersedes	Version 2.0
Next Review Date	August 2024
Designated Reviewer(s)	Dean for Administration and Finance
Scope	Internal staff (full and part time); Learners

Revision History

Revision	Approval Date	Revision Description	Originator	Approved By
New Policy	August 2015	New QA system	Senior Management Team	Head of Academics, College Registrar
Version 2.0	August 2017	Update to role titles and change to appeal process to reflect practice whereby appeal is submitted to Dean for A&F, and not the QA Officer	Dean of Academic Affairs	Academic Council
Version 2.1	March 2018	Consistent application of President title.	QA Committee	Academic Council

References upon which the Policy section is based

CCT Policy area	Learning Resources and Student Support
Statutory & System Wide Basis	The Irish Qualifications and Quality Act (Education and Training), 2012; European Standards and Guidelines for QA in the European Higher Education Area, Relevant QQI Standards and Guidelines Department of Justice (INIS) Regulations
Related CCT Policies / Forms	CCTF106 Course Withdrawal Form

PROVIDER NAME: CCT College Dublin (CCT)			
POLICY AREA: Standard 9: Learning Resource and Student Support			
Policy and Procedure Title:	CCTP909: Personal Mitigating Circumstances Policy	Policy Number: CCTP909	Version: 3.1
<p>Policy Statement</p> <p>CCT is a Higher Education institution providing academic programmes on a full and part time basis, many of which depend on progression of learners from stage to stage. Learners are expected to attend all classes for which they are enrolled. Regular class attendance and engagement is essential to successful academic achievement. Absences can only be excused in exceptional circumstances, for example illness and/or personal issues such as close family bereavement. Supporting evidence, certification, and/or documentation must be provided in each case, where the learner is absent from class, assessment or examination.</p> <p>The College recognises that there are instances where personal mitigating circumstances impact on a learner’s ability to attend class, complete an assessment or examination, may impact on their performance within an assessment or examination or their ability to continue with their studies for a period of time.</p> <p>It is the learner’s responsibility to ensure the College is notified of any circumstances that may impact their attendance or participation in programme activities. Failure to do so may impact on the enrolment status of the learner. Where circumstances are impacting on attendance or participation, learners are encouraged to meet with the Head of Student Services.</p> <p>In the instance of a learner not wishing to disclose the personal or sensitive nature of the reason for their absence they are advised to discuss this with their healthcare practitioner to facilitate the provision of a medical certificate or letter that maintains their privacy but also satisfies College requirements.</p> <p>The Head of Student Services can assist learners in accessing general health practitioners and counselling services as may be required.</p> <p>CCT treats all personal and sensitive data confidentially and ensures it is stored securely. Medical certification will be retained until 2 weeks after the Examination Board appeal window closes to allow for the Board to consider any extenuating circumstances as may be necessary, and the student to lodge an appeal in respect of same. Documentation may be retained for a longer period in the case of an ongoing dispute but will also be destroyed 2 weeks post any final point of appeal.</p>			
<p>Definitions and Principles</p> <p>Personal Mitigating Circumstances are defined as those unexpected / unplanned situations which arise that impact on an individual’s ability to fulfil certain obligations or impacts on their performance.</p> <p>Deferral is an approved break in a programme of study.</p>			
<p>Staff Involved</p> <p>Dean of Academic Affairs, Dean of School, School Manager, QA Officer, Faculty staff, Dean for Administration and Finance, Head of Student Services</p>			

<p>attendance. In such cases, learners are required to liaise with the College and determine what supports can be provided to ensure their ongoing participation in their studies.</p> <p>2.3 Where a period of absence includes submission dates for assessments or examination sittings the Faculty Coordinator will advise the learner of the requirements to submit a PMC application to the QA Officer with supporting documentation. The learner will be notified that failure to submit or sit for assessment will result in a mark of 0% and the attempt being recorded for the purpose of maximum number of assessment opportunities, except where PMCs are approved.</p> <p>2.4 Where a learner misses an assessment or believes their performance in an assessment was impacted by personal mitigating circumstances, at the earliest opportunity, and not later than the first day returning to College after a period of absence, the learner must fill in the Personal Mitigating Circumstances Form, and submit it to the Faculty Coordinator or QA Officer with supporting documentation attached (for example medical certification, or any supporting documentation addressing the reason for absence, pertaining to Sick Leave)</p> <p>2.5 The QA Officer or Faculty Coordinator will review the evidence and determine the extent of the impact and the implications of this for the learner. Evidence provided must not be post-dated and must clearly indicate the circumstances applied to the dates against which PMCs are being requested. The QA Officer can determine to approve the application, reject the application, or request additional information.</p> <p>2.6 The decision will be communicated to the learner, normally within 5 working days. Where PMCs are accepted, the alternative arrangements will also be notified. Where additional information is sought, the learner is required to provided this within 5 working days. Failure to do so, without explanation, will result in the application being considered withdrawn. The QA Officer may also reject the application.</p> <p>2.7 Where a PMC application is rejected the learner must be notified of the reasons for this. A future application may be made.</p> <p>2.8 Where a learner has circumstances which prevent them continuing their studies or have prevented them from doing so unexpectedly, the PMC application will be considered with a view to granting a deferral.</p> <p>2.9 Approval of a PMC can result in:</p> <ul style="list-style-type: none"> • Extension of submission date, without penalty • Assessment attempt reinstated, and further examination date agreed • Alternative assessment arrangements agreed • Accommodations approved to enable assessment completion • The circumstances being brought to the attention of the Board of Examiners and the individuals performance being reviewed in the context of the PMC application being approved. • Approval of a deferral period 	<p>Learner / QA Officer</p> <p>Learner</p> <p>QA Officer / Faculty Coordinator</p> <p>Board of Examiners</p>	<p>Completed applications for PMC</p> <p>- Records of applications from learners</p> <p>Records of all correspondence, including decision outcomes</p> <p>Minutes of Board of Examiners</p>
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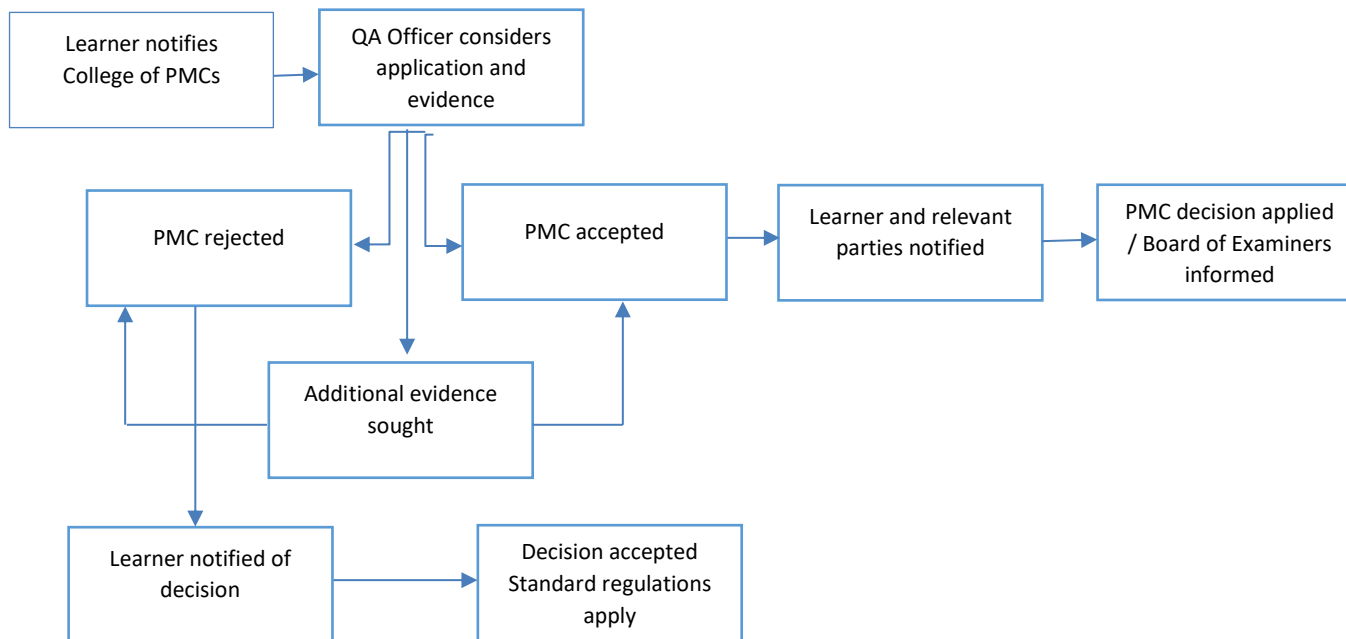
2.10 In normal circumstances the learner will be required to complete an assessment. In circumstances where a learner completed an assessment but felt it was impacted by PMCs the Board of Examiners will review the case and determine evidence of impact. In exceptional circumstances, where a learner has not completed an assessment and will not be in a position to do so, the case will be brought to the attention of the Board of Examiners to determine appropriate actions. Where a deferral is approved, all assessments are deferred.

2.11 Learners retain the right to appeal the decision of the Board of Examiners as per the Review, Recheck and Appeal Policy.

2.12 When a deferral is offered, the learner is advised of the conditions of the deferral and is required to sign to confirm their understanding.

Figure 1 provides a diagrammatic explanation of the PMC process

Figure 1: Process for Consideration of Personal Mitigating Circumstances (PMC) Applications



Monitoring		
Monitor (Job Title)	Frequency	Monitoring Method(s)
QA Officer Academic Council School Manager / Programme Leader	Ongoing reviews each semester As scheduled Annual review for full academic year	- Summary reports of PMC applications per programme / module - Board of Examiners Report - Review of PMC applications by programme and module and decisions reached by BOE

POLICY CONTROL SHEET

Policy Title	PMC Policy
Responsible Officer(s)	Dean for Administration and Finance, Dean of Academic Affairs, Faculty Coordinator, QA Officer, School Manager
Issuance Date	August 2018
Effective Date	August 2018
Last Review Date	July 2019
Supersedes	Version 3.0
Next Review Date	August 2024
Designated Reviewer(s)	QA Officer Dean of Academic Affairs
Scope	Internal staff (full and part time); Learners

Revision History

Revision	Approval Date	Revision Description	Originator	Approved By
New Policy	March 2015	New QA system	Senior Management Team	Head of Academics, College Registrar
2.0	August 2017	Amendments to role titles and addition of greater clarification of expectations and compliance.	Senior Management Team	Academic Council
3.0	January 2018	Revised to remove overlap and confusion with attendance policy. Addition of diagram of process.	QA Committee	Academic Council
3.1	Sept 2019	Edited to reflect organisational change to structure and roles and the inclusion of Faculty Coordinators in approval of PMC applications	SMT	Academic Council

References upon which the Policy section is based

CCT Policy area	Learning Resources and Student Support
Statutory & System Wide Basis	The Department of Justice & Equality, Irish Naturalisation and Immigration Service Requirements
Related CCT Policies / Forms	CCTF111 Personal Mitigating Circumstances Form CCTP905 Attendance, Punctuality and Leave Policy

PROVIDER NAME: CCT College Dublin (CCT)			
POLICY AREA: Standard 9: Learning Resource and Student Support			
Policy and Procedure Title:	CCTP910: Alumni Policy	Policy No: CCTP910	Version: 2.1
<p>Policy Statement CCT continually strives to maintain a strong connection with graduates and provides the opportunity to keep in touch with graduates of the College, mainly through email, social media contact, and through the general graduate related CCT events organised through the CCT Alumni Association. The College recognises that completion of a programme, is not the end of the relationship between the student and the CCT community. Ongoing networking between alumni and their CCT peers, the College, and external stakeholders such as employers, is vital to the ongoing personal and professional development of graduates of CCT. Our graduates are a crucial and valuable reflection of the performance, culture, and practice of the College.</p>			
<p>Definitions and Principles A graduate is a former student of CCT who has graduated from a programme of study at CCT.</p> <p>Membership of the Alumni Association at CCT is automatic for the following groups:</p> <ul style="list-style-type: none"> ○ those who have pursued and completed academic programmes leading to graduation from the College ○ those who have pursued professional programmes through the College of minimum 6 months duration 			
<p>Staff Involved All full time and part time staff faculty within CCT, Lecturers, School Manager, Dean of Academic Affairs, Dean of School, QA Officer, Faculty Coordinators, Head of Student Services, Careers Office</p>			
Procedure Outline / Method(s) used to carry out this procedure		Responsibility of	Evidence generated by this procedure to ensure its effectiveness
<p>15. Subject to agreement of graduates, through social media and permissible sources CCT will keep alumni informed of news and events within the college</p> <p>16. CCT's alumni offers avenues to networking and possibilities to collaborate on projects that are beneficial to all stakeholders</p>		<p>Graduates Lecturers QA Officer Head of Student Services</p>	<p>E-mail communication Graduate Survey</p>

