

CITY CAMPUS

**Please note: These procedures apply to Technological University Dublin
- City Campus only (formerly DIT)**

HANDBOOK FOR ACADEMIC QUALITY ENHANCEMENT

June 2005

Revised June 2012
(Latest Revision DIT Academic Council 18th December 2018)

FOREWORD BY THE PRESIDENT

This Handbook for Academic Quality Enhancement is a revision of our Quality Assurance Handbook which was originally approved by Academic Council in 1995. Just as the first edition codified the best practices developed across the Institute over the previous twenty years or more, this edition is the product of several years of experience in implementing the procedures in this edition. Feedback and consultation have marked the drafting of this edition and it represents our commitment to constantly enhancing our academic procedures as a means of further improving the student experience.

This edition further develops our quality assurance procedures with a greater focus on enhancement. It recognises the responsibilities of the Institute in relation to the Qualifications (Education & Training) Act, 1999 and the National Qualifications Authority of Ireland (NQAI). It extends the provision of quality in terms of including arrangements for School and College reviews, quality assurance in postgraduate research, external reviews of research activities and for reviews of relevant administrative/service units. This edition broadens the provision for engagement with external partners and for industrial and professional development purposes. It also provides for student grievance procedures. The Institute is committed to continually achieving the highest standards in all of its academic activities.

In March 2005, a review of the effectiveness of the Institute's quality assurance procedures was commenced by the European University Association, on behalf of the Authority and the review process is to be completed by May 2006. This information is available here: www.dit.ie. [More precise link to be added when the review process is completed]

The pursuit of quality is a journey rather than a destination and quality assurance within the Institute remains a journey of improvement, towards excellence. I urge every member of the DIT community to continue to actively engage in these quality assurance procedures, to suggest improvements in

them and thereby to help to steadily raise the standard of educational services given by the Institute to society.

Professor Brian Norton
President
April 2006

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SUMMARY OF QUALITY ENHANCEMENT PROCEDURES

HANDBOOK FOR ACADEMIC QUALITY ENHANCEMENT

The Handbook for Academic Quality Enhancement makes provision for the following procedures:

- Validation of new programmes
- Validation of new modules
- Validation of new continuing professional development modules and programmes
- The assessment process including the appointment of external examiners and recognition of prior learning
- Annual Monitoring
- Programme Modification
- School Review
- Programme Review
- College Review
- Quality Assurance in postgraduate research
- Quality Assurance in programmes not leading to DIT awards
- Review of non-academic departments/units
- Partnership with External Organisations
- Student Grievance Procedure.

VALIDATION

Growing competitiveness and other changes in the higher education environment have placed greater emphasis on quality, and transformed the context for programme origination, development and delivery. Accordingly, programmes are validated and/or reviewed with a view to their viability and sustainability as well as their academic content, relevance and curriculum design. The viability of quality programmes has three dimensions – the academic, the strategic and resources. These aspects are considered by Colleges in the process of programme development and review/validation.

Validation is the process whereby a new taught programme of study, initiated and designed within a School, undergoes scrutiny by internal and external

peers before being approved by Academic Council. It involves the completion of a [new programme proposal form \(Q1A\)](#) which is considered by the College Board and approved by the Directorate before programme documentation is drafted and submitted first to the relevant College Board and then to the Academic Quality Assurance Committee for circulation to a Validation Panel. A Panel comprises at least five members, three from within the Institute and at least two external members. The external members must include a senior academic in the discipline and a senior professional or industrial practitioner in the discipline or a related discipline. The Validation Panel visits the School and views the facilities available to the Programme, including the library. It meets with members of the Programme Team and teaching staff, and then produces a [report \(Q3\)](#) which normally includes a recommendation regarding the approval of the programme. Procedures also exist mainly at College level and also involving the Quality Assurance Office for the validation of new modules and of Continuing Professional Development Certificate, Diploma and Postgraduate Diploma programmes within the Institute. There are separate procedures in relation to programmes leading to awards of external bodies.

VALIDATION OF DELIVERY BY DISTANCE OFF/CAMPUS LEARNING

Where a new programme of study or module is to be delivered by distance learning (this may or may not be online) this intention should be included at the developmental stage of the process. The procedures for programme validation or review as set out in Chapters [1](#), [2](#) and [8](#) will apply to programmes to be delivered by distance learning.

Approval of a Programme module to be offered though distance learning mode for an Institute programme of study seeks, in particular, to assure the quality of:

- the overall student experience, including induction;
- the delivery, management and resourcing of the programme through the distance learning mode;

- the learning outcomes of the programme and its component modules/units;
- the alignment of assessment criteria with the intended learning outcomes.

EXTERNAL EXAMINERS

The Academic Council appoints external examiners, normally at least two, for each programme. These examiners approve assessment methods, assessment criteria, draft examination papers and marking schemes, as appropriate. They consider marked examination scripts and other assessment materials, attend Module/Progression and Awards Board meetings and ensure that the results achieved by candidates are appropriate.

The external examining system assists the Institute in the comparison and benchmarking of academic standards across awards, ensures that the assessment process is fair and fairly operated in the marking, grading and classification of student performance and provides the Institute with informed and appropriate points for the comparison of academic standards. As many of the external examiners come from outside Ireland, the comparison is international in character. At least one external examiner for each programme is a practitioner, thus helping to ensure the industrial/professional relevance of programmes.

RECOGNITION OF PRIOR LEARNING

Recognition of prior learning (RPL) is a process used in the DIT for the following purposes:

- to achieve entry to a programme of study at initial or advanced stage
- to achieve exemption from an element/s of a programme
- to transfer from one programme to another
- to achieve a full award.

To ensure quality enhanced RPL practices at programme, Department and School levels careful cognisance should be taken in validation and review processes of the following:

- DIT policies and procedures for RPL approved by Academic Council in June 2008
(<http://dit.ie/intranet/media/intranet/recognitionofpriorlearning/DITRPLpolicyandproceduresreviseddocforACJune08final.pdf>)
- General RPL Implementation Guidelines in line with nationally agreed RPL Principles and Operational Guidelines 2005.
(<http://dit.ie/intranet/media/intranet/recognitionofpriorlearning/NQAIRPLpolicydocJune2005.pdf>)
- Chapter 8 of *General Assessment Regulations, June 2009*
(<http://dit.ie/qualityassuranceandacademicprogrammerecords/student-assessment-regulations/general/>) in relation to assessment of prior learning.

ANNUAL MONITORING

Each programme is managed and monitored by a Programme Committee, which is representative of the Programme Team and augmented by the inclusion of one student from each year of the programme. These committees, normally chaired by the relevant Head of Department/Assistant Head of School, have the following responsibilities:

- advising the College Board, and as appropriate, through it, Academic Council, on matters relating to a proposed or existing programme;
- developing programme proposals;
- assisting in processing such proposals through the appropriate Validation Panel with a view to securing approval of the programme;
- following appropriate internal (and if necessary, external) approval, monitoring the implementation of the programme;
- carrying out the critical self-study of the programme and the preparation of revised documentation and other tasks in relation to five-yearly programme reviews.

PROGRAMME MODIFICATIONS

In order to ensure that programmes taught within the Institute remain contemporaneous, modules and programmes can be amended and approved on a regular basis within specific timeframes. A set of formal procedures exist

whereby Programme Committees, Schools and Colleges may make amendments to existing programmes and modules.

SCHOOL REVIEW

The School Review is a broad-ranging review, focusing on more strategic issues relating to a School and its overall role and performance. Unlike a programme review, the primary focus of a School Review is not on individual programmes, which have already been approved. The School Review considers the School as a whole – its general position and performance within a College and the Institute, its range of activities and how these are carried out, reviewed and developed, the range and quality of its taught programmes, its research and staff development activities, its management procedures and quality enhancement systems, its links with external bodies and its external environment including the effects of demographic changes and competition. Central to the review process is the self-study report, a critical evaluation of the School's activities and highlights the strengths and achievements as well as any areas for improvement. The procedures for a School Review may include a preliminary meeting of the panel one month before the review event, to consider the documentation and request further documentation, where this is considered necessary.

PROGRAMME REVIEW

Programme Review is the process by which an approved programme is critically evaluated, normally at five-yearly intervals, with inputs from external and internal peers. The self-study is the initial step and during the review process, planned changes to the programme are judged, with the aim of confirming that it continues to meet the requirements of the Institute in relation to the standard of its award from the Institute. It is a major review of a programme, providing an opportunity for the Programme Committee to conduct a critical evaluation of the programme and to make significant changes, if appropriate. While School Review is replacing the programme review, the Academic Quality Assurance Committee may require that an individual programme review take place. Alternatively, several programmes

within a School may, at the discretion of the Academic Council, be reviewed simultaneously. The procedures for a programme review parallel closely those for a validation, in the drafting of the programme documentation, consideration of the documents by College Board and the establishment of a panel of peer reviewers. It also involves the preparation by the School of a self-evaluation report which is considered by the reviewers.

COLLEGE REVIEW

College Review is the process whereby the Institute considers the effectiveness of Schools/ Departments and Colleges in discharging their responsibilities, in relation to managing academic quality, the balance of provision and other matters. It also incorporates an external review of research and scholarship in the College. College Review enables the Institute to satisfy itself that the Institute's policies, particularly those relating to the implementation of quality enhancement systems, are being implemented effectively at College level and, by extension, at programme level. A College review entails the consideration of such matters as responsibility for quality enhancement within the College, relationships with individual Schools and Departments, and the role of the School Boards, the College Board and the College Executive. The College Review entails the consideration of the way in which the College addresses the Institute's policies on admission, assessment and awards including access, transfer and progression, as well as current and proposed reporting structures. The review of research and scholarly activity is intended to evaluate the following: the College's approach to the development of research and scholarship; the research and scholarship strategy; staff publications, throughput of research students, sourcing of research funding, citations, performance against national and international norms, international co-operation, memberships of national and international committees and boards, appointments as experts/reviewers; the learning environment in which research and scholarship is conducted and the relationship between the two; the relevance of the College to the industrial/commercial sector it serves; staff engaged in research and scholarship activity and support, including academic,

administrative and technical; staff development activity; the quality assurance and enhancement systems in relation to research and scholarship; compliance with Health and Safety and Ethics policies, and the College's plans for future development.

The procedures for a College Review are similar to those for a School Review.

QUALITY ASSURANCE IN POSTGRADUATE RESEARCH

Just as taught academic programmes undergo rigorous procedures to ensure that standards are maintained, so the process for registering students on research degrees and their progress throughout contains a number of procedures to ensure the quality of their experience. These are detailed within the *Regulations for Postgraduate Study by Research* and they relate to procedures for the admission of research students, their registration, arrangements for supervision, the ongoing monitoring of their progress and their examination and award. Provision is also made for five-yearly reviews of College research and other related activity. In preparation for these events, Colleges are required to carry out a critical self-review.

QUALITY ASSURANCE IN PROGRAMMES NOT LEADING TO DIT AWARDS

Just as the Institute is committed to quality assurance in programmes which lead to Institute awards, the Institute is equally committed to achieving quality and implementing quality assurance in programmes which it offers on a full-time or part-time basis to students in preparation for the examinations and awards of external bodies. The Institute recognises, however, that the responsibilities for some aspects of quality assurance on such externally validated programmes rests with the external parent bodies. A major area of activity is the apprenticeship area – designated trades administered under FÁS and tourism and hospitality activities administered by Fáilte Ireland. The procedures for obtaining approval for offering a new, externally validated programme follow broadly similar to the procedures in relation to internally validated programmes. In this case the College Board reviews the

programme documentation and if considered appropriate, establishes a Validation Panel, with external representation, as described for programmes/courses leading to Institute awards. The Panel should, in this case, have representation from the external body.

REVIEW OF DEPARTMENTS/UNITS

The non-academic unit review is a review of the operation of those service/administrative unit/departments within the Institute whose work impacts on academic programmes and therefore is an important aspect of the Institute's commitment to the quality of its educational provision and the student experience. It requires that these areas agree a mission statement and a set of service standards against which performance can be measured, and that feedback from user groups is collected and addressed.

The purposes of non-academic unit review are to:

- enhance the quality of the service provided
- promote understanding of particular requirements of individual user groups
- highlight areas that require improvement and further resources.