<p>17. Alumni may receive invites to relevant events and happenings in CCT that could be of benefit to the graduates</p> <p>18. Graduate surveys are distributed to recent graduate between 6 -9 weeks after they graduate</p> <p>19. A reminder is sent to the graduates to encourage an increased response rate. The graduate survey allows CCT to identity how we can enhance the quality of our programmes and the overall student experience based on the feedback received</p> <p>20. The feedback is collated by the Careers Office and fed back to programme leaders, the ELT / Management Team and Academic Council and is used to inform future events, programme developments and student service enhancements.</p>	Careers Office	
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Monitoring		
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Monitor (Job Title)	Frequency	Monitoring Method(s)
Careers Office	Annual	Graduate Survey and report

POLICY CONTROL SHEET

Policy Title	Alumni
Responsible Officer(s)	Head of Student Services, Careers Office
Issuance Date	August 2017
Effective Date	August 2017
Last Review Date	July 2019
Supersedes	Version 2.0
Next Review Date	August 2024
Designated Reviewer(s)	Head of Student Services
Scope	Internal staff (full and part time); Graduates

Revision History

Revision	Approval Date	Revision Description	Originator	Approved By
New Policy	August 2015	New QA system	Senior Management Team	Head of Academics, College Registrar
Amendments	August 2017	Updates to role titles and change of responsibilities to reflect appointment of Head of Student Services.	Dean of Academic Affairs	Academic Council
Amendments	January 2018	Role of Careers Service embedded	QA Committee	Academic Council

References upon which the Policy section is based

CCT Policy area	Learning Resources and Student Support
Statutory & System Wide Basis	The Irish Qualifications and Quality Act (Education and Training), 2012; European Standards and Guidelines for QA in the European Higher Education Area, Relevant QQI Standards and Guidelines
Related CCT Policies / Forms	Graduate Survey

PROVIDER NAME: CCT College Dublin (CCT)
POLICY AREA: Standard 9: Learning Resource and Student Support

Policy and Procedure Title:	CCTP911: Learning Environment Policy	Policy No: CCTP911	Version: 1.1
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Policy Statement
 CCT is committed to ensuring that the facilities available for the delivery of programmes are adequate and appropriate, meet the College’s minimum standards and therefore provide a suitable environment conducive to learning.
 This policy outlines the minimum standards requirements for all teaching facilities utilised by CCT for the delivery of programmes, including those off-site locations that may be used. The policy applies to the teaching facilities in respect of all CCT programmes leading to QQI awards. Specific facilities and resource requirements are identified as part of the validation process and CCT commits to adhering to this. It is the responsibility of faculty, under the leadership of the Dean of School, to ensure comprehensive facilities requirements are documented.
 Should CCT engage in a collaboration for the delivery of a programme leading to a QQI award, responsibility for identifying and assessing the suitability of potential teaching facilities and resources may be delegated to the collaborating partner and CCT will agree this in the negotiation and agreement stages of collaboration discussions. In such instances, the College will retain the right to monitor the application of the policy. CCT will normally expect the equivalent standards and requirements to those outlined within the following policy.
 This policy will be reviewed on a regular basis in order to ensure ongoing suitability of the standards outlined. Furthermore, policy implementation will be monitored on an annual basis to ensure adherence to the requirements and standards and identification of enhancements where feasible.

Staff Involved
 All full time and part time faculty within CCT, School Manager, Dean of Academic Affairs, Dean of School, QA Officer, Faculty Coordinators, Dean for Administration and Finance, College President.

Procedure Outline / Method(s) used to carry out this procedure	Responsibility of	Evidence generated by this procedure to ensure its effectiveness
<p>Minimum Standards for Teaching Facilities</p> <p>CCT requires that all teaching locations satisfy minimum standards, and any specific requirements that may be agreed through the programme validation process. CCT specifies the following as the core minimum requirements to ensure a potential teaching location provides a suitable learning environment:</p> <p>Health and Safety All health and safety obligations must be satisfied, including adherence to fire regulations in respect of room capacity.</p>	<p>Dean of School, College President, Dean for Administration and Finance, Dean of Academic Affairs.</p>	<p>Student Evaluations Minutes from Student Rep and Student Services meetings Learners Surveys E-mail and other communications Annual Report</p>

<p>Information in respect of evacuation routes, first aid locations, and action in the event of an emergency should be clearly visible and / or communicated to learners at the start of the session. Public liability insurance or the appropriate equivalent to cover the use of the venue by all parties must be in place and evidenced to the College where outside venues are being used.</p> <p>Space, Layout, and Lighting Any room utilised for the purpose of teaching and learning should have sufficient space for the class size and the nature of the activities to be undertaken, including space for any specialist equipment that may be required. The layout should be designed, or adjustable, to encourage positive engagement and interaction between faculty and learners and to enable learner / learner interaction. Appropriate arrangements (heating / air conditioning / fans etc) should be in place to adapt to changing external conditions. All rooms are to have lighting appropriate to their use. Natural light is desirable but not essential.</p> <p>Facilities for People with a Disability In accordance with relevant legislation, mobility access arrangements should be in place as required, or reasonable accommodations made where feasible.</p> <p>Access to Learner Support Services All learners at CCT are entitled to access learner support services including academic support, pastoral support, support for disabilities and additional learning needs, library and library services. These are made available on CCT premises. It is recognised that in some instances these services may be located at a different location to where their classes take place. Should that be the case, where it is deemed unreasonable to require learner to access these supports on CCT premises or where they cannot be made available virtually, through the use of technology, CCT will implement alternative arrangements to facilitate learner access to support services at an off-premises location.</p> <p>Equipment All teaching venues must include as a minimum, unless otherwise stated:</p> <ul style="list-style-type: none"> • A data projector and screen • Sufficient desks and chairs for each student and faculty member • Access to appropriate toilet facilities sufficient for the number of attendees <p>Teaching venues that have a specific purpose, for example, labs, must satisfy the minimum standards for location, space, layout, lighting, facilities for people with a disability and health and safety as outlined above but must also satisfy the additional specific requirements as recorded in the programme validation document or advised by the Dean of School or nominee.</p> <p>Virtual Learning Environment Where CCT uses a virtual learning environment for the partial delivery (blended learning) of a programme or to support traditional face to face delivery, the appropriate platform will be selected based on the following:</p>	<p>Head of Student Services, QA Officer Librarian</p> <p>Faculty Dean of School</p>	
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<ul style="list-style-type: none"> • The ability to provide an intuitive easy to use environment following introductory training given to learners and faculty. • The independence of the platform from other hardware and software operating systems • The ability to provide a secure environment that complies with data protection requirements and is fit for purpose for the submission and sharing of information. • A platform that supports and promotes enhancements and upgrades. <p>The decision on the final platform (currently Moodle) will be determined with input from staff with academic and technical expertise along with consideration of cost and ongoing management and implementation matters.</p> <p>.</p> <p>Allocation of Teaching Facilities For all on-campus teaching, facilities are allocated as part of the annual timetabling process overseen by the College President and the Dean for Administration and Finance. On campus rooms are designed as designated teaching spaces and include the minimum equipment requirements as standard. Class size is factored in during the allocation and timetabling process. For delivery of programmes off site, the approval and allocation of teaching facilities is the responsibility of the College President in conjunction with the Dean of School, or appropriate nominee.</p> <p>Notification to Learners Where a programme is to be delivered at a location other than on CCT premises, learners will be alerted to this prior to registration and advised of the general geographic location and, ideally, the specific venue to be used.</p> <p>Monitoring and Quality Assurance As part of the standard learner satisfaction surveys in CCT, learners are asked to rate and comment upon the teaching facilities. This will also apply to any delivery of programmes using non CCT premises. In addition, the class rep system and programme board are also utilised to facilitate the provision of feedback and recommendations for enhancements.</p> <p>A register of all approved facilities, including evidence of compliance with health and safety and insurance requirements is retained by the Dean of Academic Affairs and reviewed annually. Any subsequent re-booking of an outside venue requires resubmission of updated evidence of legal compliance.</p>	<p>College President Dean for Administration and Finance.</p> <p>Head of Admissions</p> <p>Head of Student Services, Learners</p> <p>Dean of Academic Affairs</p>	
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Monitoring

Monitor (Job Title)	Frequency	Monitoring Method(s)
Head of Student Services Dean of School Dean of Academic Affairs	Annually	Review of minutes from operations meetings Review of minutes from Programme Board meetings Review of Minutes from student services meetings Student satisfaction survey results

POLICY CONTROL SHEET

Policy Title	Learning Environment
Responsible Officer(s)	Dean of Academic Affairs, Dean of School
Issuance Date	August 2017
Effective Date	August 2017
Last Review Date	January 2018
Supersedes	1.0
Next Review Date	August 2019
Designated Reviewer(s)	Dean of Academic Affairs, Dean of School, Head of Student Services
Scope	Internal staff (full and part time);

Revision History

Revision	Approval Date	Revision Description	Originator	Approved By
New Policy	August 2017	New QA policy	Senior Management Team	Academic Council
Version 1.1	Sept 2019	Edits to reflect changes to organisational structure and roles	SMT	Academic Council

References upon which the Policy section is based

CCT Policy area	Learner Resources and Student Support
Statutory & System Wide Basis	The Irish Qualifications and Quality Act (Education and Training), 2012; European Standards and Guidelines for QA in the European Higher Education Area, Relevant QQI Standards and Guidelines
Related CCT Policies / Forms	CCTP506 – Reasonable Accommodation

<ul style="list-style-type: none"> • provide the learner with academic guidance to ensure they are fully informed of the implications of their decision and that such a decision is within their best academic interest • to advise the learner, where applicable, of alternative options available to them <p>The learner is not required to disclose information of a sensitive nature as part of the exit interview, where this may apply, but any such information provided will be treated in confidence.</p> <p>For the purpose of completeness of records, non-EU learners in receipt of a visa, requiring a withdrawal letter, will be required to provide a copy of an offer letter from an alternative institution prior to a withdrawal letter being issued.</p> <p>Learners are advised that CCT will notify the relevant authorities of the transfer.</p> <p>Exit interviews are anticipated to last for approximately 30 minutes.</p> <p>The learner may be accompanied by a friend, relative or fellow learner but any discussion is between the learner and the Dean.</p> <p>On completion of the interview the learner will be required to sign to confirm the accuracy of the information provided. A copy of the exit interview record will be retained on the learner file for a period of 2 years.</p> <p>Information provided as part of the exit interview may be circulated, without attribution, to relevant departments within CCT to assist in enhancing programmes, learner support and the learner experience.</p> <p>The College reserves the right to waive the requirement to attend for an exit interview based on the circumstances of the withdrawal. This will be decided on a case by case basis.</p>		
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Monitoring		
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Monitor (Job Title)	Frequency	Monitoring Method(s)
Dean of Academic Affairs	Annual	Withdrawal Forms Exit interview records

POLICY CONTROL SHEET

Policy Title	Managing Learner Withdrawals
Responsible Officer(s)	Dean of Academic Affairs,
Issuance Date	August 2017
Effective Date	August 2017
Last Review Date	July 2019
Supersedes	1.0
Next Review Date	August 2024
Designated Reviewer(s)	Dean of Academic Affairs
Scope	Internal staff (full and part time); Learners

Revision History

Revision	Approval Date	Revision Description	Originator	Approved By
New Policy	August 2017	New policy	Senior Management Team	Academic Council
Version 1.1	September 2019	Edits to reflect changes to organisational structure and roles	SMT	Academic Council

References upon which the Policy section is based

CCT Policy area	Learner Resources and Student Support
Statutory & System Wide Basis	The Irish Qualifications and Quality Act (Education and Training), 2012; European Standards and Guidelines for QA in the European Higher Education Area, Relevant QQI Standards and Guidelines
Related CCT Policies / Forms	CCTF912: Withdrawal form

SECTION 10: INFORMATION MANAGEMENT

PROVIDER NAME: CCT College Dublin (CCT)			
POLICY AREA: Standard 10: Information Management			
Policy and Procedure Title:	CCTP1001: Privacy Statement	Document Number: CCTP1001	Version: 1.2
<p>The following statement is issued as partial fulfilment of obligations placed upon CCT College Dublin under the General Data Protection Regulation 2018.</p> <p>Introduction and Context</p> <p>From May 25th, 2018, organisations within the EU, or processing data of EU data subjects, are governed by the new European Data Protection Regulation, known as the GDPR. CCT College Dublin has and will continue to maintain security of personal data and protect the privacy of data subjects in accordance with legislation. The GDPR specifies rules relating to how organisations collect, use, disclose and transfer information about data subjects.</p> <p>GDPR also outlines the principles organisations must apply in processing personal data, and the rights of individuals in relation to their personal data and how organisations use it.</p> <p>The aim of this notice is to inform all CCT College’s data subjects, and potential data subjects, of how it processes personal data and the legal basis it relies upon for doing so. The Statement will outline how CCT College Dublin complies with the principles. It will explain:</p> <ul style="list-style-type: none"> ✓ definitions of key terms from the GDPR ✓ the principles of GDPR ✓ who CCT College Dublin is in the context of GDPR ✓ who to contact in CCT College Dublin about your personal data ✓ what personal data CCT College Dublin collects and how it is used ✓ when and with whom CCT College Dublin shares personal data ✓ the arrangements for transfer of data to other countries outside of the EEA ✓ how CCT College Dublin keeps your data safe ✓ how CCT College Dublin stores personal data and how it’s destroyed ✓ your rights in relation to your personal data ✓ the process for changes to this Privacy Statement <p>Definitions</p> <p>Data protection legislation includes a number of terms that you may need to understand. The following definitions are intended to assist you.</p> <p>Personal Data: any information relating to an identified or identifiable natural person ('Data Subject'); an identifiable person is one who can be identified, directly or indirectly, in particular by reference to an identification number or to one or more factors specific to his physical, physiological, mental, economic, cultural or social identity. This includes both manual and electronic data and may include information gathered by CCT premises during the COVID-19 pandemic in order to comply with the Government’s COVID-19 Return to Work Protocol.</p>			

Examples of “identifiers” include name, address, date of birth, photographs, fingerprints etc. but also include student number, PPS number and other specific details that might assist in identifying an individual.

Data subject: a natural person whose personal data is processed by a controller or processor.

CCT College Dublin’s data subjects include staff, students, enquirers / leads, applicants (to programmes or to the College as a potential employee), graduates, former employees and other such parties the College may engage with from time to time in the completion of business activities. Staff refers to all employees, full and part time, permanent and temporary, and for ease will also include reference to consultants, external examiners and those third parties to whom CCT makes payment for the provision of goods, services and expertise.

Data Controller: the person or organisation that determines when, why and how to process Personal Data.

CCT College Dublin, as the legal entity, is the data controller. In some instances, the College may act as joint controller. This is where two or more legal entities determine how they each process personal data relating to data subjects whose personal data they share with one another. Examples of this in relation to CCT College Dublin include CAO, QQI, the Immigration and Naturalisation Service.

Data Processor: ‘processor’ means a natural or legal person, public authority, agency or other body which processes personal data on behalf of the controller.

There may be instances where CCT College Dublin acts as a data processor on behalf of a data controller or where CCT College Dublin appoints a data processor to act on its behalf for example, the use of an accountant for pay roll administration.

Principles of GDPR

The GDPR sets out principles for processing of personal data. Every organisation must comply with these. The principles are as follows:

Personal data must:

- processed fairly and lawfully
- be obtained only for one or more specified and lawful purposes and shall not be further processed in any manner incompatible with that purpose or those purposes.
- be adequate, relevant and not excessive in relation to the purpose or purposes for which they are processed.
- be accurate and, where necessary, kept up to date.
- not be kept for longer than is necessary for that purpose or those purposes.
- be processed in accordance with the rights of data subjects under this Act.
- Be kept secure with appropriate technical and organisational measures to protect against unauthorised or unlawful processing of personal data and against accidental loss or destruction of, or damage to, personal data.
- not be transferred to a country or territory outside the European Economic Area unless that country or territory ensures an adequate level of protection for the rights and freedoms of data subjects in relation to the processing of personal data.

In summary, the Data Protection principles mean that CCT College Dublin must collect, use, store, and share your data in accordance with the legal basis for doing so. It must only collect and process the required minimum data for the purpose it is required and only process it for that purpose. CCT College Dublin must keep your data secure and store it only for as long as it is legally required, at which point it must then destroy the data in a secure manner. CCT College must not transfer data to other countries without assuring itself of the measures in place to maintain the security of the data.

CCT College Dublin in the context of the GDPR

CCT College Dublin, registered as CCT Education Ltd, is a data controller under the GDPR and, as such is responsible for deciding how it processes personal data of data subjects and in doing so complies with the GDPR. Under GDPR, CCT College Dublin is obliged to notify data subjects of the information contained within the Statement. The Privacy Statement will be published on the College website, included in programme handbooks and in the employee handbook.

Who to Contact in CCT College Dublin about your Personal Data

All personal data enquiries, or requests to exercise your rights as a data subject, can be directed to Naomi Jackson, Dean of Academic Affairs, CCT College Dublin, 30 – 34 Westmoreland St., Dublin 2, or by email to njackson@cct.ie

If you are dissatisfied with the information provided or believe your request to exercise your rights has not been addressed you can make a complaint to the supervisory authority. As CCT College Dublin 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, Portlarlinton, Co. Laois, R32 AP23, Ireland.

By phone +353 (0761) 104800, or

By email: [email info@dataprotection.ie](mailto:info@dataprotection.ie)

What Personal Data Does CCT College Dublin Collect and How it is Used

The type and extent of personal data CCT College Dublin collects varies depending on CCT College Dublin's relationship and interaction with the data subject.

As a User of the CCT Website

Data subjects that interact with the CCT College Dublin website – www.cct.ie will have data collected from them. Data relating to browsing activity, collected through the use of cookies, web beacons and pixel tags and similar technologies, can include:

- IP (internet protocol) address; referring site URL (website address) where the data subject's session started, and details about the data subject's device, including type (e.g. mobile or tablet), brand, model, operating system name and version, browser name, version, language and protocol, and other unique numbers assigned to a device (e.g. IDFA on iPhone, Google adID on Android);
- details about the pages visited and activities on those pages (e.g. products viewed or purchased, including details of purchases made and the time and duration of visits to pages), page interaction information (such as scrolling, clicks, and mouse-overs), and methods used to browse away from the page;
- using a data subject's IP address, the approximate geolocation (e.g. eircode); and
- events relating to ads served on the data subject, such as the number of ads displayed to the data subject and whether the data subject clicked on an ad;

Marketing

CCT College Dublin will collect personal data for the purpose of informing data subjects of information and events that may be of interest to them where explicit consent to do so has been provided or in the legitimate interests of the business where it is a reasonable expectation that the marketing information will be provided, there is no suitable alternative means of provided it and where the interests of the College and the third party have been weighed.

If a data subject would prefer not to receive marketing communications, they may opt out from all or specific types through following the directions contained within the marketing information or contacting the data protection contact detailed in this Statement.

Enquiries About Programmes or Employment Vacancies at CCT College Dublin

When a potential student, an employer or a parent / family member enquires about a programme at CCT College Dublin, or an individual enquires about potential employment in CCT College Dublin, we will need to collect and use personal data from you to respond to your enquiry. This is limited to name, address, and contact telephone number, postal and or email address, education and or employment history. This information allows us to provide you with the most relevant information in response to your request.

This information is collected on the legal basis that it is within our legitimate interests as a higher education provider and an employer to use this personal data to allow enquirers to receive a response to requests for information.

Applications for Programmes or Employment Vacancies

In order to apply for a programme of study or an employment vacancy in CCT College Dublin, the College will collect personal data to assist in responding to your application, to allow the College to check you meet the criteria for admission to the programme or for the vacancy advertised. This is limited to name, address, date of birth, contact telephone number, postal and or email address, education and or employment history nationality, first language, and whether or not the applicant is a national of the European Union.

Applicants for programmes of study are also requested to provide details of next of kin. Where this is provided, CCT College Dublin accepts that the applicant has secured the consent of the next of kin to provide those details to the College for the use in an emergency situation.

Applicants are also encouraged to disclose any information about their health that we may need to be aware of in order to make reasonable accommodations. Again, this information is processed based upon contractual necessity. It is disclosed at the discretion of the applicant but may impact on our ability to fulfil the contract and thus render it void if not disclosed at this stage.

In some instances, information may be collected through a third party e.g. recruitment agents, CAO. In such cases CCT College Dublin understands that the applicant has authorised the third party to share the information with CCT College Dublin and to consider the application in the same way as a direct application.

Enrolling and Registering on a Programme

To enrol or register on a programme of study in CCT College Dublin we will use the information obtained as part of the application process but will also require gender, term time address (if not already provided), copies of certificates, PPS number, CAO number (if applicable), visa / GNIB card details (if applicable), credit card or payment details copies of identity documentation, and a photograph of you.

This information is collected on the legal basis of contractual necessity, meaning it allows us to take the required steps that would allow us to enter into a contract as requested by the data subject. It is also collected for the purpose of fulfilling our legal obligations in respect of visa holding students under immigration legislation and in respect of arrangements for the Protection of Enrolled Learners. Photographs are collected, and a student number is issued, to facilitate the provision of a student card in the legitimate interest of the College needing to assure itself of the identity of individuals on College premises for health, safety and welfare purposes and to validate student identity for access to services and completion of examinations and assessments.

As a Registered Student

As a registered student CCT College Dublin will collect your personal data to enable us to advise you of services and supports available to you and to communicate with you about any changes in relation to agreements with you e.g. timetable changes. CCT College Dublin will collect personal data for quality assurance monitoring and reporting in respect of student satisfaction, progression, completion and achievement. This data processing is undertaken on the legal basis of contractual necessity and also in CCT College Dublin's legitimate interests as a provider of higher education programmes required to undertake monitoring of the programmes and learner experience.

CCT College Dublin will collect the personal data relating to the attendance of individual students in classes and examinations. This data collection is undertaken on the basis of contractual necessity (for examinations and assessments), due to legal obligations (for visa holding students), and on the basis of legitimate interest to facilitate operation of programmes and the College.

CCT College Dublin collects the images, through the College CCTV system, of all individuals who access CCT College Dublin premises. This is in the legitimate interest of College security and the health, safety and welfare of staff, students and visitors. Furthermore, it is used as a means of ensuring the security, reliability and integrity of examinations and exam processes.

As a User of URKUND Plagiarism Detection Software (staff and students)

Staff and students required to use URKUND plagiarism detection software will have their personal data processed in order to enable the College and URKUND to satisfy itself of the academic integrity of student work. Data is processed in URKUND regarding four different categories of users: customers, administrators, teachers and students. At the request of universities/schools, we process the following personal data in the URKUND service: • Email address • Linguistic style • IP address • Shibboleth identity • Name • Document (which may contain personal data in the text of the document) • Email messages (which may contain personal data in the body of the message) • Submission comments (which may contain personal data in the text)

The lawful basis upon which CCT relies for the processing and sharing of this personal data is legitimate interest. It is the legitimate interest of the College, its graduates and its accrediting authorities that CCT can stand over the academic integrity of works submitted and grading in partial fulfilment of the requirements for an academic award. In order to fulfil this legitimate interest, the use of plagiarism detection software is essential.

URKUND is a data processor on behalf of CCT College Dublin as the data controller. The URKUND data processing policy is available at https://secure.urkund.com/static/documents/ENG_URKUND_Policy.pdf

As a Graduate of CCT College Dublin

As a graduate of CCT College we may collect additional data from you relating to your further study and or employment following graduation. CCT College Dublin will use data collected as part of the enrolment process to facilitate contact with graduates. This is undertaken on the basis of legitimate interests of the College as a higher education provider required to monitor the suitability of programmes for employment, the employability of graduates, opportunities for further study within CCT College Dublin. Graduates can opt out from engaging in graduate surveys and receiving information from the College through following the instructions provided in the information or advising in writing to the named contact within this Statement.

As an Employee

As an employee of CCT College Dublin the College will use the personal data provided through the application process and will also request your PPS Number, bank account details, and next of kin information for use in an emergency. These are collected on the basis of contractual necessity. Where next of kin information is provided, CCT College Dublin accepts that the employee has sought the consent of the named individual for the sharing of their data for this purpose.

Personal data of employees may also be used for the effective management and operation of the business. Wherever possible this will be anonymised. Where that is not possible it will only be shared with those who need to know for the fulfilment of legitimate interests, contractual necessity or legal obligations.