PARTNERSHIP WITH EXTERNAL ORGANISATIONS/INSTITUTIONS

The Institute is committed to working in partnership with appropriate institutions and organisations, in Ireland and abroad. The collaborative learning arrangements in this respect are set out in the document entitled, *Partnership with External Organisations: Accreditation/Validation/Franchise Procedures*. This document also contains the procedures for accreditation, validation and franchise. In developing formal collaborative programmes which involve a DIT award, the Institute will wish to assure itself that partner institutions offer an ethos and environment for learning and teaching appropriate to higher education and to the particular proposed collaboration. The forms of partnership and collaboration envisaged are:

- (a) the validation and franchising of programmes of study;

- (b) the process of mutual recognition of programmes and joint programmes and awards.

[\(http://dit.ie/qualityassuranceandacademicprogrammerecords/external-partnerships/\)](http://dit.ie/qualityassuranceandacademicprogrammerecords/external-partnerships/)

STUDENT GRIEVANCE PROCEDURE

This Procedure provides an opportunity for the student to resolve his/her grievance internally without recourse to legal procedures. It should be recognised that the majority of grievances should be resolved as near to their source as possible. It is for this reason that the Student Grievance Procedure provides for a number of stages, both informal and formal in the handling of a grievance. The purpose of the Procedure is to ensure that grievances are resolved amicably and to the mutual satisfaction of both complainant and respondent. It is expected that the majority of grievances will be resolved at the informal stage of the process.

PART A

[Mission Statement](#)

[Legislative overview](#)

[Glossary of Terms](#)

[General principles for quality enhancement](#)

[Roles and responsibilities for the achievement of excellence](#)

MISSION STATEMENT

The Dublin Institute of Technology is a comprehensive higher educational institution, fulfilling a national and international role in providing full-time and part-time programmes across the whole spectrum of higher education, supported by research and scholarship in areas reflective of the Institute's mission. It aims to achieve this in an innovative, responsive, caring and flexible learning environment, with state-of-the-art facilities and the most advanced technology available. It is committed to providing access to students of all ages and backgrounds, and to achieving quality and excellence in all aspects of its work. This commitment extends to the provision of teaching, research, development and consultancy services for industry and society, while having regard to the technological, commercial, social and cultural needs of the community it serves.

LEGISLATIVE OVERVIEW

BACKGROUND

The Dublin Institute of Technology through its constituent colleges, has operated as an awarding body since the 1950s. Until 1970, the awards were processed by the Academic Boards of the individual colleges but in 1970 a Joint Academic Council was established and it vetted all new course proposals and monitored examination results.

The Institute was established on a statutory basis on 1st January 1993 and proceeded to document its QA procedures in the Course Quality Assurance Handbook. The second edition of this Handbook was introduced in April 1997, and some modifications were agreed in 2000. The Handbook for Academic Quality Enhancement was issued in 2006 and thus this is the third revision of the Quality Assurance Handbook originally approved by Academic Council in 1995. This version streamlines and further develops the Institute's quality assurance procedures.

1 THE DUBLIN INSTITUTE OF TECHNOLOGY ACT, 1992

The over-arching responsibility for quality assurance resides with the Academic Council. This Council, for which provision was made in the Dublin Institute of Technology Act, 1992, advises the Governing Body in the planning, co-ordination, development and overseeing of the educational work of the Institute and has responsibilities to protect, maintain and develop academic standards. It has established an Academic Quality Assurance Committee, which is a sub-committee of Academic Council, to assist it in this work.

- 1.1 In 1996, at the behest of the Minister for Education, the HEA appointed an International Review Team to review the Institute's quality assurance arrangements. The outcome of this process was an order by the Minister for Education in May 1997. Under the provisions of the DIT Act, and the Ministerial Order, the Institute has vested in it the statutory authority to make its own teaching and research awards at certificate, diploma, bachelor, masters and doctoral degree levels.

2 THE NATIONAL QUALIFICATIONS AUTHORITY OF IRELAND

The National Qualifications Authority of Ireland was established under the provisions of the Qualifications (Education & Training) Act, 1999. The Act provides as follows:

- Section 39(1) requires *inter alia* the Institute to agree its quality assurance procedures with the Authority. Following consultation with the Institute, the Authority confirmed such agreement in 2002;
- Section 39(2) requires that the procedures established under subsection (1) shall include evaluations of programmes provided by the Institute, including evaluations by persons by persons who are competent to make national and international comparisons and by learners and the findings published. They shall also include the evaluation of services related to the programmes provided by the Institute;
- Section 39(3) states that the Authority shall consider the findings arising out of the application of procedures established under subsection (1) and may make recommendations to the Institute which the Institute shall implement;
- Section 39(4) requires the Authority, in consultation with the Institute, to carry out not more than once in every three years and not less than once in every seven years a review of the effectiveness of the Institute's quality assurance procedures. This subsection also requires the Institute to implement the findings arising from such a review;
- Section 39(5) allows for the publication by the Authority of the results of the review.

3 EUROPEAN UNIVERSITY ASSOCIATION REVIEW

In 2005, the Institute's quality assurance procedures were reviewed by an international panel appointed by the European University Association of which the Institute is a member. The review was commissioned by the Institute in association with the NQAI, which has statutory obligations under section 39 of the Qualifications (Education and Training) Act, 1999 regarding the evaluation of the effectiveness of quality assurance procedures at the Institute. The review was intended to ensure that the Institute and its stakeholders benefit from an evaluation by a team of international experts and that the Institute's quality assurance procedures can be benchmarked against best practice internationally. The review was undertaken in advance of the seven years timeframe

required by legislation. The Institute is pleased to accept the endorsement of its procedures by such an eminent team of reviewers.

GLOSSARY OF TERMS

Academic Council is a statutory body, provision for which is made in the DIT Act. It is appointed by the Governing Body of the Institute to assist it in the planning, co-ordinating, developing and overseeing the academic work of the Institute and in protecting, maintaining and developing the academic standards of the programmes and other academic activities of the Institute.

Academic Quality Assurance Committee is a subcommittee of Academic Council having general responsibility for developing and monitoring the implementation of consistent procedures for validation, monitoring, review and approval of programmes of study across the Institute. It also has responsibility in relation to student admission requirements and for student assessment regulations.

Accreditation is the process of validating and approving a programme or programme module(s) within the Institute by an external body, for an award of that body. The Institute may also **accredit** an external organisation for the purpose of offering a programme or programme module leading to an award of the Institute

Advanced entry: entry to a programme of study at any stage other than the initial entry stage.

Annual monitoring is part of the ongoing process of academic quality enhancement of programmes. It is the process in which an approved programme is critically evaluated annually by the Programme Committee under the supervision of the relevant College Board, to ensure that the academic standards are being maintained at appropriate levels.

Annual monitoring report is the outcome of the process in which an approved programme is critically evaluated. The annual monitoring report (Q5) in relation to the functioning of the programme in the past academic year is prepared by the Programme Committee and submitted through the Head of School (or nominee) to the College Board. This is a two-part process: the first part at the end of the academic year (June) deals with the proposal of major or minor modifications to the programme and their approval, while

the final report is submitted and considered in the autumn term (November) of the succeeding academic year.

APCL: accreditation of prior certificated learning.

APEL: accreditation of prior experiential learning.

Approval is the final step in the validation/review process where a programme is judged to satisfy or continue to satisfy the requirements of the Institute for an award.

Assessments, including examinations, are administered under the current General Assessment Regulations of the Institute and any other regulations set down for the individual programme in the approved Programme Document. Individual derogations from the General Assessment Regulations must be clearly highlighted in the Programme Document for validation/review, be approved by College Board and brought to the attention of the Validation/Review Panel. Requests for derogations outside the validation/review process should be brought forward by the College Director following approval by College Board to the Academic Quality Assurance Committee for consideration before being submitted to Academic Council for consideration.

Bologna Process: a series of reforms to create a European Higher Education Area (EGEA) in three initial dimensions: a three cycle structure (bachelor, master and doctor), a common approach to quality assurance, and a system of recognising qualifications.

A **Certificate of Programme Approval** is issued by the Academic Quality Assurance Committee on behalf of the Institute's Academic Council, after a new programme has been approved following its validation or after an existing programme has been approved following its review. This Certificate of Programme Approval is signed by the Director of Academic Affairs.

College: The 4 colleges comprise groupings of schools in broadly cognate areas and schools tend to sit on a continuum in these areas. Those schools positioned closely to each other on the continuum will have similar approaches to learning strategies and similar requirements in terms of facilities. Hence the structure aims to bring schools with such common needs together to reap the benefits of critical mass.

College Board is a subcommittee of Academic Council with responsibility for implementing and administering academic functions in a College and, in the context of this Handbook, for implementing quality assurance and enhancement procedures.

College Executive comprises the College Director, the Heads of School, Heads of Learning Development and the College Administrator, and its function is to serve as the management team of the College, with particular responsibility for the College budget and for the management of the staff and resources assigned to the College. The College Executive may co-opt other persons as required.

College Review is the process whereby the Institute considers the effectiveness of Schools/Departments and Colleges in discharging their responsibilities, primarily in relation to managing academic quality and other matters. It enables the Institute to satisfy itself that the Institute's policies, particularly those relating to the implementation of quality enhancement systems, are being implemented effectively at College level and, by extension, at programme level. A College review entails the consideration of such matters as responsibility for quality enhancement within the College, relationships with individual schools and departments, and the role of the School Boards, the College Board and the College Executive.

Distance Learning has been taken to mean a way of providing higher education that involves the transfer to the student's location of the materials that form the main basis of study, rather than the student moving to the location of the resource provider

Dual Awards may be defined as jointly developed and validated programmes leading to separate awards from an academic institution and a partner organization or institution.

European Credit Transfer System (ECTS) is a system based on the student workload required to achieve the learning outcomes and competencies of the programme. ECTS is based on the convention that 60 credits measure the notional workload of a full-time student during one academic year. Learning outcomes are sets of competences,

expressing what the student will know, understand or be able to do after completion of a process of learning. Credits in ECTS can only be obtained after completion of the work required and appropriate assessment of the learning outcomes achieved. Student workload in ECTS includes the time spent in attending lectures, seminars, independent study, preparation for, and taking of, examinations. Credits are allocated to all educational components of a study programme (such as modules, courses, placements, dissertation work), and reflect the quantity of work each component requires.

In relation to RPL:

RPL transfer credits may be awarded within the process of *advanced entry* to a DIT programme. Such transfer credits may be achieved through DIT or other programmes, or through APEL.

General credits are awarded when an RPL claim has been processed in relation to a stage of the receiving programme or to a set of programme modules but not necessarily in relation to individual module learning outcomes. These types of credits are awarded as exemption from a block of study (stage or named modules).

Specific credits are awarded when an APCL claim has been processed in relation to the module learning outcomes and credits of the receiving programme. Specific credits may be awarded where APEL is used to achieve module exemption/s. In both these cases it is usual to award the same level and number of credits as available for the module where an applicant can provide evidence of learning equivalent to the learning outcomes of the module and where RPL is acceptable for module exemptions in the first instance as outlined in the programme validation document.

Diploma Supplement: a document devised by the Council of Europe, UNESCO and the EU for mobility and transparency purposes which is attached to an award certificate and which describes the nature, level, context and status of the award to which it is attached

Examinations (see Assessments above)

Examiners (internal) on programmes leading to awards of the Institute are normally full-time or part-time members of academic lecturing staff. They are nominated by the

relevant Head(s) of School and formally appointed each year by the College Board on behalf of Academic Council.

Examiners (external) must be employed in respect of the assessed work of a programme leading to an award of the Institute in order to provide an annual peer judgement on the standards achieved at the completion of the programme. In some cases, external examiners may also be employed for examinations at an earlier stage or in special circumstances as determined by the College Board. Each external examiner is normally appointed by the Academic Council at its meeting in June of the preceding year for a three-year period or for the duration of the programme. The detailed responsibilities of internal and external examiner are set out in the *General Assessment Regulations* of the Institute.

EQF: European Qualifications Framework for Lifelong Learning – a system of relating national frameworks to a common set of reference levels

Erasmus Mundus: a higher education co-operation and mobility programme between European and Third countries.

Europass CV: a common template devised to present skills and qualifications to assist with citizen mobility.

Europass Mobility: a template to record time spent in education and training in another European country.

Exemption/s: an element/elements of a programme of study which a student is not required to take but for which credits may be awarded on the basis of prior or concurrent learning.

Experiential learning: *Experiential learning*, often called *informal learning* refers to learning that has been achieved through paid work, through voluntary work, through life activities or through independent study, and which has not been formally assessed which is appropriate for submission for academic judgement and for recognition by the DIT in relation to its awards.