Information about health and wellbeing may be collected during the course of employment, in relation to employee absence or accommodation requests. This is collected and processed in order to enable the College to perform the contract entered into. Health and other information may be collected for public health purposes in line with Government guidance. Similarly, information will be collected and processed in relation to professional development, research and scholarly activity. This is based on the legitimate interests of the College where staff development is required to be monitored and reported on to awarding bodies.

CCT College Dublin collects the images, through the College CCTV system, of all individuals who access CCT College Dublin premises. This is in the legitimate interest of College security and the health, safety and welfare of staff, students and visitors. Furthermore, it is used as a means of ensuring the security, reliability and integrity of examinations and exam processes.

As a Former Employee

On termination of employment with CCT College Dublin, the College will retain indefinitely such personal data as is required to continue its fulfilment of legal obligations in respect of record keeping, revenue and payroll records. It will also retain contact details to enable the completion of contractual obligations and on the basis of the legitimate interests of the College whereby follow-up communication may be required for the ongoing operation and management of the business. In normal cases, after a period of 12 months following termination of contract, the personal data of former employees will comprise of name, address, telephone number, email address, date of birth, PPSN, payroll history, P60s and P45 statements, dates of employment, details of position(s) held.

Performance management records, appraisal records, interview notes, annual leave records, sick leave and medical certification, and records of professional development will normally be securely destroyed 12 months after the termination date.

Email accounts, user accounts for CCT College Dublin services will be deactivated immediately, except by mutual agreement, and the account will be closed within 2 weeks of termination.

Visitors to CCT College Dublin

Personal data, including CCTV images, name, contact details and or association, pertaining to visitors to CCT College will be collected in the legitimate interests of the College and also to comply with legal obligations in respect of health, safety and welfare of visitors, students and staff. CCT College Dublin shall be obliged to maintain contact tracing logs in respect of all persons attending upon its premises and these logs may contain personal data relating to Data Subjects.

All parties

In rare and exceptional circumstances CCT College Dublin may use personal data to protect the vital interests of the student / employee/ visitor. Similarly, CCT College Dublin may use personal data when it is in the public interest e.g. in cases of reportable incidents or illnesses

Where a data subject refuses or fails to provide personal data that is required by the College for legitimate reason under GDPR, this may impact on the ability of the College to fulfil its contractual agreement with you and can result in the cancellation of that contract and the associated provision of service. This will be communicated at the time should the matter arise.

When and With Whom Information is Shared

As a student or employee of CCT College we will share your personal data with third parties where there is a lawful bases for doing so. Under the GDPR, the lawful bases are:

1. **Consent:** the data subject has given clear consent CCT to process their personal data for a specific purpose.
2. **Contract:** the processing is necessary for a contract CCT holds with the data subject, or because the data subject has requested CCT to take specific steps before entering into a contract e.g. reference checks, communication with INIS.
3. **Legal obligation:** the processing is necessary for CCT to comply with the law.
4. **Vital interests:** the processing is necessary to protect someone's life.
5. **Public task:** the processing is necessary for CCT to perform a task in the public interest or for CCT's official functions, and the task or function has a clear basis in law.
6. **Legitimate interests:** the processing is necessary for CCT's legitimate interests or the legitimate interests of a third party, unless there is a good reason to protect the individual's personal data which overrides those legitimate interests.

Legal Obligation:

The College is legally obliged to share students' personal data with:

- the Department of Social Protection (all students),
- the Department of Justice / Immigration and Naturalisation Service (visa holding students),
- funding bodies (students publicly funded programmes),
- parents or legal guardians (students under 18 years old),
- Department of Health (regarding any public health obligations).

It further has a legal obligation to share students' personal data with QQI, the HECA PEL Scheme administration and bonding partners to facilitate programme completion for registered students in the instance of the cessation of an accredited programme of 3 months duration or greater (See CCT Policy on Protection of Enrolled Learners). To facilitate satisfaction of this legal obligation, CCT creates a secure back-up of learner data, in the name of the HECA PEL Scheme Trust, which is retained by Whitney Moore Solicitors with the instruction to share the data with QQI, the HECA PEL Scheme administration and protecting providers in the case of a trigger event. Students are advised of this as part of the registration process and extend their agreement to this by signing the registration form where this is documented.

The College is legally obliged to provide personal data on staff to the Office of the Revenue Commissioner / Department of Finance.

Contract:

Where students are on a programme of study that is accredited by an external awarding body, the College is required to share personal data of all such students to facilitate certification or registration, in accordance with the College contract with the student.

In cases where a student's College place is funded by their employer or other sponsor, and a contractual arrangement is in place between the employer / sponsor and the College, pertaining to the provision of personal data relating to attendance, progression and achievement, the College will be obliged to share this data for the performance of the contract.

Personal data of staff and or students may be shared with other service providers to enable CCT College Dublin to fulfil its contractual obligations towards student and staff. Such service providers include:

- legal services for arrangements relating to Protection of Enrolled Learners, student disciplinary or complaints, human resource management and employment matters;
- IT services for website development and support, MIS implementation and management and data security matters
- Health services for the provision of staff or student supports in response to requests from the individual, or in cases where the vital interests of an individual (or third party) warrants it.
- Financial services for collection of fees, administration of payroll, business accounting and auditing

Where CCT College uses a third party provider for the provision of services, CCT College Dublin retains the role of data controller and is responsible for how personal data is used and processed, except where a data subject subsequently engages in a direct contract with the service provider independent of CCT College Dublin.

Legitimate Interest:

Where it is in the legitimate interests of the College, personal data may also be shared with third parties. Examples include:

- CRM system provider for the facilitation of recruitment of students
- URKUND Plagiarism Detection Software for assurance of academic integrity
- Validation panel members for the fulfilment of validation and review processes as required by awarding bodies
- External Examiners for the purpose of ensuring integrity of assessment and the fair assessment of learners.
- Boards of Examiners and members of Academic Council for the completion of required academic governance
- Printers / publishers of graduation materials
- Graduation gowning company for the availability of correct academic dress for staff and students at graduation
- Photographers for filming or photographing corporate / academic events such as graduation

Arrangements for Transfer of Data Outside of the EU

In all instances of personal data transfer to countries outside of the EU, CCT College Dublin will seek to agree a transfer, or set of transfers, only where the transfer satisfies one or more of the following:

- The transfer is made with the individual's informed consent;
- The transfer is necessary for the performance of a contract between the individual and the organisation or for pre-contractual steps taken at the individual's request;

- The transfer is necessary for the performance of a contract made in the interests of the individual between the controller and another person;
- The transfer is necessary for important reasons of public interest;
- The transfer is necessary for the establishment, exercise or defence of legal claims;
- The transfer is 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
- The transfer is 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).

How CCT College Dublin Keeps Data Safe

Personal data can be breached or compromised when it is lost, damaged, accessed and or altered by unauthorised sources, used for purposes other than that which it was collected for, retained longer than the purpose warrants, or shared without authorisation or legal basis. CCT College Dublin implements a range of mechanisms to protect the personal data that it retains. These include:

- Restricted access to personal data to designated roles, relevant to the role and in accordance with the purpose for the data collection.
- Appropriate technical security measures – password protection, encryption, firewalls, back-ups etc.
- Publication and implementation of policies and procedures to protect personal data
- Use of secure physical storage – lockable cabinets and rooms
- The provision of staff training
- Implementation of data protection audits
- Risk assessment of any third-party data processing on behalf of CCT.

Where a data breach is suspected, procedures for notification (internally and externally), investigation and impact minimisation will be implemented.

How CCT College Dublin Stores and Destroys Personal Data

CCT College Dublin retains personal data, in electronic and manual formats, determined by its purpose. Access to data is restricted to specified roles or personnel base on a need to know for the fulfilment of obligations or responsibilities. Personal data is retained only for as long as is necessary to fulfil the purpose it was obtained for and will not be used for purposes beyond that. Retention periods as deletion, archiving or destruction methods are documented in the College Records Retentions Policy. Individual responsibilities are assigned for the destruction of data in accordance with the policy.

CCT College Dublin takes all reasonable steps to ensure personal data is accurate and up to date. Staff and students are encouraged to notify the relevant department, or the data protection contact in this Statement, of any required updates, or inaccuracies requiring correction in respect of their personal data. Data subjects requiring specific information about their personal data can contact the data protection contact outlined in this Statement.

Records and personal data may be retained for a longer period than that specified in retention schedules in cases of internal or external dispute and legal cases.

Your Rights as a Data Subject

Under GDPR data subjects have increased rights and data controllers are required to notify data subjects of their rights. This Statement seeks to fulfil the obligation for CCT College Dublin to notify you of those 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 Statement. 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 CCT College Dublin to respond appropriately we will do so in a timely manner. There is normally no fee applied in respect of any rights requests.

Privacy Statement and Associated Policies

CCT College advises that this Statement is produced in accordance with GDPR, prior to publication of the Irish Data Protection legislation, and on the basis of its links with relevant associated policies and procedures. Where additional personal data processing takes place, beyond that outlined within this Statement, CCT College Dublin will notify data subjects at the point of data collection.

This Statement can be updated at any time as deemed necessary by CCT College Dublin and will be replaced in all published instances where that situation arises.

Monitoring		
Monitor (Job Title)	Frequency	Monitoring Method(s)
Dean of Academic Affairs Departmental Heads	Annually or more frequently as required	Review of ongoing accuracy of the Statement Review of complaints, requests, withdrawals of consent Review of audit outcomes Compliance with legislative changes Integration with associated policies – subject access request policy, CCTV policy, website / cookies policy, records retention policy, data protection policy.

POLICY CONTROL SHEET

Policy Title	Information Management
Responsible Officer(s)	Dean of Academic Affairs, College President
Issuance Date	May 2018
Effective Date	May 25 th 2018
Last Review Date	July 2019
Supersedes	Privacy Notice
Next Review Date	July 2024
Designated Reviewer	Dean of Academic Affairs
Scope	All staff and stakeholders

Revision History

Revision	Approval Date	Revision Description	Originator	Approved By
New Policy	May 2018	New Privacy Statement for GDPR compliance	Senior Management Team	Academic Council
1.1	September 2019	Revision to reflect College use of CRM and URKUND. General clarifications regarding lawful bases	Senior Management Team	Academic Council
1.2	July 2020	Revision to reflect Return to Work protocols	College President	Executive Leadership Team

References upon which the Policy section is based

CCT Policy area	Information Management
Statutory & System Wide Basis	The Irish Qualifications and Quality Assurance (Education and Training) Act, 2012; QQI Core Statutory Guidelines for Quality Assurance EU GDPR
Related CCT Policies / Forms	CCTP1002 Data Protection Policy CCTP1003 Data Access Policy CCTP1004 CCTV Policy CCTP1005 Information Management Policy CCTP701 Protection of Enrolled Learners

PROVIDER NAME: CCT College Dublin (CCT)			
POLICY AREA: Standard 10: Information Management			
Policy and Procedure Title:	CCTP1002: Data Protection Policy	Policy Number: CCTP1002	Version: 1.2

CCT College Dublin
The purpose of this document is to provide a concise policy statement regarding the Data Protection obligations of CCT College Dublin. This includes obligations in dealing with personal data, in order to ensure that the organisation complies with the requirements of the EU General Data Protection Regulation (GDPR).

CCT College Dublin 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 CCT College Dublin in relation to its staff, students, and service providers. CCT College Dublin makes no distinction between the rights of Data Subjects who are employees, and those who are not. All are treated equally under this Policy.

The policy covers both personal and special categories of personal data (sensitive data) processed in relation to data subjects by CCT College Dublin. 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 CCT College Dublin. Both categories will be equally referred-to as Personal Data in this policy, unless specifically stated otherwise.

This policy should be read in conjunction with the associated Subject Access Request procedure, the Records Retention and Destruction Policy and procedure, the CCTV Policy and Procedure, the Privacy Statement of CCT College Dublin, and the Data Breach Notification policy and procedure.

CCT College Dublin as a Data Controller

In the course of its daily organisational activities, CCT College Dublin acquires, processes and stores personal data in relation to:

- Employees
- Former employees
- Students
- 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, CCT College Dublin is committed to ensuring that its staff have sufficient 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 CCT College Dublin and its Data Subjects. In addition, CCT College Dublin may exchange personal data with Data Processors and or Joint Data Controllers on the Data Subjects’ behalf. In particular, in order to comply with the Government’s

COVID-19 Return to Work Protocol, CCT College Dublin shall be obliged to maintain contact tracing logs in respect of all persons attending upon its premises and these logs may contain personal data relating to Data Subjects.

This is consistent with CCT College Dublin'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 in the event that a CCT College Dublin staff member is unsure whether such data can be disclosed.

In general terms, the staff member should consult with the Dean of Academic Affairs, as the Data Protection Contact, to seek clarification.

Data Protection Contact

All personal data enquiries, or requests to exercise your rights as a data subject, can be directed to Naomi Jackson, Dean of Academic Affairs, CCT College Dublin, 30 – 34 Westmoreland St., Dublin 2, or by email to njackson@cct.ie

If you are dissatisfied with the information provided or believe your request to exercise your rights has not been addressed you can make a complaint to the supervisory authority. As CCT College Dublin 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, Portarlington, Co. Laois, R32 AP23, Ireland.

By phone +353 (0761) 104800, or

By email: email info@dataprotection.ie

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 CCT College Dublin to respond appropriately we will do so in a timely manner. There is normally no fee applied in respect of any rights requests.

Third-Party processors

In the course of its role as Data Controller, CCT College Dublin may engage a number of 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.

The CCT Privacy Statement details the third-party processors with whom CCT shares data.

CCT College Dublin recognises that it remains the Data Controller and thus responsible for how the data is used.

Joint Data Controllers

In certain circumstances, in its role as Data Controller, CCT College Dublin 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 CCT College Dublin acts as sole data controller or as joint data controller, data subjects may exercise their rights under GDPR in respect of CCT College Dublin'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 by the joint controller.

Joint Data Controllers include:

- Quality and Qualifications Ireland
- Central Applications Office (CAO)
- Department of Justice (Immigration and Naturalisation Service)
- Department of Social Protection
- Office of the Revenue Commissioners

Data Protection Principles

The following key principles are enshrined in the GDPR and are fundamental to the CCT College Dublin Data Protection policy.

In its capacity as Data Controller, CCT College Dublin ensures that all data shall be:

- a) *processed lawfully, fairly and in a transparent manner in relation to individuals;*

CCT College Dublin will meet this obligation in the following way:

- CCT College Dublin 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 CCT College Dublin 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 CCT College Dublin's lawful activities, and CCT College Dublin 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 CCT College Dublin 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;*

CCT College Dublin 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 CCT College Dublin holds their data,
- Ensuring CCT College Dublin is able to 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;*

CCT College Dublin will fulfil its obligation in this regard by ensuring use of the data by CCT College Dublin 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;*

CCT College Dublin 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;*

CCT College Dublin 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.*

CCT College Dublin 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 CCT College Dublin in its capacity as Data Controller.
- Limiting access to and management of staff and student / 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 the 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).

In addition, the College commits to facilitating access to personal data of a data subject, within the legal specified timeframe, where a valid subject access request is received.

Data Subject Access Requests

As part of the day-to-day operation of the organisation, CCT College Dublin's 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 CCT College Dublin, such a request gives rise to access rights in favour of the Data Subject. There are specific time-lines within which CCT College Dublin must respond to the Data Subject, depending on the nature and extent of the request. These are outlined in the Data Access Request policy and procedure

CCT College Dublin's staff will ensure that, where received, such requests are forwarded to the Data Protection Contact in a timely manner, and they are processed as quickly and efficiently as possible, but within not more than one month (30 days) from receipt of the request, except in those circumstances where an extension of the response time is legitimate. Subject access requests will not normally be subject to a fee.

Implementation

As a Data Controller, CCT College Dublin 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 CCT College Dublin’s data in a compliant manner will be viewed as a breach of contract, and may be pursued through the courts.

Failure of CCT College Dublin’s staff to process Personal Data in compliance with this policy may result in disciplinary proceedings.

Definitions

For the avoidance of doubt, and for consistency in terminology, the following definitions will apply within this Policy.

Personal Data	<p>Any information relating to an identifiable person who can be directly or indirectly identified in particular 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.</p> <p>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.</p> <p>Personal data that has been pseudonymised – eg key-coded – can fall within the scope of the GDPR depending on how difficult it is to attribute the pseudonym to a particular individual.</p>
Special Categories of Personal Data	<p>A particular 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.</p> <p>The special categories specifically include genetic data, and biometric data where processed to uniquely identify an individual.</p> <p>Personal data relating to criminal convictions and offences are not included, but similar extra safeguards apply to its processing.</p>
Data Controller	<p>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;</p>
Data Subject	<p>A living individual who is the subject of the Personal Data, i.e. to whom the data relates either directly or indirectly.</p>
Data Processor	<p>A natural or legal person, public authority, agency or other body which processes personal data on behalf of the controller;</p>
Data Protection Contact	<p>A person appointed by CCT College Dublin 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, students, and all data subjects or potential data subjects</p>

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.
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;
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.

Monitoring		
Monitor (Job Title)	Frequency	Monitoring Method(s)
Dean of Academic Affairs	Annually	Review of ongoing accuracy and legality of the policy Review of data protection enquiries, breaches, complaints, requests, withdrawals of consent Integration with associated policies – subject access request policy, CCTV policy, website / cookies policy, records retention policy, privacy statement etc.

POLICY CONTROL SHEET

Policy Title	Data Protection Policy
Responsible Officer(s)	Dean of Academic Affairs, College President
Issuance Date	May 2018
Effective Date	May 25 th , 2018
Last Review Date	July 2019
Supersedes	Version 1.0
Next Review Date	August 2024
Designated Reviewer	Dean of Academic Affairs
Scope	All staff and stakeholders

Revision History

Revision	Approval Date	Revision Description	Originator	Approved By
New Policy	May 2018	New Policy for GDPR compliance	Senior Management Team	Academic Council
Version 1.1	September 2019	Removal of named third party processors and reference to Privacy Statement for confirmation of these.	SMT	Academic Council
1.2	July 2020	Revision to reflect Return to Work protocols	College President	Executive Leadership Team

References upon which the Policy section is based

CCT Policy area	Information Management
Statutory & System Wide Basis	The Irish Qualifications and Quality Assurance (Education and Training) Act, 2012; QQI Core Statutory Guidelines for Quality Assurance EU GDPR
Related CCT Policies / Forms	CCTP1001 – Privacy Statement CCTP1003 – Data Access Request Policy CCTP1004 – CCTV Policy CCTP1005 – Information Management Policy CCT Records Retention Policy

PROVIDER NAME: CCT College Dublin (CCT)			
POLICY AREA: Standard 10: Information Management			
Policy and Procedure Title:	CCTP1003: Data Access Request Policy	Policy Number: CCTP1003	Version: 1.1

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. It helps individuals to understand how and why you are using their data, and check you are doing it lawfully.

Individuals have the right to obtain the following:

- confirmation that CCT College Dublin is processing their personal data;
- a copy of their personal data; and
- other supplementary information

Supplementary Information is considered to be the following information:

- the purposes of the processing;
- the categories of personal data concerned (In order to comply with the Government’s COVID-19 Return to Work Protocol, CCT College Dublin shall be obliged to maintain contact tracing logs in respect of all persons attending upon its premises and any personal data relating to Data Subjects contained in these contact tracing logs may form a category of personal data);
- the recipients or categories of recipient CCT College Dublin discloses the personal data to;
- the retention period for storing the personal data or, where this is not possible, the criteria for determining how long CCT College Dublin will retain it;
- the existence of their right to request rectification, erasure or restriction or to object to such processing;
- the right to lodge a complaint with the Data Protection Commissioner;
- information about the source of the data, where it was not obtained directly from the individual;
- the existence of any automated decision-making (including profiling); and
- the safeguards CCT College Dublin provide if transferring personal data to a third country or international organisation.

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 CCT College Dublin will take reasonable steps to verify that the information requested falls within the definition of personal data.

Individuals can make a subject access request verbally or in writing to any member of CCT College Dublin staff. CCT College Dublin encourages the submission of requests in writing, to the Data Protection Contact – njackson@cct.ie, to ensure it is wholly understood what is being requested at what specific time and date.

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 the purpose of implementation of this policy CCT College Dublin 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 CCT College Dublin have received a number of requests from the individual. In such cases CCT College Dublin will notify the individual within one month of receiving their request and explain why the extension is necessary.

There may be circumstances when CCT College Dublin 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 is able to provide verifiable evidence which confirms their authority to do so.

Subject access requests are to be processed free of charge in most circumstances. Where the request is manifestly unfounded or excessive CCT College Dublin 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, CCT College Dublin 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 CCT 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.

Where the information sought includes the personal data of others CCT College Dublin 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.

In determining whether it is reasonable to disclose the information, CCT College Dublin will take into account 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 is capable of giving consent; and
- any express refusal of consent by the other individual.

A subject access request will also include the provision of personal data held by any processor operating on behalf of CCT College Dublin. It does not include data held by a joint controller. In such circumstances a separate access request should be made to the joint controller.

CCT College Dublin 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 CCT College Dublin will supply information it holds at the time of responding to the request. This does not permit CCT College Dublin to delete or amend data specifically as a result of an access request.

CCT College Dublin 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.

An individual seeking amendments to their personal data processed by CCT College Dublin, must specify what data is incorrect and provide the correct version of same. 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.

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).

Dean of Ac. Affairs

Correspondence

Dean of Ac. Affairs

Requests to other staff / processors

Dean of Ac. Affairs

Response records

Dean of Academic Affairs

Response

Monitoring

Monitor (Job Title)	Frequency	Monitoring Method(s)
Dean of Academic Affairs	Annually	Review of access requests and findings Review of data breaches

POLICY CONTROL SHEET

Policy Title	Subject Access Policy
Responsible Officer(s)	Dean of Academic Affairs, College President
Issuance Date	May 2018
Effective Date	May 25 th 2018
Last Review Date	July 2019
Supersedes	N/A
Next Review Date	August 2024
Designated Reviewer	Dean of Academic Affairs
Scope	All staff and stakeholders

Revision History

Revision	Approval Date	Revision Description	Originator	Approved By
New Policy	May 2018	New Policy for GDPR compliance	Senior Management Team	Academic Council
1.1	July 2020	Revision to reflect Return to Work protocols	College President	Executive Leadership Team

References upon which the Policy section is based

CCT Policy area	Information Management
Statutory & System Wide Basis	The Irish Qualifications and Quality Assurance (Education and Training) Act, 2012; QQI Core Statutory Guidelines for Quality Assurance EU GDPR
Related CCT Policies / Forms	CCTP1001 Privacy Statement CCTP1002 Data Protection Policy CCTP1004 CCTV Policy CCTP1005 Information Management Policy CCT Records Retention Policy

PROVIDER NAME: CCT College Dublin (CCT)			
POLICY AREA: Standard 10: Information Management			
Policy and Procedure Title:	CCTP1004: CCTV Policy	Policy Number: CCTP1004	Version: 1.1
<p>CCT College Dublin operates monitored closed circuit television (CCTV) on its campus premises. The purpose of the following policy and procedures is to outline the CCTV operation in accordance with data protection legislation (GDPR), and specifically the legal basis for its operation and the access, use, storage, sharing and deletion of CCTV materials.</p> <p>This policy should be read in conjunction with the College Data Protection Policy and Privacy Statement.</p> <p>CCT College Dublin utilises monitored CCTV cameras at its Westmoreland Street Campus, with cameras installed at all entry / exit points and various locations throughout the building. The CCTV system is monitored live, during opening hours, and also records footage with associated, date, time and location.</p> <p>The use of CCTV cameras is indicated upon entry to the building, within staff and student handbooks and at locations throughout the building.</p> <p>Responsibility for the CCTV falls to the Dean for Administration and Finance with data protection oversight from the Dean of Academic Affairs. Authority to access CCTV is strictly controlled by the Dean for Administration and Finance.</p> <p>CCTV footage is the property of CCT College Dublin and is considered personal data under the College Data Protection Policy.</p> <p>The College operates a CCTV system for the following purposes:</p> <ul style="list-style-type: none"> ● The provision of safety and security of staff, students, visitors, buildings and facilities ● The prevention, investigation and detection of a criminal allegation or offence or breach / alleged breach of College regulations / Code of Conduct ● Enabling identification, apprehension and prosecution of offenders in association with law enforcement agencies, as appropriate ● Supporting the College in pursuing or defending claims ● Enabling the College to respond to legitimate requests from third parties for CCTV footage, where there is a legal basis for providing same ● Supporting the academic integrity of examinations and examination processes. ● In order to comply with the Government’s COVID-19 Return to Work Protocol, CCT College Dublin shall be obliged to maintain records of all persons attending upon its premises at all times and the CCTV system may be used as part of these records. <p>In implementing CCTV cameras that College has sought to balance the legitimate interests of the College with the rights and freedoms of data subjects. As a result cameras are not placed in individual offices or hygiene facilities and are not used for the purpose of monitoring staff.</p> <p>CCT College Dublin does not commit to securing footage of all incidents and eventualities.</p>			