Additionally, it is common to define formal and non-formal learning as follows.

formal learning refers to learning which takes place through programmes of study or training that are delivered by education or training providers, or within companies and organisations, and which attract awards.

non-formal learning refers to learning that takes place alongside the mainstream systems of education and training. It may be assessed but does not normally lead to formal certification. Examples of non-formal learning are: learning and training activities undertaken in the workplace, voluntary sector or trade union, and in community-based learning.

Levels of learning: systems of describing comparative degrees of complexity and difficulty in relation to awards and qualifications regarding knowledge, skills and competences, by attributing numbers on a scale from 1 to 12 or variation with higher numbers reflecting higher degrees of difficulty.

General Assessment Regulations is a document that sets out the general Regulations for taught programmes leading to undergraduate and postgraduate awards of the Dublin Institute of Technology. The Regulations are governed by the Dublin Institute of Technology Act, 1992 and 1994, and in particular by Sections 5 and 11 of the 1992 Act. Modular Scheme Regulations are concerned with matters relating to Modules, the assessment of students, the general structure of programmes of study, and the nature of the credit-based system used in determining eligibility for an award of the Institute. These Modular Scheme Regulations are governed by the Dublin Institute of Technology Act, 1992, and in particular by Sections 5 and 11 of the Act. They shall come into operation on such day as the Institute shall determine.

Graduate Attributes may be defined as the agreed qualities, skills and understandings a student should develop during their time with the institution. These attributes go beyond, the disciplinary expertise or technical knowledge and include generic and transferable skills.

Joint awards may be defined as jointly developed and validation programmes leading to a single award conferred on behalf of an academic institution and a partner organization.

Modifications to existing programmes can be made as part of the annual monitoring process. Modifications may be minor or major in nature and can be proposed by the Programme Committee in June of the year under review and approved by the College Board/Academic Council in order to be implemented for the following year. Such modifications will require amendments to be made to the Programme Document.

Non-academic unit review is a review of the operation of those Units within the Institute whose work impacts on academic programmes and therefore is an important aspect of the Institute's commitment to the quality of its educational provision and the student experience. It requires that these Units agree a mission statement and a set of service standards against which performance can be measured, and that feedback from user groups is collected and addressed.

Programme Committee is a representative subcommittee of the Programme Team, with responsibilities for day-to-day operation and development of a programme. The Programme Committee includes student members.

Programme Document is a document which comprehensively describes the programme as it is taught and administered and includes the specific programme assessment regulations. It is initially approved by a Validation Panel and duly modified in the annual monitoring report process. Subsequently it is modified in the five-yearly self-study and review and approved by the Review Panel.

Programme Team is a subcommittee of the College Board with primary responsibility for developing and operating a given programme and consists of all lecturing staff teaching on the programme and the Head(s) of Department (or Assistant Head(s) of School) and Head(s) of School involved in the programme.

A **Preliminary Programme Proposal** (Form Q1A in Appendix 6) relates to a new programme and is submitted to the College Board and Directorate in order to obtain outline programme planning permission for the development of the programme.

A **Preliminary Short Course Proposal** (Form Q 1 B in Appendix 6) relates to a new short course comprising fewer than 105 contact hours, or to a Continuing Professional

Development Diploma or Postgraduate Diploma, is submitted to the College Board for approval. The College Board forwards notification of its approval to the Academic Quality Assurance Committee for noting.

Quality of a programme or other service is the totality of features and characteristics of the programme, academic and otherwise, which bear on its ability to satisfy the overall objectives and learning outcomes of the programme.

Quality Assurance is the system of procedures, involving internal and external peer oversight and judgement, described in this Handbook and in other documentation of the Institute, for maintaining and improving the academic standards within the Institute.

Review is the process by which an approved programme is critically evaluated, normally at regular, five-yearly intervals, with inputs from external and internal peers. The self-study is the initial step and during the review process, planned changes to the programme modules are judged, with the aim of confirming that the programme continues to meet the requirements of the Institute in relation to the standard of its award from the Institute.

RPL: Recognition of prior learning.

School Forum is a process which enables all staff members within the School to address matters relating to the academic programmes within a School or other operational matters in the School. The School Forum provides a report to the College Board.

School Executive comprises the structured staff within a school: Head of School, Heads of Department (or Assistant Heads of School), Structured Lecturer/Assistant Head of Department, and its function is to serve as the management team of the School, with particular responsibility for the School budget and for the management of the staff and resources assigned to the School.

School Review is a broad-ranging review, focusing on more strategic issues relating to a School and its overall role and performance. Unlike a programme review, the primary

focus of a School Review is not on individual programmes, which have already been approved. The School Review considers the School as a whole - its general position and performance within a College and the Institute, its range of activities and how these are carried out, reviewed and developed, the range and quality of its taught programmes, its research and staff development activities, its management procedures and quality enhancement systems, its links with external bodies and its external environment including the effects of demographic changes and competition.

Self-study is a process carried out by the Programme Committee as part of the regular five-yearly review, in which all aspects of the programme are fundamentally and critically re-appraised with a view to their updating and improvement. This may result in the introduction of significant modifications to the overall programme.

Student Ombudsman has a role in mediating in student-related grievances and facilitating informal means of resolution. In the case where a grievance cannot be resolved informally the student ombudsman will undertake formal investigation of the student grievance.

Transfer: the process of student movement from one programme to a similar programme at a similar level or stage.

Validation is the process whereby a new taught programme of study, initiated and designed within a School, undergoes scrutiny by internal and external peers before being approved by Academic Council. It involves the completion of a new programme proposal form (Q1A) which is considered by the College Board and approved by the Directorate before programme documentation is drafted and submitted first to the relevant College Board and then to the Academic Quality Assurance Committee for circulation to a Validation Panel.

GENERAL PRINCIPLES FOR QUALITY ENHANCEMENT

- 1 The procedures contained in this Handbook are applied to all programmes leading to awards of the Institute including those involving collaboration with external organisations.
- 2 A prime consideration is public confidence in the quality of the Institute's learning and teaching and of its research and scholarship. This Handbook sets out the procedures through which the Institute ensures that its programmes and other activities continue to attain the highest possible standards.
- 3 Principles underpinning quality assurance within the Institute are as follows:
 - there is always scope for further enhancing the experience of students, who come from increasingly diverse backgrounds;
 - there is an institutional responsibility for the quality and standards of the educational provision;
 - there is learner involvement, participation and regular formal feedback in programme development and monitoring;
 - programmes of study and quality assurance mechanisms are subject to national and international internal and external peer evaluation and review, involving consultation with learners and other stakeholders;
 - self-evaluation identifying strengths and weaknesses is undertaken; and,
 - results of the quality assurance process are published.
- 4 The aims of quality assurance are to affirm that the quality of educational provision and the standards of awards are being consistently maintained and to foster curriculum, subject and staff development, together with research and related activity, to underpin the delivery of the curriculum.
- 5 The Institute is committed to the Bologna Process and to the goals and timetable in the Berlin Communiqué. The Bologna Process was signed on 19 June 1999 by the Ministers of Education of 29 countries in Europe. The ultimate aim of the Bologna Process is to establish a European Higher Education Area by 2010 in

which staff and students can move with ease and have recognition of their qualifications. The Ministers in charge of Higher Education of almost all European states met in Berlin on 18 and 19 September 2003, to exchange views on progress made in the Bologna Process and decide on furthering the process. This resulted in the Berlin Communiqué and subsequently the Bergin Communiqué issued in 2005 following the Ministers' meeting there.

6 In 2004 Irish stakeholders established the Irish Higher Education Quality Network to:

- provide a forum for discussion of quality assurance issues amongst the principal national stakeholders involved in the quality assurance of higher education and training in Ireland
- provide a forum for the dissemination of best practice in quality assurance amongst practitioners and policy makers involved in the Irish higher education and training sector
- endeavour, where appropriate, to develop common national principles and approaches to quality assurance in Irish higher education and training.

The membership consists of the principal stakeholders - practitioners, policy makers and students - involved in quality assurance in Irish higher education and training, including the Dublin Institute of Technology.

The work of the Network takes place in the context of the implementation of the Irish Framework in which all of its members are involved. Furthermore, the Network reviewed the legislative requirements and procedures for quality assurance for the different institutions in the Irish higher education sector and in May 2005 identified a set of common underpinning principles of Good Practice. The principles are agreed by the Network as consonant with the legislative arrangements that govern quality assurance in the Irish Higher Education sector, and as conforming to the principles outlined in the Berlin Communiqué, and to the 'Standards and Guidelines for Quality Assurance in the European Higher Education Area', as developed by the European Network for Quality Assurance in Higher Education (ENQA), in co-operation with the European University Association (EUA), the European Association of Institutions in Higher Education (EURASHE) and the National Unions of Students in Europe

(ESIB) and as adopted by Ministers at Bergen in May 2005. The principles are available here: <http://www.iheqn.ie/fileupload/publications/File808en.doc>

ROLES AND RESPONSIBILITIES FOR THE ACHIEVEMENT OF EXCELLENCE

1 INTRODUCTION

The setting and achieving of appropriate academic standards or levels of quality are key issues in education. Academic quality in the Institute requires that the agreed aims, overall objectives and learning outcomes of educational programmes are consistently achieved. This requires the development among all Institute staff members of the desire to achieve the highest standards in all programmes offered by the Institute and to be recognised in this regard by peers, competitors, students, potential students and society in general.

Academic Council is responsible under the DIT Act (1992)¹, for developing, maintaining and enhancing academic standards and quality in all programmes of the Institute. Each College, comprising its staff and students, carries these responsibilities in respect of the taught and research programmes offered within that College.

To help deliver the highest possible quality of educational provision within the Institute, Academic Council has adopted the guidelines and procedures set out in this Handbook for the validation, approval, monitoring, review and general academic quality assurance and quality enhancement in respect of all programmes in the Institute, both those leading to DIT awards, and those leading to external awards. This Handbook encompasses the best practices in quality assurance developed in the Institute since the Academic Council was founded in 1970.

¹ Relevant extracts of this Act are given in Appendix 1

2 TEAMWORK FOR QUALITY ASSURANCE AND QUALITY ENHANCEMENT

Academic quality assurance and quality enhancement derive from a general spirit of service to our students and identification with the mission and aims of the Institute. In this respect, it is the aim of every member of the Institute. It can only be achieved by a partnership or team approach by members to all activities in the Institute. It also requires a partnership of trust and mutual interaction with other outside stakeholders, such as Government, trade unions, industry and society. Furthermore, the Institute is committed to the maximum devolution of responsibility in this regard to individual staff members, the School and the various cross-Institute committees and working parties. In particular, individual academic staff members have a central role, working in Programme Teams/Committees, to set academic quality standards, monitor performance and initiate action aimed at enhancement where required. This Handbook is available on the Institute website to all members of staff, in order to foster the fullest co-operation and trust between all the partners and assist in delivering the fundamental quality enhancement actions in a consistent way throughout the Institute. A copy of the Handbook is also placed in each College library.

This Handbook is a working document and is reviewed and updated periodically in the light of experience in implementing the procedures and feedback received from staff, students and others, for example external examiners and external panel members.² All members of the Institute are invited to recommend improvements in the Handbook arising from their experience. They can do so by informing their Head of Department/Assistant Head of School and/or Head of School/College Director and/or by writing to the Academic Registrar.

This Handbook should be read in conjunction with other Institute documents, including the [General Assessment Regulations](#)), and the [Regulations for Postgraduate Study by Research](#), all of which are also reviewed and updated periodically. Users of this Handbook who require further clarification or information should in the first instance

²Brief definitions of academic quality assurance and other terminology used are given in the Glossary of Terms at the front of this document.

consult their Assistant Head of School and/or Head of School and/or College Director, and then the Academic Registrar and/or the Director of Academic Affairs.

3 THE INSTITUTE'S MISSION

The Institute's Mission Statement clearly identifies DIT as a comprehensive higher education institution with a national and international role. The educational services provided include teaching, research, development and consultancy. Through these the Institute serves most particularly the students *pro tempore* of the Institute, but also society at large.

4 DELIVERY OF ACADEMIC QUALITY IN THE INSTITUTE

Each lecturer is responsible for delivering academic quality in all her/his activities, including taught programmes and research. Non-academic staff have responsibility for ensuring quality in other areas of DIT. The management and academic structures of the Institute are designed to guide, underpin and help each individual's work.

The group of lecturers working on a programme, the Programme Team, and their representative Programme Committee, are responsible for academic quality and quality assurance in the overall programme. Within the constraints of resources, for which the Institute's management team – Head of Department, Head of School, Head of Learning Development, Head of Research Strategy, Director of College and Directorate – is responsible, the Programme Team/Committee develops the academic vision, overall objectives and learning outcomes and future direction for a specific programme. The collaborative approach of the Programme Committee facilitates creative approaches to programme development and quality enhancement. The Programme Committee operates through co-operative approaches of considering alternatives and negotiation and compromise.