POLICY CONTROL SHEET

Policy Title	CCTV Policy
Responsible Officer(s)	Dean for Admin & Finance, Dean of Academic Affairs
Issuance Date	May 2018
Effective Date	May 25 th 2018
Last Review Date	July 2019
Supersedes	New policy
Next Review Date	August 2024
Designated Reviewer	Dean for Admin and Finance, Dean of Academic Affairs
Scope	All staff and stakeholders

Revision History

Revision	Approval Date	Revision Description	Originator	Approved By
New Policy	May 2018	New CCTV policy for GDPR compliance	Senior Management Team	Academic Council
1.1	July 2020	Revision to reflect Return to Work protocols	College President	Executive Leadership Team

References upon which the Policy section is based

CCT Policy area	Information Management
Statutory & System Wide Basis	The Irish Qualifications and Quality Assurance (Education and Training) Act, 2012; QQI Core Statutory Guidelines for Quality Assurance EU GDPR
Related CCT Policies / Forms	CCTP1001 Privacy Statement CCTP1002 Data Protection Policy CCTP1003 Data Access Request Policy CCTP1005 Information Management Policy CCT Records Retention Policy

PROVIDER NAME: CCT College Dublin (CCT)			
POLICY AREA: Standard 10: Information Management			
Policy and Procedure Title:	CCTP1005: Information Management Policy	Policy Number: CCTP1005	Version: 1.0

Learner Information and Information Management

CCT College Dublin implements organisational and technical measures to ensure the reliable availability of data to inform decision-making and enhancements. Reports are generated that address:

- Learner enrolment, including age, gender and nationality
- Learner satisfaction
- Learner progression
- Learner retention, completion and non-completion
- Learner attainment / grade distribution / certification classification

Information is only as reliable as the inputted data is accurate and therefore CCT College ensures effective management of authority for data input, under the oversight of the Dean for Administration and Finance, and the Dean of Academic Affairs for assessment data.

Data is collected through various mediums including completion of surveys, through registration and re-enrolment processes and Examination Board processes. The information is reported to Academic Council and the ELT / Management Team to monitor the effectiveness and suitability of CCT College programmes, learner support services and the learner experience, teaching, learning and assessment. CCT Policy CCTP1201 details the arrangements in place for monitoring programmes and services. Policy CCTP402 explains the data analysis undertaken as part of the programme review and revalidation process. Policy CCTP403 explains the requirements and use of data in ongoing programme management and review.

Learner and Management Information Systems

CCT College Dublin utilises a learner management system which ensures compliance with data protection and records retention obligations under GDPR and fulfilment of obligations as a provider of programmes leading to QQI awards. Specifically, the information system is restricted to access by authorised users and incorporates different layers of access (user rights) to ensure accuracy and integrity of data while enabling transparency and mechanisms for correction of personal data, as required by GDPR.

The Dean for Administration is responsible for overseeing the initial creation of the learner record upon receipt of fees and completion of enrolment. This information then populates class lists and mark sheets and facilitates the creation of user accounts for the learner information system, Moodle, and library services. Faculty Coordinators generate the learner records on QBS from this information. Prior to any submission to QBS, a QA check is undertaken in conjunction with the QA Officer, as detailed in policy CCTP515 Board of Examiners Policy.

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.

Back-ups of learner data are completed on a monthly basis, with potential access by the HECA PEL Scheme facilitated through cloud-based back-up to which Whitney Moore solicitors hold access credentials for use in the instance of a trigger event.

Information Management for Decision-making

The Dean for Administration and Finance generates reports on learner retention, progression and completion. Reports are collated on a per programme per cohort basis and year on year comparisons are undertaken. The Head of Student Services administers the learner satisfaction survey and generates the report for distribution to each department. The Careers Service administers the Graduate Survey and generates the report on this. These reports feed into the annual monitoring reports for individual programmes. The ELT / Management Team considers the reports on a programme, faculty and institution level and seeks to identify influencing factors, determine patterns which assist in benchmarking and inform decision-making, and identify opportunities for additional data analysis that may be of benefit.

Learner achievement reports are generated by the Faculty Coordinator for consideration by the Board of Examiners. This information details the breakdown of learner performance across individual modules, year on year, and final award classification recommendation data allowing across programme analysis and year on year comparisons. Trends and obvious divergence are analysed and can result in investigation to establish causation. A report on the analysis and investigatory findings is incorporated into the annual monitoring report, notified to the External Examiner and used to inform changes to programme, their teaching, learning and assessment strategy or learner support services.

Records Retention

Records retention is operated in accordance with legal obligations under GDPR. The records retention schedule documents the format in which data is stored, the period it is retained for and the secure arrangements for deletion / archiving / destruction, where applicable. The records retention schedule underpins CCT College Dublin's Data Protection Policy which also requires notification for the purpose of data processing. This is addressed in the CCT Privacy Statement.

Definitions and principles

Census point for the generation of reports for progression and completion shall be March 1st for September cohorts and September 20th for February cohorts

Categorisation of students for the purpose of reporting is in accordance with definitions published by the HEA:

New Entrants *A new entrant is defined as a student entering a higher education programme for the first time.*

Re-Enrolling Students *Students classified as re-enrolling are those students progressing to the next year of study on the same course without any interruptions. This category does not include repeat or transfer students.*

Repeat Students *A repeat student is classified as being present in CCT on their original programme the following year but enrolled in the same year of study as the previous year.*

Internal Transfer Students *Students transferring from their original mode or course of study to another programme within CCT, at the start of the new academic year, are described as internal transfer students.*

External Transfer Students *Students transferring from a programme in CCT to another institution are described as external transfer students.*

Non-Progression where a student fails to re-enrol in the following academic year, where they are eligible to do so, the student is described as 'non-progressed'.

Completion data relates to those who have successfully completed a programme in the preceding academic year.

Monitoring

Monitor (Job Title)	Frequency	Monitoring Method(s)
Dean of Academic Affairs Dean of Administration and Finance	Annually	Review of ongoing accuracy and compatibility of the policy Review of any error reporting or data breaches

POLICY CONTROL SHEET

Policy Title	Information Management Policy
Responsible Officer(s)	Dean of Academic Affairs, Dean for Admin and Finance
Issuance Date	August 2018
Effective Date	August 2018
Last Review Date	July 2019
Supersedes	CCTP1002 (2017), CCTP1003(2017)
Next Review Date	August 2024
Designated Reviewer	Dean of Academic Affairs, Dean for Admin and Finance
Scope	All staff

Revision History

Revision	Approval Date	Revision Description	Originator	Approved By
New Policy	May 2018	New policy outlining CCT College Dublin approach to information management and reporting as documented in associated policies for data protection and provider monitoring.	Senior Management Team	Academic Council

References upon which the Policy section is based

CCT Policy area	Information Management
Statutory & System Wide Basis	The Irish Qualifications and Quality Assurance (Education and Training) Act, 2012; QQI Core Statutory Guidelines for Quality Assurance EU GDPR
Related CCT Policies / Forms	CCTP402 Programme Review and Revalidation CCTP403 Programme Management and Annual Monitoring CCTP515 Board of Examiners Policy CCTP1001 Privacy Statement CCTP1002 Data Protection Policy CCTP1201 Self-evaluation, Monitoring and Review Records Retention Schedule

SECTION 11: PUBLIC INFORMATION

PROVIDER NAME:	CCT College Dublin (CCT)
POLICY AREA:	Standard 11: Public Information

Policy and Procedure Title:	CCTP1101: Public Information Policy	Policy No: CCTP1101	Version: 2.1
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Policy Statement

CCT undertakes to publish, having regard to the commercial sensitivity of some information, up-to-date, impartial and objective qualitative and quantitative information about the college. This policy details what is and what is not available publicly and outlines the procedures for the approval of public information that ensure transparency and comparability for prospective learners.

Information made openly available will include, but is not limited to,

- Quality assurance policies and procedures
- programmes offered,
- whether or not a programme leads to an award
- the name of the awarding body
- the title of the award;
- whether the award is recognised in the National Framework of Qualifications (NFQ) and if so, the award type, credits attached and NFQ level
- whether the programme is subject to procedures for access, transfer and progression and if so what these are
- details of the Protection of Enrolled Learner (PEL) arrangements in place, should PEL be a requirement

In addition to the above, CCT seeks to publish

- the intended learning outcomes of those programmes,
- teaching and learning strategies, and
- available resources.

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 not CCT practice to make available information pertaining to draft programmes which have not satisfied the validation process. In exceptional circumstances where this is deemed essential, following approval from the Dean of Academic Affairs, information on programmes awaiting final validation approval will be provided clearly outlining that it is subject to validation.

Definitions and Principles

'Moodle'

The open source Course Management System that is Moodle was launched at CCT in September 2006. Students can access course notes of full and part-time courses, past exam papers, sample assessments, and conduct online exams and assignments in relation to the course material they are studying. Students can also keep abreast of important social and academic dates in the semester schedule with Moodle. Moodle provides another online tool to supplement class learning at the college. The College Moodle is not in the public domain, it is part of CCT's intranet.

'Public information'

Data pertaining to the College, its programmes, activities, staff and students that is made available beyond the employees of CCT College, in written, electronic, or other such format, for the purposes of promotion, recruitment, business development, research or awareness raising.

Staff Involved

Dean for Administration and Finance, Dean of Academic Affairs, Head of Marketing, Dean of School, QA Officer, Programme Leaders, School Manager

Procedure Outline / Method(s) used to carry out this procedure	Responsibility of	Evidence generated by this procedure to ensure its effectiveness
<p>A quality ethos must be embedded in a culture of openness and transparency. Greater transparency is achieved by using internet and intranet facilities to publish College development and course information, policy documents and procedures adopted. CCT will ensure that relevant information is made accessible to all stakeholders. Public information includes, but is not limited to, that detailed above. In the main, programme specific information is documented on the relevant landing page on the College website or in equivalent programme specific brochures. More detailed information relating to student services, supports, academic regulations, award classification calculations and related matters are documented in other parts of the website, clearly identifiable, and within the CCT College Quality Assurance Manual, which is also published on the website.</p> <p>All public information is subject to internal quality and approval procedures prior to publication. This involves the requirement to secure sign off from various roles as per the following:</p> <ul style="list-style-type: none"> • The Dean of Academic Affairs to confirm accurate and appropriate fulfilment of obligations relating to public information under QQI Core Statutory QA Guidelines; • The Dean of School for confirmation of accuracy of all academic matters • The relevant Programme Leader or the School Manager for confirmation of information relating to programme content, structure, duration • The Dean for Administration and Finance and or College President for confirmation of compliance with legal obligations e.g. data protection, the mode and timing of publication, and approval of funding / resources to facilitate this. <p>Other relevant programme information, e.g. syllabi, class notes, schedules and assessment requirements are made available in electronic and/or hard copy only to staff and enrolled learners. Learners can access the college Course Management System called Moodle to download all lecture notes.</p> <p>In any educational institution promoting a quality culture, it is vital to ensure that all stakeholders know who is accountable in all areas of the college. While the systems put in place to manage quality evolve from the active involvement of all relevant stakeholders, ELT / Management has clear responsibility for promoting and maintaining a college-wide quality culture and</p>	<p>Senior Management</p>	<p>Student Survey</p> <p>Programme Board minutes</p>

approach. It is also acknowledged and accepted that management must create an environment conducive to participation, trust, teamwork, empowerment and pride in performance.

CCT publishes relevant information on its website www.cct.ie

Website information is updated on a regular basis to ensure all information is relevant, impartial, valid, relative and informative. The Head of Marketing is responsible for the ongoing updating of the website.

Information available on the CCT website includes:

- Contact details, location and about CCT information
- Staff profiles
- Funding & Scholarship
- QA Policy & Procedures
- Alumni including graduate employment Vacancies
- Academic Conferences
- College Library
- Calendar and news
- Courses on offer
- Programme Details
- Details for Perspective Students
- Facilities
- Corporate Training
- Student Supports and Experiences

Quality Assurance documents are publicly accessible. They are reviewed annually and updated as required. QA documents are stored on a shared drive (Google drive) with editing access restricted to the Dean of Academic Affairs and QA Officer.