With regard to academic quality assurance and enhancement, the role of the Institute management – Directors, Heads of School and Assistant Heads of School / Heads of Department – is one of general academic leadership, supervision of the work of the

various Programme Teams/Committees, and resource allocation in the context of the Institute's mission. Institute management is committed to encouraging the development of academic excellence amongst the staff, including through a range of staff development initiatives. It is also committed to liaising with Programme Committees with a view to reaching a consensus on making appropriate use of finite resources. The Institute clearly acknowledges that without adequate resources to deliver the desired quality, a programme or programme module shall not be offered.

5 PROGRAMME TEAMS/COMMITTEES

Each Programme Team has responsibility, under the overall guidance of the Head of Department/ Assistant Head of School and the academic leadership and administration of the Head of School, for developing and operating the programme. The terms of reference of Programme Teams/ Committees are given in [Appendix 2 \(F 1.\)](#). The Programme Team generally includes all members of staff teaching on the programme. A smaller Programme Committee drawn from the membership of the Programme Team, and including student members, is formed to monitor and manage the day-to-day responsibilities of the Programme Team.

5.1 CHAIRPERSON OF PROGRAMME COMMITTEE

The Chairperson of the Programme Team, who also serves as Chairperson of the Programme Committee, is normally the Head of Department (or Assistant Head of School) or another member of staff nominated by the Programme Committee. She/he has the following broad duties and responsibilities:

- convening meetings of the Programme Team and Programme Committee and progressing their work
- reporting through the Head of Department (or Assistant Head of School) where appropriate decisions of the Programme Team/Committee to the School Forum and decisions of College Board to the Programme Team/Committee
- liaising with Heads of Department (or Assistant Heads of School) and Heads of School involved with the programme

- organising the quality assurance and enhancement procedures as set out in this Handbook, under the general guidance of the Head of School
- monitoring the implementation of the annual Quality Action Plan.

In a situation where the Chairperson of the Programme Committee is not in agreement with the Head of Department (or Assistant Head of School), the Head of School arbitrates and makes a decision. If this is not acceptable, the Director of the College makes a decision.

6 SCHOOLS AND DEPARTMENTS

The School is the key academic and administrative unit of the Institute. Each School is broadly discipline-based and, grouping the staff in that discipline, is responsible for all programmes and modules involving that discipline.

6.1 HEAD OF SCHOOL

The Head of School holds a core management post in the Institute with a range of duties and responsibilities including the following:

- reporting to the Director of the College
- providing formal written feedback immediately following meetings of the College Board to Chairs of Programme Committees in matters relating to the programme for which they have responsibility
- general academic leadership for the discipline area, including management of academic quality assurance and enhancement activities
- strategic planning and implementation
- overall management, administration and development of the School, including staff, assigned accommodation and other facilities
- membership *ex officio* of Programme Committees within the School
- budget holder
- providing the annual returns and annual report
- liaising with professional and other organisations

- Chairperson of the School Forum, School Executive, membership of College Executive and College Board
- College-wide duties assigned by the Director of College
- Institute-wide duties assigned by Academic Council or Directorate.

6.2 HEAD OF DEPARTMENT/ASSISTANT HEAD OF SCHOOL

Most schools are sub-divided into Departments, each with a Head of Department. Schools which are not sub-divided have a number of Assistant Heads of School at the same grade as Heads of Department. These posts are key line management posts in the Institute and their holders have broad duties and responsibilities including the following:

- reporting to the Head of School
- providing academic leadership in specialised areas
- organisation and administration of groups or suites of programmes, including quality assurance and enhancement activities assigned by the Head of School
- membership *ex officio* of Programme Committees within the Department or School
- preparing annual returns and annual report for the Department or section of School
- membership of the School Executive and the College Board
- School-wide duties assigned by the Head of School
- College-wide duties assigned by the Director of College
- Institute-wide duties assigned by Academic Council or Directorate.

6.3 STRUCTURED LECTURER/ASSISTANT HEAD OF DEPARTMENT

The holders of these posts have important management and supervisory functions within their department and have a range of duties and responsibilities including the following:

- a leading role in the academic direction of programmes including teaching, research academic assessment and academic administration

- carrying out assessment, monitoring and evaluation of examinations work, and providing an academic and consultative support to students in their learning activities
- providing academic input on existing and new programmes and programme development
- participating in committees appropriate to programmes and meetings convened by management
- participating in the development, implementation and maintenance of academic quality assurance arrangements.

6.4 SCHOOL FORUM/TEAM FORUM

The School Forum operates within the College structure of the Institute. It is generally composed of staff within a School and is responsible for implementing and administering relevant academic functions, including the quality assurance and enhancement procedures in a School. The terms of reference of the School Forum are set out in [Appendix 2 \(F 2\)](#). Team Forum fulfils a somewhat similar role in non-academic units of the Institute, relevant to the specific functions of such units.

7 COLLEGE AND COLLEGE BOARD

Each College is an academic and administrative grouping of cognate Schools and is headed by a Director.

7.1 DIRECTOR

The Director has broad duties and responsibilities within the College and across the Institute, which include the following:

- reporting to the Directorate
- general academic leadership
- strategic planning and implementation
- overall management, administration and development of staff, accommodation, facilities and budget of the College
- budget holder
- providing annual returns and annual report for the College
- liaison with professional and other external organisations
- chairperson of College Executive and College Board
- membership of Directorate
- *ex officio* membership of all committees within their College.

7.2 COLLEGE BOARD

The College Board is responsible for implementing the academic functions, including the quality assurance and enhancement procedures in a College. The terms of reference of the College Board are set out in [Appendix 2 \(F 3\)](#).

7.3 COLLEGE EXECUTIVE

The function of the College Executive is to serve as the management team of the College, with particular responsibility for the College budget and for the management of the staff and resources assigned to the College. The College Head of Research may be invited to attend College Executive meetings to address appropriate issues.

8 SENIOR LEADERSHIP TEAM

The Senior Leadership Team comprises the President and Directors of the Institute and is the senior management unit of the Institute. It has Institute-wide duties and responsibilities including the following:

- reporting to Governing Body
- strategic planning and implementation
- management, administration and development for staffing, accommodation, resources and other facilities
- budgeting
- annual returns and annual report
- liaison with external organizations.

9 ROLE OF THE PRESIDENT

The Third Schedule of the Institutes of Technology Act (2006) sets out the responsibilities of the President and includes that the President shall:

- manage and direct the carrying on by the Institute of its academic, administrative, financial, personnel and other activities and for this purposes have such powers as are necessary or expedient;
- report and be answerable to the Governing Body;
- be *ex officio* member and preside over any committee appointed by the Governing Body or established by Academic Council;
- preside at meetings of Academic Council;
- provide such information as may be required to the Comptroller and Auditor General or committee of one or both Houses of the Oireachtas regarding financial and other transactions, the economy and efficiencies of the Institute's use of resources, and the systems, procedures and practices in evaluating the effectiveness of the Institute's resources.

10 ROLE OF ACADEMIC COUNCIL IN RELATION TO ACADEMIC QUALITY ASSURANCE AND ENHANCEMENT

Within the commitment to continually develop and enhance programmes across the Institute, Academic Council is a statutory body, provision for which is made in the DIT Act. It is appointed by the Governing Body of the Institute to assist it in the planning, co-ordinating, developing and overseeing the academic work of the Institute and in protecting, maintaining and developing the academic standards of the programmes and other academic activities of the Institute.

Relevant extracts from *sections 5 and 11* of the Act are provided in [Appendix 1](#). This Handbook is approved by Academic Council and provides guidelines for staff in relation to the fulfillment of quality assurance and enhancement responsibilities in all programmes in the Institute.

11 COMMITTEES OF ACADEMIC COUNCIL

To assist it in exercising its general responsibilities, and in particular its academic quality assurance and enhancement functions, Academic Council delegates some of its functions to specialist committees which carry them out in accordance with clearly defined terms of reference. The committee structure of the Council is shown in Figure B on the following page and is explained below. The terms of reference for each committee are given in [Appendix 3](#). The term of office of each such committee is normally concurrent with that of the Academic Council.

Academic Quality Assurance Committee ([Appendix 3, AC 1](#))

The Academic Quality Assurance Committee is responsible for monitoring the implementation of the Institute's procedures for the validation, review and approval of programmes (undergraduate and postgraduate), as set out in this *Handbook for Academic Quality Enhancement*.

Graduate Research School Board ([Appendix 3, AC 2](#))

The Postgraduate Studies and Research Committee is responsible for developing, implementing and monitoring the Institute's research and development policies including the Institute's *Regulations for Postgraduate Study by Research*.

Learning, Teaching and Assessment Committee ([Appendix 3, AC 3](#))

The Learning, Teaching and Assessment Committee is responsible for advising on the development and enhancement of learning and teaching standards and practices within the Institute, including developing and monitoring the Institute's assessment procedures and regulations, the *General Assessment Regulations*.

Apprentice Education Committee ([Appendix 3, AC 4](#))

The Apprentice Education Committee is responsible for advising on matters relating to apprenticeship education.

Library Committee ([Appendix 3, AC 5](#))

The Library Committee is responsible for advising on, developing and monitoring policies on information storage and retrieval and other library issues within the Institute.

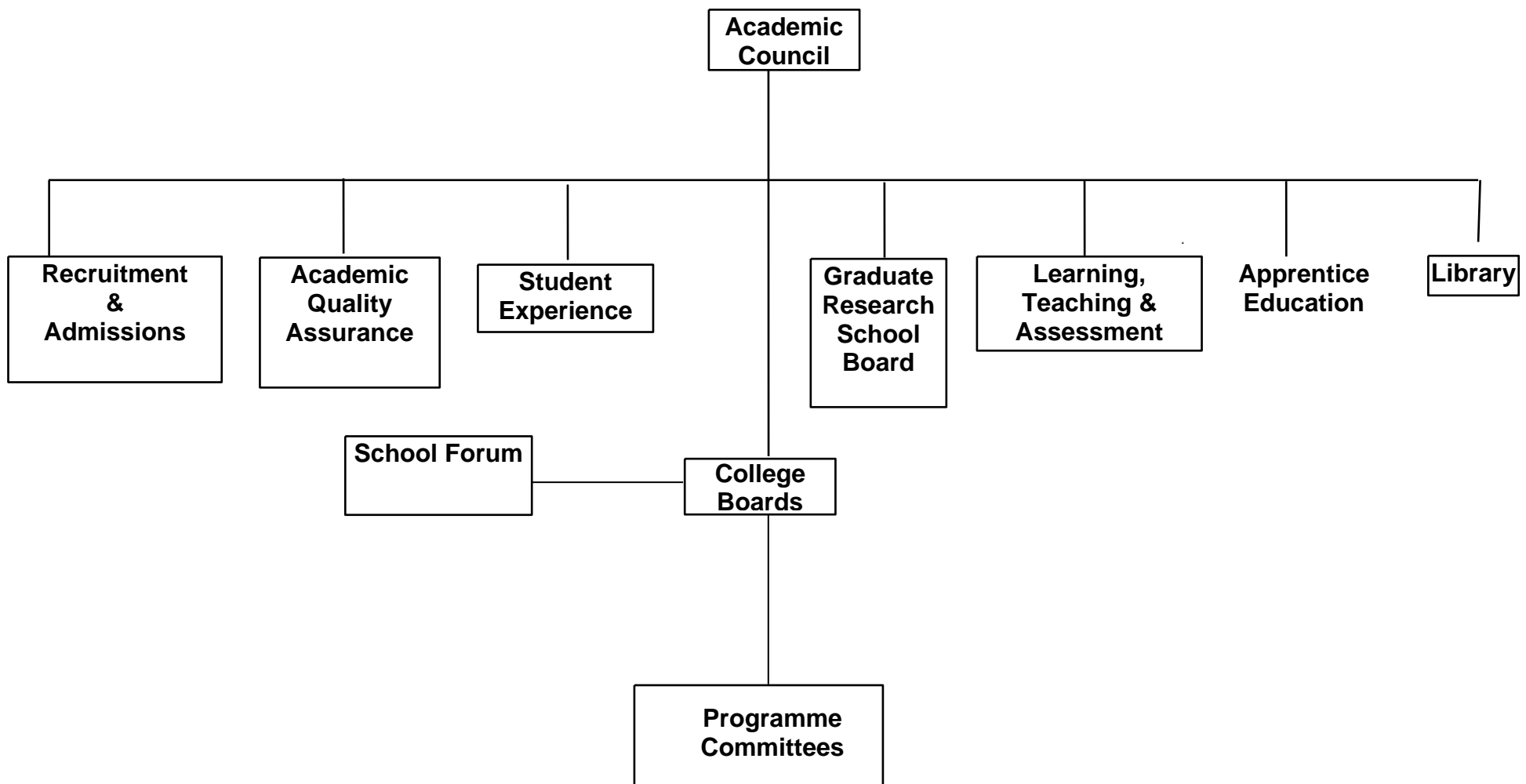


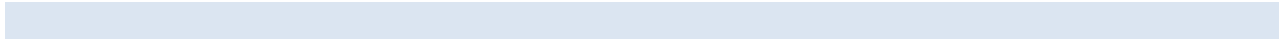
Figure B: The committee sub-structure of Academic Council

Recruitment & Admissions Committee ([Appendix 3, AC 6](#))

The Recruitment & Admissions Committee is responsible for monitoring and keeping under review the Institute's student admissions requirements and where appropriate for formulating proposals for enhancing student access, transfer and progression arrangements.

Student Experience ([Appendix 3, AC7](#))

The Student Experience Committee shall deal, at a strategic level, with non-academic issues relating to the DIT community and the student experience in DIT. It will advise on the implementation of measures for the development of a better student experience in DIT.



PART B

This Part of the Handbook sets out the procedures for the validation and approval of new full-time or part-time programmes of study leading to awards of the Institute, new modules, new Continuing Professional Development programmes, and delivery by distance/off-campus learning

[Chapter 1: Validation of a new full-time or part-time programme](#)

[Chapter 2: Validation of a new module](#)

[Chapter 3: Validation of new continuing professional development programme](#)

CHAPTER 1: VALIDATION OF A NEW PROGRAMME

Validation is the process whereby a new programme of study, initiated and designed within a School, undergoes scrutiny by internal and external peers before being considered for approval by Academic Council.

1.1 INTRODUCTION

The general purpose of the Institute's programme planning and validation process for a new major award is to ensure that:

- the programme is consistent with the College's Development Plan and with the existing policies and Strategic Plan of the Institute;
- the programme satisfies a market niche and that its learning outcomes meet the requirements of industry / community and/or the professions and/or other needs;
- the academic standards of the programme are appropriate given the programme level and the award it carries, and that the programme is comparable with similar programmes elsewhere in Ireland and internationally;
- there are sufficient resources and facilities available to run the programme as described in the Programme Document;
- the requirements of the [QQI](#) in relation to access, transfer and progression, learning outcomes and standards are met.

1.2 PROGRAMME PROPOSAL

For new programmes leading to a major award, a [Q1A form](#) is required under the Institute's quality enhancement procedures. At that stage, there is an opportunity to evaluate programme proposals under the three headings: academic, strategic and resources:

- **Academic:** evaluates the academic content, relevance and curriculum design in the context of the school/department involved in the process,
- **Strategic:** evaluates the proposal in terms of the Institute's Operational Programme and the College strategy,
- **Resources:** evaluates the proposal in terms of space, cost and staffing issues [in particular academic and technical] and other resources.

Pre-Q1 process:

In order to capture these three dimensions, the College Executive uses a pre-Q1A process. Using the broad headings of the [Q1A form](#), the Head of School (with the Assistant Head of School/Head of Department, as appropriate) will make a presentation to the College Executive on all new proposed programmes. The presentation will, in effect, be a defence of the proposed programme under the headings: academic, strategic and resources. It shall comprise:

1. *Evidence of positioning and demand at national, international, sectoral and strategic level*, to include *inter alia* identification of the target population and recruitment numbers, employment and further academic opportunities, competitors, complementarities with other School/College programmes, unique selling points (usp), contribution to reputation.
2. *Evidence of capacity in terms of the intellectual and resource capacity of the School/College*, to include *inter alia*, research and scholarship (e.g. publications, performance, exhibition, consultancy, other knowledge transfer activities) underpinning the new programme, level of inter-disciplinarity and engagement, space and equipment, budget and financial, personnel (academic, administrative and technical) and staff development requirements.

In the context of the Institute seeking to encourage inter-College and inter-disciplinary/inter-School synergies, the pre-Q1 process facilitates the consideration by the College Executive of any proposed collaborations. Commitments or undertakings in this regard by other Schools or Colleges should also be considered by the College Executive(s).

1.3 NEW MAJOR AWARD PROGRAMME PROPOSAL

1.3.1 Q1A PROCESS

A new major award programme proposal may be initiated by one or more staff members. All such proposals approved by the Senior Leadership Team are included in the Institute's Operational Plan, prepared by the Senior Leadership Team and submitted to the Higher Education Authority. Each such proposal must have outline programme

planning approval, through completion and approval of the new programme proposal form ([form Q1A](#)) before proceeding to validation. The new programme proposal form ([Q1A](#)) requires the following information:

- details of the proposing College (or Academic Affairs where appropriate), Head of School, Assistant Head of School/Head of Department responsible and any other Colleges involved in the proposal;
- the title of the proposed programme, mode of study and duration, whether modular in structure, whether it replaces an existing programme, classifications of the award, awards from other bodies or if there is a professional/external accrediting body;
- If it is proposed that the programme will be delivered off-campus or by distance education that there is parity between students studying on-campus with respect to quality of learning experiences and outcomes, quality of learning and resource materials provided, quality of academic and administrative support services for students.
- demand for the programme, including market surveys undertaken to establish demand and to identify target groups.
- arrangements for access, transfer and progression opportunities in accordance with Institute and national requirements, such as, admission and transfer details, including planned student numbers in each year of the programme, minimum entry requirements for year one and requirements to allow advanced entry into the programme in subsequent years;
- arrangements for recognition of prior learning in relation to entry and exemptions
- summary programme description, including programme aims, learning outcomes, learning and teaching methods, main subjects and summary of contact hours per week and estimated unit cost figures;
- resource implications for the new programme, in the context of schools and their competing needs, such as accommodation and equipment required along with costs of additional requirements, and academic staff requirements including any new appointments; additional administrative / support and/or technical staff needs should also be provided as well as new library resources.

1.3.2 CONSIDERATION OF PROPOSAL BY COLLEGE BOARD

The new programme proposal form, once completed by the proposers and endorsed and supported by the College Executive, is then forwarded to the relevant College Board which evaluates the proposal in the context of the College's Development Plan. If the Board approves the proposal the College Director endorses the proposal, signs the form and forwards the proposal to the Senior Leadership Team along with the observations of the College Board.

1.3.3 CONSIDERATION OF PROPOSAL BY SENIOR LEADERSHIP TEAM

The primary role of the Senior Leadership Team at this stage is to ensure that the proposal is consistent with the policy and Strategic Plan of the Institute, that adequate infrastructural, physical, staff and other resources are available or can be provided to support the proposed programme and that there is no inappropriate duplication of programme content and/or title within the Institute. The Senior Leadership Team may approve the programme proposal with or without conditions, or it may reject the proposal. It advises the College Board and the Quality Assurance and Academic Programme Records Office of its decision on the proposed programme. A copy of the proposal is forwarded to the Quality Assurance and Academic Programme Records Office. Details of proposed new programmes leading to a major award are included in the Institute's operational plan which is submitted annually to the [HEA](#).

1.4 PROGRAMME DEVELOPMENT

1.4.1 TIMETABLE FOR THE VALIDATION PROCESS

The validation process should be initiated sufficiently well in advance of the proposed starting date of the new programme to allow time for the validation procedure to be carried out in accordance with the procedures set out below and in line with the Code of Practice ([see Appendix 7](#)) in relation to validation and review events. Schools should be cognisant of the deadline dates for the recruitment of students e.g. CAO deadlines. Figure One below summarises the procedures to be completed in the validation process.

Summary of Programme Validation

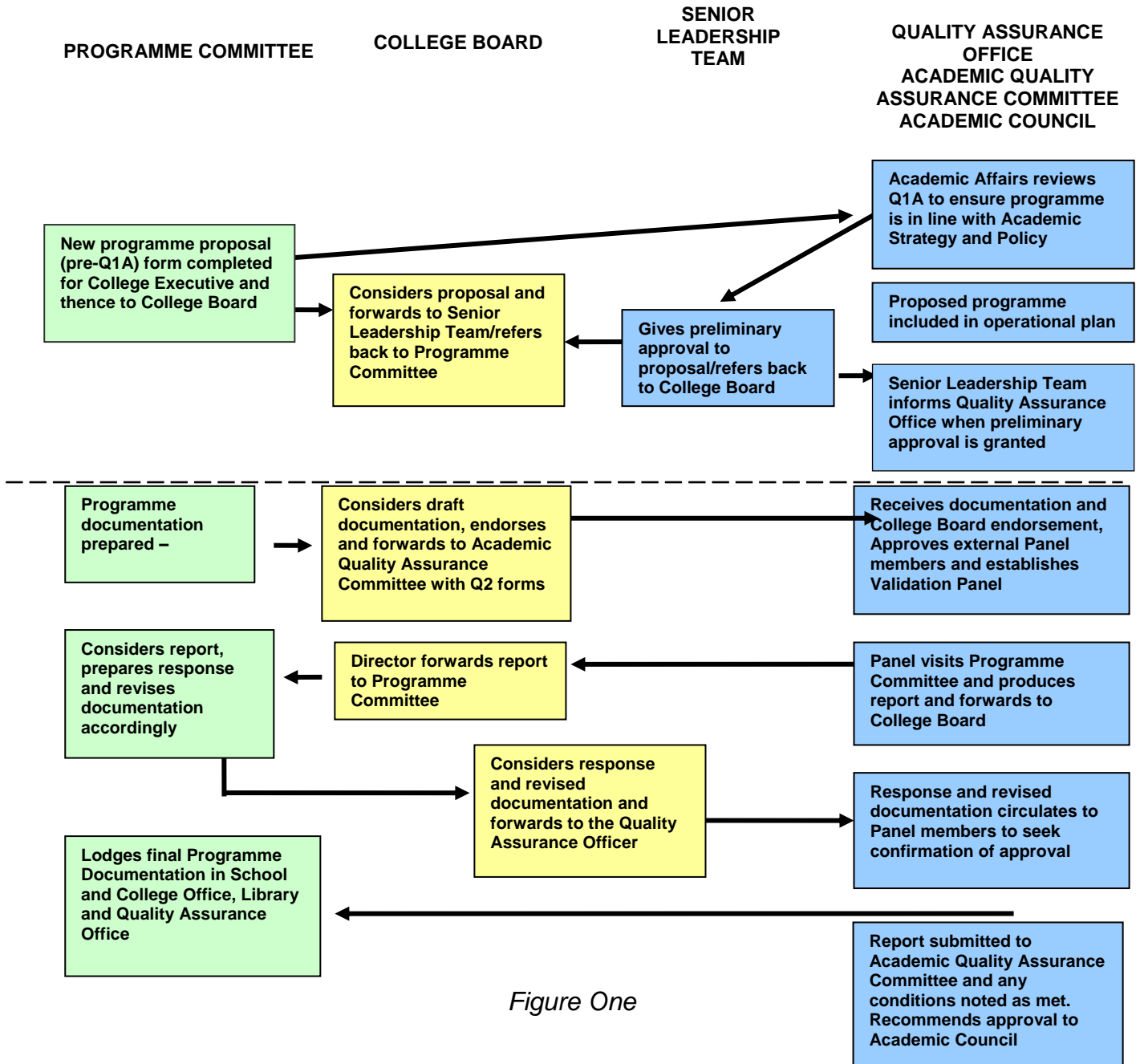


Figure One

1.4.2 DEVELOPMENT OF THE PROPOSAL AND CONSIDERATION BY THE COLLEGE BOARD

Once outline programme planning approval is given, the College Board may then through the School Executive give approval to the establishment of a planning Programme Committee, under a nominated Chairperson, to draft the programme documentation for the purpose of submitting it to the validation process.

1.4.3 CURRICULUM DESIGN

In drafting programme documentation, the Programme Committee should engage with the Learning, Teaching and Technology Centre for guidance on curriculum design (<http://www.dit.ie/lttc/media/ditlttc/documents/lttcresources/Resource%20Pack%20Curriculum%20Design%20COC2008-1.pdf>). Tailored workshops on curriculum design are available through the Learning, Teaching and Technology Centre. The Programme Committee should also draw upon expertise within the College and the Institute as a whole and may call on expertise from outside the Institute where considered appropriate. It should refer to sections [G1](#) and [G2](#) of [Appendix 4](#) and should prepare documentation in accordance with section [G3](#), [G6](#) and [G8](#) of [Appendix 4](#).