Programme Handbooks and QA handbooks are only available on the intranet. Communication from lecturers and administration staff can be relayed through Moodle.

The Website and Moodle are the responsibility of the Dean for Administration and Finance. Both systems are updated and monitored on a regular basis.

Individual annual monitoring reports are generated for each programme leading to QQI awards and an institution wide annual quality report is also compiled detailing college wide developments and outcomes of monitoring and review activity. These reports are shared with internal stakeholders and members of the Advisory Board. They are also made available to external review panels as part of further monitoring processes.

Monitoring		
Monitor (Job Title)	Frequency	Monitoring Method(s)
Dean of Academic Affairs Head of Marketing Dean for Administration and Finance	QA documents: annually Website: regularly	Student feedback Review of All QA documentation Review of Website Content Outcomes of external reviews Annual monitoring reports

POLICY CONTROL SHEET

Policy Title	Public Information Policy
Responsible Officer(s)	Dean of Academic Affairs
Issuance Date	August 2018
Effective Date	August 2018
Last Review Date	July 2019
Supersedes	Version 2.0
Next Review Date	August 2024
Designated Reviewer(s)	Dean of Academic Affairs
Scope	Internal staff (full and part time);

Revision History

Revision	Approval Date	Revision Description	Originator	Approved By
New Policy	August 2015	New QA system	Senior Management Team	Head of Academics, College Registrar
Version 2.0	April 2018	Updated to reflect requirements for public information as per QQI Core Statutory QA guidelines and to reflect the revised structure and approval process in CCT.	Dean of Academic Affairs	Academic Council
Version 2.1	September 2019	Edits to reflect change in organisational structure and roles	SMT	Academic Council

References upon which the Policy section is based

CCT Policy area	Public Information
Statutory & System Wide Basis	The Irish Qualifications and Quality Act (Education and Training), 2012; European Standards and Guidelines for QA in the European Higher Education Area, QQI Core Statutory QA Guidelines
Related CCT Policies / Forms	

SECTION 12: ONGOING MONITORING AND REVIEW

PROVIDER NAME:	CCT College Dublin (CCT)
POLICY AREA:	Standard 12: Ongoing Monitoring and Review

Policy and Procedure Title:	CCTP1201: Self-Evaluation, Monitoring and Review	Policy Number:	Version: 1.2
		CCTP1201	

Policy Statement

CCT College is committed to a programme of ongoing self-evaluation, monitoring and review as part of the quality assurance mechanisms in place. This facilitates regular reporting on the programmes and services of the College, allows for identification of success and areas for enhancement, and provides the College with assurance of the attainment of minimum standards as applicable.

Monitoring and evaluation is crucial to the success of programmes, the enhancement of the learner experience, and is essential to the continued quality of services of CCT. The ongoing monitoring reports created provide information for the evaluation of programmes, services and quality assurance policies and procedures, as part of internal and external processes and contributes to the strategic success of CCT.

CCT self-monitors to:

- establish whether programmes remain relevant and fit for their intended target market
- establish whether the stated aims of each programme are met and delivered
- establish whether the stated learning programme outcomes are being achieved
- identify the impact of interventions, services or development
- identify issues for further learning enhancement or corrective action
- identify best practice for further dissemination
- ascertain the quality of the experience of stakeholders and act upon them accordingly
- evaluate the appropriateness of practices
- monitor student achievement and progression
- ensure that academic and labour market requirements of the learner are fulfilled
- adhere to external quality assurance and accreditation requirements
- embed and promote a culture of quality and enhancement in which all stakeholders play a role
- to meet the changing terms and conditions of approved external validating body
- to identify and minimise opportunity for error
- to improve standards
- to analyse the performance and services of the College and its programmes to inform future actions and developments

The College monitors student satisfaction, progression and attainment; market demands and sectoral changes; and QA compliance and opportunity for or incidence of error. A range of monitoring, self-evaluation and review mechanisms are implemented to undertake this within CCT including:

- Annual programme monitoring including learner retention and withdrawal
- Annual library report
- Annual Student Services Report
- Annual report from the Centre for Teaching and Learning
- Admissions audit, including RPL admissions, exemption applications and granted
- Board of Examiners audit / monitoring including learner attainment, rechecks, reviews, appeals and academic conduct matters.
- QA policy monitoring and review
- Student satisfaction survey
- Graduate survey
- Marketing Monitoring Report

These factor in external review mechanisms such as external examining and integrate with external quality assurance procedures such as programme review.

On completion of the monitoring and review activity the strengths weakness and actions required are documented and reported to the QE Committee for consideration and recommendations to Academic Council. The QE Committee monitors the completion of actions as assigned to designated roles or departments and provides annual reports to Academic Council.

The QA Officer develops an annual monitoring and review schedule and draws it to the attention of all departments. This is informed by the programme accreditations register, also managed by the QA Officer, and therefore includes alerts to upcoming external evaluation activity also.

Definitions and Principles

Self-evaluation, monitoring and review

These terms are used to describe the mechanisms in place to report on the education and services provided by the College and the quality assurance arrangements in place to underpin them.

Staff Involved

Dean of Academic Affairs, Dean of School, QA Officer, School Manager, Head of Student Services, Head of Enhancement, Librarian, Head of Admissions, Head of Marketing, College President

Procedure Outline / Method(s) used to carry out this procedure	Responsibility of	Evidence generated by this procedure to ensure its effectiveness						
Responsibility for completion of monitoring and review activities is assigned to specific roles and is clearly communicated to those individuals from the outset of their take up of the role. Responsibility is assigned as follows: <table border="1" style="width: 100%; margin-top: 10px;"> <thead> <tr> <th style="background-color: #d9ead3;">Monitoring</th> <th style="background-color: #d9ead3;">Responsibility</th> </tr> </thead> <tbody> <tr> <td>Annual Programme Monitoring Report</td> <td>School Manager or Programme Leader</td> </tr> <tr> <td>Annual Library Report</td> <td>Librarian</td> </tr> </tbody> </table>	Monitoring	Responsibility	Annual Programme Monitoring Report	School Manager or Programme Leader	Annual Library Report	Librarian	School Manager or Programme Leader Librarian Head of Student Services	
Monitoring	Responsibility							
Annual Programme Monitoring Report	School Manager or Programme Leader							
Annual Library Report	Librarian							

Annual Student Services Report	Head of Student Services	QA Officer Dean of School and QA Officer Dean of Academic Affairs Head of Student Services Careers Office Head of Marketing Dean of School Head of Enhancement	- Monitoring reports - Updates to QE Committee - Programme Board minutes - Academic Council minutes - QE Committee minutes - QA Officer records
Admissions Audit	QA Officer		
Exam Board Monitoring	Dean of School and QA Officer		
QA Policy and Procedure review	Dean of Academic Affairs		
Student satisfaction survey	Head of Student Services		
Graduate Survey	QA Officer		
Marketing monitoring report	Head of Marketing		
Annual Report Centre for Teaching and Learning	Dean of School / Head of Enhancement		
<p>As applicable and feasible, appropriate quality measures are communicated to the relevant department as indicators against which quality or performance may be measured. In some instances, these are aspirational targets and strategies and resources are implemented to assist in the attainment of same. In other cases, the measures are minimum standards, as defined by external requirements, or benchmarks informed by practice across the College, historic data, practice across the sector or within other higher education institutions where information is made publicly available and comparison is appropriate.</p> <p>Annual Programme Monitoring Report An annual monitoring report is completed each year which captures all programme monitoring. The report is derived from the following sources:</p> <ul style="list-style-type: none"> • Previous year's annual monitoring report • Programme Board minutes • External examiner / reviewer reports • Lecturer feedback • Learner feedback • Student intake, progression and award statistics • College alumni feedback and reports • Survey of employers • Ongoing student monitoring reports <p>Full details of the requirements, responsibilities and role of annual programme monitoring see Programme Management and Annual Monitoring Policy.</p> <p>Annual Library Report The library report is completed by the Librarian and submitted to the QE Committee. The report reflects on the previous year outlining the developments that have taken place, detailing</p>		School Manager or Programme Leader	
		Librarian	

collection data and analysing data pertaining to use of library services such as laptop loan scheme, printing etc. as well as an analysis of loans.

Student Services Report

Completed by the Head of Student Services this report is collated annually and presented to the QE Committee. The report summarises the services and activities implemented by the Student Services department over the previous year and also provides data pertaining to take up of external services facilitated by the College e.g. counselling.

Admissions Audit

An admissions audit takes place annually for accredited programmes. The audit is undertaken by the QA Officer and a report is presented to the subsequent QE Committee meeting. The report summarises the findings of the audit, confirms whether admissions decisions have been evidenced as in compliance with College and programme requirements, and makes recommendations for the future.

Exam Board Monitoring

Monitoring of Boards of Examiners can take place in two different formats. The standard approach is the attendance of the QA Officer, or nominee approved by the Dean of Academic Affairs, at the Board of Examiners meeting and the completion of monitoring report based upon observations. The report is required to comment on:

- The management of the meeting in accordance with CCT policy
- The completeness and accuracy of data presented to the Board
- The appropriateness of decision-making in accordance with QQI and programme regulations
- The role and involvement of examiners, including the external examiner in decision-making
- The number and nature of Chairs Actions and any measures to prevent or reduce same.

In cases where the QA Officer or nominee is not able to attend the Board, post board monitoring is undertaken. This is informed by the minutes of the meeting and the student data presented to the Board.

Exam Board monitoring is applied to progression and award Boards only and is required to cover at least one Board per faculty, per year.

The report is required to identify actions for further improvement where applicable. The report is submitted to the subsequent meeting of the QE Committee.

Head of Student Services

QA Officer

QA Officer

QA Policy and Procedure Review

This is initiated by the Dean of Academic Affairs at the end of each academic year. Assigned staff with responsibility for specific areas are required to review the current policy and procedures relating to that area in the context of the outcomes of monitoring, feedback received, issues that have arisen, or changes in external factors. Recommendations for change are then presented to the Dean of Academic Affairs to confirm adherence to QQI guidelines, comparability of practice across the sector maintaining standards, fairness and consistency, and identify and implications for related policies or procedures.

In cases where issues have arisen in the application of policies and procedures focus groups are established with relevant stakeholders to identify potential resolutions and enhancements to policy and practice that would be fit for purpose. Consultation with other HEIs and QQI may also take place.

Each section of the QA manual is to be reviewed, with the full manual having been reviewed once in a 5-year period. Changes to policy are submitted to the QE Committee for review and recommendations. The QE Committee notifies Academic Council of the recommendation to approve and Council is required to endorse this. Academic Council is authorised to request clarifications and changes. Where policies are replaced or updated, archive copies are retained within the Academic Affairs office.

Student Satisfaction Survey

The student satisfaction survey is issued once per semester and requests the views of students in relation to their classroom and wider college experience. Information received is then collated, analysed and circulated to the relevant Heads of Departments and programme leaders. The outcomes of the survey also inform the annual programme monitoring report. The Head of Student Services, through the class rep system, feeds back to the students in respect of actions taken or planned in response to the survey outcomes.

Graduate Survey

The graduate survey is issued to graduates in the year immediately following the completion of their studies, subject to consent. Feedback received is used to inform the services and programmes provided by the college, future programme developments, and enhancements to the student experience. The survey also seeks to establish the relevance and appropriateness of CCT programmes for employment purposes and the level of relevant employment of graduates.

Marketing Monitoring Report

The Head of Marketing completes this report on an annual basis detailing updates, developments and activities. The report presents data on the effectiveness of marketing

Dean of Academic Affairs and Departmental Heads

QE Committee
Academic Council

Head of Student Services

Careers Service

activities and seeks to analyse the relationship between marketing campaigns and student recruitment. The report is submitted to the ELT / Management Team for information and planning purposes and to the QE Committee for consideration and identification of potential actions.

All monitoring activity is expected to identify areas for further development. Actions are collated collectively by the QA Officer in the College Quality Improvement Plan. This is a living document that is continually updated. The QE Committee takes responsibility for monitoring the implementation of the QIP and reports on this to Academic Council.

Copies of monitoring reports are retained by the QA Officer.

Annual Report Centre for Teaching and Learning

Completed by the Dean of School and Associates of the CTL, this report is collated annually and is presented to the QE Committee for first consideration prior to Academic Council. The report summarises the projects and initiatives that have come from the CTL through the preceding year and any evidence of impact. An action plan for the year ahead is included as part of the report.