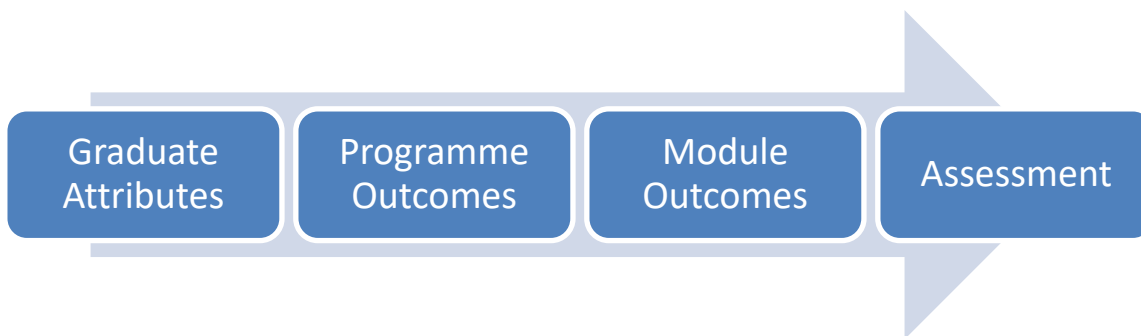
All Institute programmes are aligned to the National Framework of Qualifications (NFQ) (<http://www.nfq.ie/nfq/en/>) which is a system of ten levels under which the DIT makes awards from levels 6 to 10 inclusive. Each level is based on nationally agreed standards of knowledge, skill and competencies i.e. what an individual is expected to know, understand and be able to do following successful completion of a process of learning. This hierarchical structure gives the learner the freedom to build their qualifications in ways that suit their needs. In an outcome based curriculum design process the focus is on the learning outcomes rather than the curriculum content. The NFQ includes classes or categories of awards. These reflect a mix of standards of knowledge, skill and competence.

There are four classes of award-types:

- **Major** awards are the main class of award made at a level. There are 16 major awards in the Framework each with an award type descriptor. DIT currently awards 7 of these type of awards: Higher Certificate (Level 6), Ordinary Degree

(Level 7), Honours Degree (Level 8), Higher Diploma (Level 8), Postgraduate Diploma (Level 9), Masters (Level 9) and Doctoral (Level 10).

- **Minor** awards provide recognition for learners who achieve a range of learning outcomes but not the specific combination of learning outcomes required for a major award. These awards allow learners to build up units of learning at their own pace to meet their own needs. ([For validation procedures see Chapter 3](#))
- **Special-purpose** awards are made for very specific purposes. ([For validation procedures see Chapter 3](#))
- **Supplemental** awards are for learning which is additional to any of their previous awards. They could, for example, relate to updating and refreshing knowledge or skills, or to continuing professional development ([For validation procedures see Chapter 3](#))



1.4.3.1 GRADUATE ATTRIBUTES

During the first stage of programme design, academics in consultation with key stakeholders determine both the discipline specific and transferable skills, qualities and understandings that should be acquired by students during their studies. These graduate attributes should take account of the Institute's strategic plan (<http://www.dit.ie/about/strategicplan/>) and the national framework of qualifications (www.nfq.ie).

1.4.3.2 LEARNING OUTCOMES

In the second stage of programme design, programme learning outcomes are defined that will achieve the agreed graduate attributes for the programme. The overall programme learning outcomes (<http://www.dit.ie/lttc/media/ditlttc/documents/Microsoft%20Word%20-%20LearningOutcomesGuide.pdf>) determine what content needs to be covered and therefore determine what individual modules will make up the programme. The broad programme outcomes define the context for the individual modules. Each module should have its own module learning outcomes which are constructively aligned to the programme learning outcomes. (For more details on designing modules see [Chapter 2: Validation of a New Module](#))

1.4.3.2 ASSESSMENT

When the module learning outcomes have been devised it is then possible to choose appropriate assessment methods and defining the assessment criteria that will be used to grade the level of achievement. Programme Committee are advised to refer to the Institute's Assessment Handbook (http://www.dit.ie/lttc/media/ditlttc/documents/assessment_toolkitv_07_04_2008.pdf) and assessment strategy checklist (Appendix G10). All assessments and procedures must adhere to the General Assessment Regulations (<http://www.dit.ie/services/qualityassuranceandacademicprogrammerecords/student-assessment-regulations/>) of the Institute.

Arrangements if applicable for assessment of prior learning for the purpose of exemption from a module or from elements of modules should be outlined together with the assessment criteria applied.

Any other regulations in respect of individual programmes should be included in the approved programme document.

Applications for derogation from the [General Assessment Regulations](#) must be clearly indicated in the programme document.

1.4.3.3 LEARNING AND TEACHING METHODS

When module learning outcomes are defined consideration should be given to the variety of learning and teaching methods that could be used across the programme and in specific modules to facilitate the student in achieving the agreed graduate attributes and learning outcomes.

1.4.3.4 DELIVERY BY DISTANCE LEARNING

Where a new programme of study is to be delivered by distance learning (this may or may not be online) the intention should be included at the development stage of the process to facilitate parity between students studying on-campus and those studying off-campus with respect to:

- quality of learning experiences and outcomes
- quality of learning and resource materials provided
- quality of academic and administrative support services for students.

The quality of the distance learner's experience should be equivalent to that of the campus-based student, although it is unlikely to be identical. It is important that programme teams consult the Institute's Learning, Teaching and Technology Centre while they are developing their proposal. Effective student support is essential in assuring the quality of the student experience for the distance learner. Prior to offering programmes of study by distance learning a School should design and test its system for administration and for teaching students at a distance and plan for contingencies in order to meet its stated aims in terms of academic quality and standards.

1.5 RECOGNITION OF PRIOR LEARNING

Essentially recognition of prior learning involves relating prior learning to the intended learning outcomes of a module, to a module element, or to set of modules and granting the appropriate number of credits and / or module exemptions in cases of successful applications.

In some cases it may be appropriate to award a grade based on RPL, and where this practice is used, the criteria, process and recording mechanisms should be explicit in the programme document.

To ensure quality enhanced RPL practices at programme level cognisance should be taken in validation and review processes of the DIT policies and procedures for RPL approved by Academic Council in June 2008. (http://dit.ie/intranet/media/intranet/recognitionofpriorlearning/DITRPLpolicyandprocedure_sreviseddocforACJune08final.pdf) and RPL Policy and Practice Guide for DIT Staff, 2010 (http://dit.ie/intranet/media/intranet/recognitionofpriorlearning/DIT_BOOK_2_JULYREVIS E.pdf)

1.6 COLLABORATIVE PROVISION

Programmes may be designed for collaborative or franchised provision leading to DIT awards, Joint Awards or Dual Awards. Programme documents for collaboratively provided programmes should include details on the rights and entitlements of learners by each partner and the role and responsibilities of each partner. Programme teams should discuss the programme documentation and validation requirements with the Quality Assurance Officer at an early stage of the programme design.

1.7 PROGRAMME DOCUMENTATION

Programme documentation consists of the Sample Student Handbooks for each stage of the programme, and where applicable Work Placement Handbook and Supporting Information (templates for these documents are included in [G6](#), [G8](#) and [G3](#)) and samples of the distance/off-campus learning materials for consideration if applicable. Programme Committees are encouraged to seek advice from the College Head of Learning Development, Quality Assurance Officers and staff from the Learning, Teaching and Technology Centre at an early stage in this process, to ensure compliance with Institute

and NFQ requirements, in relation to such matters as access, transfer and progression and learning outcomes, for example. The draft documentation is then submitted to the relevant School Executive for endorsement and then to the College Board for consideration.

1.7.1 CONSIDERATION OF PROGRAMME DOCUMENTATION BY COLLEGE BOARD

The College Board, generally through a sub-committee, reviews the documentation to assess whether it is appropriate for submission to a Validation Panel and whether it meets the requirements of an external body where necessary. The College Board may interact with the School and the Programme Committee to discuss the documentation, may approve the programme documentation or it may advise that further work is necessary before it is forwarded to the Academic Quality Assurance Committee. Without this detailed consideration and approval of the documentation by the College Board, the proposal cannot proceed to validation.

When the College Board approves the documentation for major awards it forwards a minimum of six copies to the Academic Quality Assurance Committee, along with four or more nominations ([form Q2a](#)) for external Panel members ([see paragraph 1.8.1](#) below), which are signed by the College Director.

1.8 MAJOR AWARD PROGRAMME VALIDATION

Validation is carried out by a Validation Panel which is required to make an impartial judgement on the standards, content, relevance and curriculum design, staff levels, resources and other matters of the proposed programme, and its comparability with other programmes elsewhere in Ireland and internationally. In order to inform its judgement the Validation Panel visits the College to consider the documentation and undertakes a series of meetings ([see paragraph 1.8.4](#)).

1.8.1 COMPOSITION OF MAJOR AWARD VALIDATION PANEL

For major awards, the Academic Quality Assurance Committee, on behalf of Academic Council, is responsible for constituting the Validation Panel. The Validation Panel should

include members familiar with current practice and developments in the relevant discipline. It is also desirable that members be chosen who are experienced in industry, commerce, the public sector, the community and voluntary sector, or the relevant profession, and/or possess an understanding of learning, teaching and examination/assessment work in third level education, and/or be familiar with the Institute or with similar institutions and have an awareness of the general requirements for academic awards at the level proposed for the new programme. The Institute aims to ensure gender balance where possible and appropriate.

Typically, the Validation Panel for a major award comprises of the following:

At least three persons nominated by the Academic Quality Assurance Committee including a chairperson, generally a senior academic from a College not involved in offering the programme. At least two external members are selected from the Institute's listing of external reviewers or, where this listing is not sufficient, College Board should nominate at least twice the number of reviewers required and Academic Quality Assurance Committee selects as appropriate. Normally one of the external nominees appointed should be a senior academic in the discipline and one should be a senior professional, industrial, or community and voluntary sector in the discipline or related discipline.

It is the responsibility of the School / College to ensure that nominated external panel members are able to act in an independent manner, free of influence from the School/College under review. They should be able to engage in the process without any conflict of interest or perception of any conflict of interest. For example, external Panel members should not be or have been for a period of at least five years, an external examiner for any programme in the School involved in offering the programme, a member of staff of the Institute, and they should not normally have worked collaboratively with the School / College during that time. At least one of the external members should be drawn from the wider geographical area. Potential panel members will be requested to declare potential conflict of interest prior to accepting appointment.

A Quality Assurance Officer is responsible for co-ordinating the event, advising the Panel on matters of Institute regulation and requirements and bringing forward the Panel's report.

1.8.2 PREPARATION FOR VALIDATION EVENT

The Quality Assurance and Academic Programme Records Office sets in train the validation process by contacting Panel members and arranging a suitable date for the validation event, in consultation with the College Director. At least one month before the agreed date for the event, the Quality Assurance and Academic Programme Records Office forwards the programme documentation along with an outline timetable for the event, panel membership list and general briefing notes on the role and function of the panel (set out in [section G4 of Appendix 4](#)), to panel members and to the College Director.

1.8.3 PREPARATION WITHIN COLLEGE AND SCHOOL FOR VALIDATION EVENT

The Chairperson of the planning Programme Committee undertakes the following duties in preparation for the validation event:

- ensures that copies of the programme documentation are distributed to the members of the planning Programme Committee and other staff members involved with the programme, in adequate time prior to the validation event;
- ensures that members of the planning Programme Committee have copies of all briefing documents which have been sent to the Validation Panel;
- organises meetings of the planning Programme Committee and other teaching staff who may be associated with the programme, to discuss the documentation and to prepare to present the programme and the documentation in the clearest possible way to the Validation Panel;
- invites members of the planning Programme Committee and other teaching staff associated with the programme, as well as appropriate graduates, students and key stakeholders to participate in and contribute to the validation event.

The Head of School ensures that relevant staff including those from collaborating Schools and Colleges attend the validation event, as required.

1.8.4 VALIDATION EVENT

A typical schedule for a major validation event is given in section [G5 of Appendix 4](#). The Validation Panel may, if considered appropriate, divide into sub-groups in order to facilitate its work. The discussions at the meetings of the Validation Panel are strictly confidential. The Panel Chairperson is responsible for clarifying the aims of the validation event to the members of the Panel, for guiding the discussion and for summarising the conclusions reached by the Panel. The Panel Chairperson should strive to ensure that the validation event is conducted in a constructive and helpful manner and that an objective outcome is achieved.

On the day of the event the Validation Panel meets with the College Director and/or other senior staff of the College/School with management responsibility for the programme, together with representatives of collaborating Schools/Colleges, members of the programme management and staff teaching on the programme. In some cases, where the programme has been developed from an existing programme, the Panel will meet with a group of past and or/current students from that programme. The event will also include a site visit to the facilities available for the programme. At the conclusion of the event, the Panel will consider the recommendations it wishes to make in relation to the programme and will present its findings orally to the College Director, Head of School, Chair of the Programme Committee and other relevant staff.

1.8.5 KEY ISSUES ADDRESSED BY THE VALIDATION PANEL

The Validation Panel broadly addresses the following key questions:

- What is the market demand and need for the programme?
- Are the aims, objectives and learning outcomes of the programme well-founded and clearly formulated?
- Are the entry requirements clear and appropriate?
- Are the arrangements for access, transfer and progression in accordance with Institute and NFQ?
- Does the programme adhere to Institute and national policies and requirements.
- Are the programme learning outcomes at the appropriate level as set out by the NFQ requirements?

- Do the individual modules 'add up' to a coherent programme?
- Will the accumulation of the module learning outcomes result in the attainment of the programme learning outcomes?
- Is there appropriate use of student-centred learning, teaching and assessment strategies which recognise the needs of diverse student groups?
- Do the curricula and teaching schemes in each module descriptor give realisable substance to the module's aims, objectives and learning outcomes?
- Are the assessment methods and criteria aligned to the learning outcomes in each module?
- Is there parity between off-campus/on-campus delivery (if applicable) ?
- Are the roles and responsibilities of each partner clearly specified (if applicable)?

A detailed checklist of typical issues addressed in the deliberations of the Validation Panel is provided in section [G4 of Appendix 4](#).

1.8.6 THE VALIDATION REPORT

At the end of the validation event, the Chairperson of the Validation Panel normally makes an oral presentation of its findings and conclusions to the Director, Head of School, Assistant Head of School/Head of Department and Chairperson of the planning Programme Committee. This presentation may indicate a recommendation for approval or rejection of the proposal; it may make suggestions for modifying the programme and may outline special conditions for approval. The Validation Panel prepares a written report, preferably on the day of the event, following the format of the programme validation/review report template in form [Q3 in Appendix 5](#). The Panel members consider the report and amend as appropriate, and each member signs the report before it is forwarded by the Quality Assurance and Academic Programme Records Office to the College Director for the attention of the College Board.

The report of the Validation Panel is the academic judgement of a peer group on the academic standard and quality of the programme. It confirms to the Institute the standard of the programme in a publicly accountable manner. When the report of the Validation Panel is issued, the Quality Assurance Officer forwards the report to the

planning Programme Committee, Head of School and College Director seeking a formal response.

The response is agreed with the Head of School and forwarded to the College Board. The response and forwarded with observations and the finalised programme documentation to the Quality Assurance Officer. The Quality Assurance Officer circulates the response and finalised programme documentation to the Panel who confirms that the conditions laid down by the Panel have been satisfactorily addressed in the revised programme documentation. Only when the response of the Programme Committee has been received will the Quality Assurance Office forward the report together with the response to the College Board and to Academic Quality Assurance Committee for approval. Once the report and response have been approved by the Academic Quality Assurance Committee a summary report of the Validation Panel and observations of the Academic Quality Assurance Committee will be forwarded for approval to the Academic Council.

When the above process is completed, a programme code is issued and a Certificate of Approval signed by the Director of Academic Affairs and Registrar (form Q4 in Appendix 5) is issued by the Quality Assurance and Academic Programme Records Office to the School offering the new programme. Copies are also sent to the Chairperson of the planning Programme Committee and the College Director. The Head of School or nominee then notifies the Admissions Officer and ensures that the requisite details about the new programme are included in the relevant prospecti, public advertisements and other publications.

Under the provisions of the Qualifications (Education & Training) Act, 1999, the report of the Validation Panel and the School's response to that report in respect of the proposed programme are published on the Institute's website.

Programmes leading to major awards may only proceed when validated by Academic Council and sanctioned by the Higher Education Authority, having already been included in the Operational Programme submitted by the Institute to the Department.

1.9 APPROVED PROGRAMME DOCUMENT

The approved Programme Document consists of the revised and up-dated [Student Handbook](#) and [Work placement Handbook](#) (if applicable). Copies should be lodged with the College Librarian as a printed document or published on the Institute's web-site.

The Head of School must ensure that the Student Handbook is made available to every student on commencement of the programme either as a printed document or published on the Institute's web-site. The Head of School must ensure that the Institute's information systems are updated to include the approved programme documentation prior to the commencement of the applicable year of study.

Generally the planning Programme Committee acts as the Programme Committee for the first academic year of the operation of the programme. During that year the Programme Committee co-opts student representative(s) into membership. Towards the end of that year the Programme Team can assemble and select the required members of the Programme Committee as detailed in [Chapter 4](#).

CHAPTER 2: VALIDATION OF A NEW MODULE

This chapter outlines the procedures for the validation and approval of a new module/modules.

2.1 GENERAL PRINCIPLES APPLYING TO MODULES

2.1.1 A programme of study is an approved, academically coherent and integrated series of modules leading, on successful completion, to a named major award of the Institute which is linked to a level within the National Qualifications Framework.

2.1.2 A programme pathway is the specification of core, optional and elective modules which defines a programme of study and leads to an award approved by the Institute. Each programme normally comprises a number of stages, at the completion of which a formal decision is taken with regard to progression to the next stage or on the award of the qualification. Each stage, consists of modules amounting to 60 ECTS credits.

2.1.3 All modules and programmes of study must be approved by the College Board and by the Academic Council, as appropriate, before they are advertised and before any students may be admitted and registered for same.

2.1.4 A module comprises a set of learning outcomes and which generates a single student mark or grade on completion. Specified assessments should be aligned to the module learning outcomes.

2.1.5 Module credit values shall be expressed normally in multiples of 5 ECTS credits, up to a maximum of 20 credits, except for theses, dissertations and work placement modules, unless otherwise approved by Academic Council.

2.1.6 There shall be a Module Descriptor for every module approved by the Academic Council and it shall be formulated according to the approved specification ([Appendix 8 – M1](#)).

2.1.7 Modules are categorised by their function in a programme of study, as being core, optional or elective.

2.1.8 Modules may be approved that are not part of a programme of study but may be offered as optional or elective modules on a number of programmes.

2.1.8 Modules may be approved as CPD Certificates or Diplomas as specified in Chapter 3 Validation of a CPD Programme

2.2 DEVELOPMENT OF A NEW MODULE

When a new module is proposed to replace an existing module within an existing programme, the procedures are detailed in [Chapter 7](#): Programme Modifications. When an addition module (core, optional or elective) is being proposed on one or more programmes, this proposal may be initiated by staff members by completing the Programme Amendment Template [\(M3\)](#) and [Module Descriptor Template \(in Appendix 8\)](#). This is then submitted together with any other supporting documentation through the relevant School Executive to the College Executive and then to College Board.

2.3 VALIDATION OF A NEW MODULE

Each College Board may establish a sub-committee to consider new modules. This sub-committee considers the proposal, together with external feedback received and may approve the new module, having regard to the demand, resource issues and to the Institute's quality assurance procedures and standards outlined in [Chapter 1](#) of this section.

2.3.1 The content, relevance, curriculum design, delivery mechanisms, student assessment procedures, and arrangements for work-based learning, for example, will be specified in the Module Descriptor. Credit ratings based on and compatible with the European Credit Transfer System (ECTS) will be assigned in accordance with learning hours (where 1 ECTS equals 20 learning hours) and in accordance with the above specification.

2.4 APPROVAL OF A NEW MODULE

On successful completion of the validation the chairperson/convenor of the Sub-committee notifies the Assistant Head of School/Head of Department, Head of School and College Director of the recommendation of approval. Subsequently, the College

Board forwards notification of this approval to the Academic Quality Assurance Committee, in order to seek ratification from Academic Council.

2.5 IS SYSTEMS NOTIFICATION

The Head of School or nominee ensures that the new module is inputted onto the Institute's information systems and that it is linked to the appropriate programmes.

CHAPTER 3: VALIDATION OF A NEW CONTINUING PROFESSIONAL DEVELOPMENT PROGRAMME/COURSE

This chapter outlines the procedures for the validation and approval of new continuing professional development programmes/courses leading to CPD awards of the Institute.

These may be categorised as:

- **CPD Certificate awards**
- **CPD Diploma awards**

Each award is further categorised as either a minor, special purpose or supplementary award type.

3.1 GENERAL PRINCIPLES APPLYING TO CPD PROGRAMMES/COURSES

3.1.1 It is a feature of the Institute's provision that a range of Continuing Professional Development (CPD) programmes/courses are offered either through its Schools and Colleges. Broadly, these are continuing education or professional programmes/courses, or programmes/courses specifically organised for industry, commerce and business. Some such programmes arise from requests from external organisations, and the syllabuses may be determined by those external bodies, by the Institute itself or by a combination of both. Others arise from situations in which the Institute is an approved or accredited centre to run the programmes and may be requested to provide certification. Because of their value in enhancing the Institute's links with industry, commerce, business, the professions and professional bodies, and because they are an important element of the Institute's lifelong learning provision and service to society, the Institute encourages and supports the development of such programmes, where appropriate.

3.1.2 In terms of content and delivery such programmes are likely to have a more vocational orientation – less academic with a greater practice bias – than is generally the case with the Institute's traditional programme portfolio. In this context the titles of practice-based programmes are differentiated from existing academic award titles.

3.1.3 MINOR AWARD-TYPES provide recognition for learners who achieve a range of learning outcomes, but not the specific combination of learning outcomes required for a major award. This recognition will have relevance in its own right.

3.1.4 SPECIAL-PURPOSE AWARD-TYPES are made for specific, relatively narrow, purposes — for example, the Safe Pass certification of competence in health and safety in the construction industry

3.1.5 SUPPLEMENTAL AWARD-TYPES are for learning which is additional to a previous award. They could, for example, relate to updating and refreshing knowledge or skills, or to continuing professional development

3.1.6 The quality assurance and enhancement principles in this Handbook apply equally to CPD programmes as to longer part-time and full-time programmes.

3.2 TIMETABLE FOR THE PROCESS

To enable a programme to be developed and offered within a short timescale, the procedures for the validation of CPD programmes are a simplified version of those outlined in [Chapter 1](#). The design and planning of these practice-based programmes often occur in a competitive environment as outlined in [paragraph 2.1](#) and must be implemented within a relatively short time frame. The validation procedures are designed to be responsive to these needs. Notwithstanding this, the Institute's quality assurance procedures will not be compromised although appropriate adjustment may be necessary.

3.3 APPROVAL OF EXISTING MODULES AS CPD AWARDS

Schools who wish to seek approval of previously approved modules, which may be delivered as part of major, supplementary or special purpose awards as CPD awards should submit to College Board form [M4: Proposal to Validate Existing Modules as Continuing Professional Development Minor Award](#). Subsequently, the College Board forwards notification of this approval to the Academic Quality Assurance Committee, in order to seek ratification from Academic Council.

3.4 PRELIMINARY PROGRAMME/COURSE PROPOSAL

A proposal for a new CPD programme/course may be initiated by staff members or an informal Programme Committee perhaps working in conjunction with the external body, by completing a preliminary Continuing Professional Development programme proposal form ([Short Course/Programme proposal Form Q1A in Appendix 5](#)). This is then submitted together with the programme document ([G3, Appendix 4](#)) and any other support documentation through the relevant School Executive to the College Executive and College Board. For CPD Programmes which have been designed for collaborative or franchised delivery, the Q1B form should also be submitted to SLT for approval.

3.5 VALIDATION OF A CPD CERTIFICATE PROGRAMME/COURSE

3.5.1 A CPD Certificate programme (sometimes referred to as a *Short Course*) is defined as one with, typically, no more than three contact hours per week throughout the academic year or less than approximately 90 contact hours total in the year. There would normally be a maximum credit of 10 ECTS assigned to such programmes. At present, Continuing Professional Development Certificate programmes within the Institute include the following:

- those which have examinations and in which the successful participants receive an award at an appropriate level with the appropriate ECTS credits;
- those which are examined with a view to facilitating credit or exemptions towards other awards of DIT and/or external academic professional bodies.