Head of Marketing

QA Officer
QE Committee

Dean of School / Head of Enhancement

- QIP

Annual Report

Monitoring		
Monitor (Job Title)	Frequency	Monitoring Method(s)
Dean of Academic Affairs Departmental Heads QA Officer	Annual review for full academic year	- Monitoring Reports of all programmes and services - QE Committee minutes - Updating of QIP

POLICY CONTROL SHEET

Policy Title	Self-Evaluation, Monitoring and Review
Responsible Officer(s)	Dean of Academic Affairs, QA Officer
Issuance Date	August 2018
Effective Date	August 2018
Last Review Date	July 2019
Supersedes	SER & External Quality Assurance
Next Review Date	July 2024
Designated Reviewer	Dean of Academic Affairs, Departmental Heads, QA Officer
Scope	Internal staff (full and part time); Learners; External Stakeholders such as QQI, external expert panels and examiners, other validating bodies

Revision History

Revision	Approval Date	Revision Description	Originator	Approved By
New Policy	August 2015	New QA system	Senior Management Team	Head of Academics, College Registrar
New policy	April 2018	Replaces SER and external quality assurance policy. Replaced to reflect requirements of QQI Core Statutory Guidelines for Quality Assurance and to document the self-monitoring policies in place within the College.	Dean of Academic Affairs	Academic Council.
V1.2	July 2019	Updates to reflect requirement for annual report from CTL and reduction of admissions audits to one per year. Edits to reflect changes to organisational structure and roles.	QA Committee	Academic Council

References upon which the Policy section is based

CCT Policy area	Ongoing Monitoring and Review
Statutory & System Wide Basis	The Irish Qualifications and Quality Act (Education and Training), 2012; QQI Core Statutory Guidelines for Quality Assurance
Related CCT Policies / Forms	CCTP403 Programme Management and Annual Monitoring Policy

PROVIDER NAME:	CCT College Dublin (CCT)		
POLICY AREA:	Standard 12: Ongoing Monitoring and Review		
Policy and Procedure Title:	CCTP1202: External Cyclical Review Policy	Policy Number:	Version: 1.1
		CCTP1201	

Policy Statement

Standards and Guidelines for Quality Assurance in the European Higher Education Area, 2015, state “*External quality assurance in its various forms can verify the effectiveness of institutions’ internal quality assurance, act as a catalyst for improvement and offer the institution new perspectives.*”⁹ As a provider who goes to QQI on a voluntary basis, CCT is subject to the external quality assurance requirements of QQI as outlined with the Policy for Cyclical Review of Higher Education Institutions, 2016 (the QQI policy).

CCT recognises the value that is brought to the institution through participation in external quality assurance process. QQI policy outlines the intention of cyclical reviews to:

- Evaluate the effectiveness of institution- wide quality assurance procedures
- Measure institution accountability for compliance with European Standards and Guidelines, QQI policies and guidelines and approved institutional policies and procedures for quality assurance.
- Explore the institution’s enhancement of quality in relation to activities, mission and strategy, and performance as determined through quality indicators and benchmarking.

It is envisaged that the process employed for cyclical review of independent providers will reflect Parts 2 and 3 of the ESG (2015), reflecting international good practice through:

- Agreement and publication of clearly articulated terms of reference
- Completion of an institutional self-evaluation report
- A review visit and external assessment by an independent panel of experts
- Publication of a report of findings and recommendations
- A follow-up monitoring arrangement.

As a provider of programmes leading to QQI awards, CCT is also subject to potential for a ***focused review***, which QQI may conduct from time to time as it considers appropriate or in response to a request for such a review from CCT. A focused review is carried out at institutional level and is intended to:

- determine that the quality assurance procedures established by a provider under the Qualifications and Quality Assurance (Education and Training) Act, 2012 have been implemented;
- evaluate the effectiveness of a provider’s quality assurance procedures for the purposes of establishing, ascertaining, maintaining and improving the quality of education, training, research and related services offered by the provider; and
- confirm that directions previously issued by QQI in relation to the effectiveness of a provider’s QA procedures have been complied with.

⁹ http://www.enqa.eu/wp-content/uploads/2015/11/ESG_2015.pdf

Focused reviews are not a substitution for cyclical institutional reviews. Cyclical reviews are mandated in the 2012 Act and QQI establishes procedures for such reviews from time to time. Providers who have had focused reviews may still undergo a cyclical review of their QA procedures in accordance with QQI policy.

CCT recognises that external quality assurance reviews can occur at programme or faculty / school level and institution level. This policy addresses the procedures associated with institution level external review or a focused review as determined by the College or QQI. For programme review, including for a suite of programmes, policy CCTP402: Programme Review and Revalidation should be consulted.

The following procedures are based upon interpretation of QQI policy. Where QQI guidelines are subsequently published that require any deviation from this, the QQI requirements take precedent and the Dean of Academic Affairs will advise accordingly to outline the alternative procedures. In all cases Academic Council will retain responsibility for oversight of the process and approval of all internal decision-making.

Definitions and Principles

The overall principles of cyclical review and focused review by QQI are governed by Qualifications and Quality Assurance (Education and Training) Act 2012. QQI policies and procedures are developed and implemented to enable fulfilment of statutory obligations of QQI and providers of programmes leading to QQI awards.

External cyclical review should not be considered in isolation. CCT is responsible for implementing appropriate ongoing monitoring and review activities to support and underpin external quality review.

Self-Evaluation is the internal self-study against clearly defined criteria and guidelines, incorporating the views of all key stakeholders.

Staff Involved

Dean of Academic Affairs, Dean of School, President, Dean for Administration and Finance, QE Committee, Academic Council

Procedure Outline / Method(s) used to carry out this procedure	Responsibility of	Evidence generated by this procedure to ensure its effectiveness
<p>QQI will provide advanced notification of external review to CCT via the President and the Dean of Academic Affairs.</p> <p>Upon notification the Dean of Academic Affairs will establish a working group of the Deans and the president, who will manage the review process.</p> <p>The Dean of Academic Affairs will communicate the review timeline to the Academic Council and the QE Committee.</p> <p>The working group will be responsible for coordinating the internal aspects of the review process i.e. formulation of terms of reference, approach to self-evaluation and completion of the self-evaluation report.</p>	<p>QQI</p> <p>Dean of Academic Affairs</p> <p>Dean of Academic Affairs</p>	<p>Notification</p> <p>Working Group established</p> <p>Minutes of meetings</p>

<p>The QE Committee will be responsible for reviewing the outputs of each of the internal stages of the review process and making recommendations to Academic Council in respect of same.</p> <p>The Quality Enhancement Committee will oversee the evaluation of the effectiveness of the quality assurance procedures and stakeholder consultation activities.</p> <p>Academic Council holds ultimate responsibility for approving submission to QQI any documents relating to the external review of CCT College Dublin, pre and post independent panel visit.</p> <p>Terms of Reference The Dean of Academic Affairs will be the point of contact for communication with QQI in respect of external reviews.</p> <p>The ELT, with Academic Council oversight, will agree Terms of Reference with QQI.</p> <p>Self-evaluation</p> <p>Self-evaluation requires CCT to consider:</p> <ul style="list-style-type: none"> • How quality assurance procedures and reviews have been implemented within CCT • How effective the internal quality assurance procedures and reviews of the institution are • If the quality assurance procedures are in keeping with European Standards and Guidelines, QQI policy and guidelines, or their equivalent • If it is clear who takes responsibility for quality and quality assurance across the institution • If reporting on quality assurance and quality is transparent and accessible • How quality is promoted and enhanced • If there are effective innovations in quality enhancement and assurance • If the student experience is in keeping with the institution’s own stated mission and strategy 	<p>QE Committee</p> <p>Academic Council</p> <p>ELT</p>	<p>Minutes of meetings</p> <p>Minutes of meetings</p> <p>Terms of Reference</p>
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<ul style="list-style-type: none"> • If achievements in quality and quality assurance are in keeping with the institution's own stated mission and strategy, and • How achievements in quality and quality assurance measure up against the benchmarks and quality indicators identified by CCT. <p>The Dean of Academic Affairs will take lead responsibility for drafting the self-evaluation report. Completion of self-evaluation activities and consultation will be as determined by the working group and responsibilities assigned accordingly.</p> <p>The working group will review the findings of self-evaluation activity and identify proposed changes to policies and procedures stemming from them. The Dean of Academic Affairs will present the proposed changes to the QE Committee for consideration and recommendations to Academic Council. Academic Council will ultimate approve the proposals, with the authority to make changes as deemed appropriate.</p> <p>Once Academic Council approval has been secured, the Dean of Academic Affairs will lead on the implementation of the recommendations.</p> <p>The final self-evaluation report, accompanying evidence, and associated QA procedures will be submitted to an independent higher education consultant for review against the terms of reference.</p> <p>The Working Group will consider the findings of the consultant and determine ay actions to be taken.</p> <p>The final documentation, comprising self-evaluation, QA procedures and supporting materials along with the report of the consultant is submitted to Academic Council.</p> <p>Academic Council is the only body authorised to recommend to the College President the submission of external review documents to QQI.</p> <p>Site Visit Operating under direction from QQI, CCT will make available appropriate documentation, facilities and personnel for the completion of the site visit by an independent expert panel.</p>	<p>Dean of Academic Affairs Staff as assigned</p> <p>Working Group Dean of Academic Affairs QE Committee Academic Council</p> <p>Dean of Academic Affairs</p> <p>Independent consultant</p> <p>Dean of Academic Affairs</p> <p>College President and Dean of Academic Affairs</p> <p>Working Group Dean of Academic Affairs</p>	<p>Completed SER Consultation records</p> <p>Output of consultation report Minutes of meetings Agreed changes</p> <p>Updated documentation</p> <p>Records of communication and report from consultant</p> <p>Minutes of Academic Council</p> <p>Panel report</p>
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<p>Report</p> <p>Upon receipt of the report of the independent panel the working group will consider any required actions and develop an implementation plan accordingly. A response will be proposed and, where required prior to response, actions implemented.</p> <p>Academic Council will review and approve or amend and approve the proposed response and implementation plan. This is recognised as a potentially iterative process between the working group and Academic Council.</p> <p>Once the response is approved, the Dean of Academic Affairs will arrange for submission to QQI.</p> <p>The College will receive formal confirmation of the outcome of the review following completion of QQI governance processes. At this stage CCT will arrange for publication of the report.</p> <p>Implementation and Monitoring</p> <p>On completion of the external review process the QE Committee is responsible, through the quality improvement plan process, for overseeing implementation of required actions and reporting to Academic Council accordingly. See Policy CCTP1201.</p> <p>As may be required, a monitoring report will be submitted to QQI, following approval from Academic Council. The Dean of Academic Affairs is responsible for fulfilment of this requirement.</p>	<p>Academic Council</p> <p>Dean of Academic Affairs</p> <p>QQI Dean of Academic Affairs</p> <p>QE Committee / QA Officer</p> <p>Dean of Academic Affairs</p>	<p>Response to panel report</p> <p>Record of submission to QQI</p> <p>Notification of outcome Publication</p> <p>QIP implementation and monitoring records / minutes of meetings</p> <p>Annual report to QQI</p>
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Monitoring

Monitor (Job Title)	Frequency	Monitoring Method(s)
Academic Council	As per agreed schedule for review	Review of terms of reference, proposals, self-evaluation reports and consultancy outcomes Consideration of independent consultant report Review of Panel report and action planning Ongoing monitoring of implementation of QIP

POLICY CONTROL SHEET

Policy Title	External Cyclical Review
Responsible Officer(s)	Dean of Academic Affairs
Issuance Date	August 2018
Effective Date	August 2018
Last Review Date	July 2019
Supersedes	VERSION 1.0
Next Review Date	August 2024
Designated Reviewer	Dean of Academic Affairs
Scope	All staff and stakeholders. Specific responsibilities for Deans, President, QA Officer, Academic Council, QE Committee

Revision History

Revision	Approval Date	Revision Description	Originator	Approved By
New Policy	April 2018	New policy	Senior Management Team	Academic Council
Version 1.1	Sept 2019	Edits to reflect changes to organisational structure and roles	SMT	Academic Council

References upon which the Policy section is based

CCT Policy area	Ongoing Monitoring and Review
Statutory & System Wide Basis	The Qualifications and Quality Assurance (Education and Training) Act, 2012; QQI Policy for Cyclical Review of Higher Education Institutions
Related CCT Policies / Forms	CCTP402 – Programme Review and Revalidation CCTP1201- Self-Evaluation, Monitoring and Review