All Continuing Professional Development programmes should be placed at an appropriate level on the National Framework of Qualifications and have credit ratings compatible with the European Credit Transfer System (ECTS). Some Continuing Professional Development courses may contribute to a DIT award of an appropriate level.

3.5.2 Each College Board has a permanent sub-committee established to consider issues regarding CPD programmes/courses and it acts as a Validation Panel for CPD Certificate courses. This sub-committee is appointed by the College Board and includes one Head of School or Assistant Head of School/Head of Department, who shall be nominated by the College Board as convenor and Chairperson, relevant Head of Learning Development, and one academic representative from each School within the College. A representative of the Quality Assurance Office may be co-opted as appropriate. External subject experts may be appointed to the sub-committee as appropriate

This Validation Panel considers the programme proposal that is the Q1B form and the programme documentation, and makes a recommendation to College Board to approve the Continuing Professional Development programme having regard to the market demand, resource issues and the Institute's quality assurance procedures and standards outlined in [Chapter 1](#) of this section.

On successful completion of the validation the chairperson/convenor of the Validation Panel notifies the Head of School and College Director of the recommendation of approval. Subsequently, the College Board forwards notification of this approval to the Academic Quality Assurance Committee, in order to seek ratification from Academic Council.

3.6 VALIDATION OF A CPD DIPLOMA PROGRAMME

3.6.1 A CPD Diploma may develop in a similar way as that outlined above in respect of a CPD Certificate Programme. However, a CPD Diploma is longer in duration and may incorporate a number of modules. Typically, the CPD Diploma learning outcomes would be at levels 6, 7, 8 or 9 in the national framework of qualifications.

3.6.2 The content, delivery mechanisms, student assessment procedures, admission requirements and arrangements for accrediting prior learning and work-based learning, for example, will be specified in the Programme Document. Credit ratings based on and compatible with the European Credit Transfer System (ECTS) will be assigned in accordance with learning hours. Typically, a CPD Diploma would have a minimum credit rating of 15 ECTS and a maximum of 60 ECTS.

3.6.3 The prime responsibility for the validation of CPD Diploma awards resides with the College Board Validation Panel which comprises:

- a nominee of the College Director to act as Chair
- a nominee from another School within the College
- an external member from industry/business
- a Quality Assurance Officer.

A typical schedule of meetings of the Validation Panel is as follows:

Welcome of Panel by College Director/Head of School proposing the programme to outline the rationale and structure of the programme

Private meeting of Panel

Meeting of Panel with Programme Team

Meeting of Panel to draw up draft report

Concluding meeting of Panel with College Director/Head of School.

On successful completion of the validation the chairperson/convenor of the Validation Panel notifies the Head of School and College Director of the recommendation of approval. Subsequently, the College Board forwards notification of this approval to the Academic Quality Assurance Committee, in order to seek ratification from Academic Council.

3.7 DISTANCE LEARNING

CPD Programmes may be designed for distance learners. For such programmes, the quality of the distance learner's experience should be equivalent to that of the campus-based student, although it is unlikely to be identical.

3.8 COLLABORATIVE PROVISION

CPD Programmes may be designed for collaborative or franchised provision leading to DIT awards, Joint Awards or Dual Awards. Programme documents for collaboratively provided programmes should include details on the rights and entitlements of learners by each partner and the role and responsibilities of each partner.

3.9 DUTIES OF THE COURSE/PROGRAMME COMMITTEE IN RESPECT OF CPD CERTIFICATE COURSES AND CPD DIPLOMA PROGRAMMES

A Course/Programme Committee meets to develop the programme. Upon approval by the College Board, a Chairperson is nominated by the Head of School and the committee formalised. Membership should also include a representative of the relevant external body, where appropriate.

The Course/Programme Committee is responsible for the management of the programme, the production of an annual monitoring report (see Chapter 6: Annual Monitoring) and for advising the Head of School and College Board on quality assurance issues relating to the programme.

At the end of each offering of the CPD programme, the Course/Programme Committee prepares a report on student academic achievement and an examination board should be convened to approve the marks and grades achieved. Full details on the Institute's General Assessment Regulations is available at (<http://www.dit.ie/qualityassuranceandacademicprogrammerecords/student-assessment-regulations/general/>). The Head of School, or nominee, forwards the approved student record to College Board for approval by the College Board and Academic Council. The

College Director notifies the Office of the Director of Student Services of the approval by the College Board. On the basis of this report the appropriate awards are prepared for the successful students. The Head of School or nominee should ensure that the Institute's information systems are updated accordingly.

PART C

This Part of the Handbook sets out the various arrangements within the Institute for the monitoring and review of academic activities.

[Chapter 4: Programme Management](#)

[Chapter 5: Annual monitoring](#)

[Chapter 6: Programme modifications](#)

[Chapter 7: School review](#)

[Chapter 8: Programme review](#)

[Chapter 9: College review](#)

CHAPTER 4: PROGRAMME MANAGEMENT

Each programme is managed and monitored by a Programme Committee, which is representative of the Programme Team and augmented by the inclusion of one student from each year of the programme.

To ensure the quality of delivery of Institute Programme, the following broad duties and responsibilities need to be undertaken by Schools and may be assigned by the Head of School to the Assistant Head of School (or Head of Department) and Programme Chair.

- communicating with students in relation to the programme delivery, progression and pastoral issues including referral where appropriate to student services
- as academic staff of DIT, maintaining the quality assurance and enhancement procedures as set out in this Handbook
- overseeing the accuracy of programme documentation including the Student Handbook and Institute Information Systems
- liaising with the Admissions office, International Office & Access & Civic Engagement Office (where applicable) to promote, market, recruit and select students, for the programme to ensure that DIT and National targets are met for the recruitment, retention, progression and completion of students from socio-economically disadvantaged areas, from ethnic minorities, with disabilities, from the Travelling Community, and mature students
- liaising with the examination office, external examiners, industry and community representatives, professional bodies, visiting lecturers, Erasmus officer, Assistant Heads of School (or Heads of Department) and Heads of School involved with the programme
- collating documents required by the programme committee, including Q6b and Q6c forms, assessment schedules, timetables, registration and examination statistics and the Q5 Annual Monitoring Report
- implementing programme-specific and student support actions from DIT Student

Engagement Strategy and Widening Participation Strategy

- ensuring implementation of recommendations relating to student feedback
- identifying modules with which students have persistent difficulties and implements additional academic support programme
- working closely with student support services to help identify students in need of higher levels of support and to streamline and maximise the provision of support, Particularly for first year tutors as these are the most vulnerable students at risk of becoming disengaging resulting in drop outs and high failure rates.
- receiving (and disseminating as relevant and per support service guidelines on Limits to Confidentiality) the details of students identified by student support services (i.e. ACE, Disability, Chaplaincy) as benefiting from higher levels of support
- promoting programme-specific community and civic engagement including outreach activities
- co-ordinating and communicating provision of module places on programme for DIT foundation programme students where appropriate.
- advising students on academic and related aspects of their programme of study as outlined in the Student Handbook.
- facilitating the students to elect class representatives.
- maintaining a record of their formal meetings with students.
- meeting students on group and individual basis to assess support needs
- co-ordinating delivery of a holistic support service to students taking into account the interlinking of academic issues, college experience and personal issues **and** briefing academic colleagues on the supports available to students from the various student support services promoting a culture of referral to support services

4.1 PROGRAMME CHAIR

The Programme Chair is the academic leader for a programme and has a fundamental role to drive the programme, ensure the overall coherence of its delivery and uphold the reputation of the programme. The Programme Chair serves as the Chairperson of the Programme Team and of the Programme Committee, and is normally nominated by the Head of School who may organize an election of the Programme Chair by the Programme Committee. Their role includes

convening meetings of the Programme Team and Programme Committee, maintaining minutes of such meetings, progressing their work and monitoring the implementation of the annual Quality Action Plan. In addition the Programme Chair will as agreed with the Head of School undertake many of the duties outlined above.*

The Chairperson shall be responsible for reporting the decisions and views of the Programme Team/Committee to the School Executive and College Board and for transmitting the relevant decisions and views of the Forum/Board to the Programme Team/Committee. In a situation where the Chairperson of the Programme Committee is not in agreement with the Head of Department (or Assistant Head of School), the Head of School arbitrates and makes a decision.

*It should be noted that Schools may have developed policies and standardised roles for Assistant Heads of School, Programme Chairs and Year Tutors to ensure a consistent provision of service to students across programmes and across years of programmes, and to ensure an equitable distribution of workload between staff undertaking these roles. In such cases the standardised Programme Chair role will be used.

4.2 YEAR TUTORS

Programme chairs may be supported in their role by year tutors, which is a distinct role. The year tutor is nominated by the Head of School or Assistant Head of School or Head of Department. The year tutor is assigned (a) group(s) of students by the Head of School or nominee before the commencement of the programme. The year tutor is a member of the programme teaching team for that year and a member of the programme committee, and they may be assigned a selection of the following duties by the Head of School in line with School policies*.

- communicating with students in relation to the programme delivery, progression and pastoral issues including referral where appropriate to student services
- as academic staff of DIT, maintaining the quality assurance and enhancement procedures as set out in this Handbook
- implementing programme-specific and student support actions from DIT Student Engagement Strategy and Widening Participation Strategy
- working closely with student support services to help identify students in need of higher levels of support and to streamline and maximise the provision of support, Particularly for

first year tutors as these are the most vulnerable students at risk of becoming disengaging resulting in drop outs and high failure rates.

- advising students on academic and related aspects of their programme of study as outlined in the Student Handbook.
- facilitating the students to elect class representatives.
- maintaining a record of their formal meetings with students.
- meeting students on group and individual basis to assess support needs
- facilitating delivery of a holistic support service to students taking into account the interlinking of academic issues, college experience and personal issues **and** briefing academic colleagues on the supports available to students from the various student support services promoting a culture of referral to support services

*It should be noted that Schools may have developed policies and standardised roles for Assistant Heads of School, Programme Chairs and Year Tutors to ensure a consistent provision of service to students across programmes and across years of programmes, and to ensure an equitable distribution of workload between staff undertaking these roles. In such cases the standardised Programme Chair role will be used.

4.3 CLASS REPRESENTATIVES

At least one Class representative is nominated by each stage of a programme. These elected representatives are the spokespeople who represent students' views at programme committee meetings and bring on behalf of the class to the attention of lecturers, year tutors and programme chairs issues that need to be highlighted. Class representatives are supported in their role by the Student's Union.

4.4 PROGRAMME TEAM

The Programme Team has responsibility, under the academic leadership and administration of the Head of School, for developing and operating the programme. The Programme Team consists of all lecturing staff teaching on the programme and the Assistant Head(s) of School (or Head(s) of Department) and Head(s) of School involved in the programme.

4.5 PROGRAMME COMMITTEE

The Programme Committee is a sub-committee of College Board and is representative of the Programme Team, with responsibilities for day-to-day operation, monitoring and continual development of a programme. The Programme Committee includes at least one class representative from each stage of the programme. For interdisciplinary programmes, representatives from each discipline should be members of the programme committee. The Programme Committee is responsible for academic quality and quality assurance in the programme. The committees have the following responsibilities:

- advising the College Board, and as appropriate, through it, Academic Council, on matters relating to a proposed or existing programme;
- developing programme proposals ;
- assisting in processing such proposals through the appropriate Validation Panel with a view to securing approval of the programme
- following appropriate internal (and if necessary, external) approval, monitoring the implementation of the programme
- completing an annual monitoring report (Q5 form) for the programme
- incorporating approved modifications in the Student Handbook and Institute Information Systems
- carrying out the critical self-study of the programme and the preparation of revised documentation and other tasks in relation to programme and School reviews and professional accreditation;

The Programme Committee may establish sub-committees and working groups, some of whose membership may, with the approval of the College Board, be from outside the Team/Committee or from outside the Institute. These may include industry representatives, community partners involved in projects with the programme, etc.

4.6 MEETINGS

Each Programme Team shall meet at least once each year. Each Programme Committee shall meet at least once each semester and at such other times as required. An Aide Memoire or minutes should be recorded and available in the Office of the Head of School and published on the Staff Intranet.

4.7 EXAMINERS

Examiners on programmes leading to awards of the Institute are normally full-time or part-time members of academic lecturing staff. Appropriate others are formally appointed each year by the Head of School on behalf of Academic Council.

External Examiners are appointed by Academic Council to approve assessment methods, assessment criteria, draft examination papers and marking schemes, as appropriate. They consider marked examination scripts and other assessment materials, attend Module/Progression and Awards Board meetings and ensure that the results achieved by candidates are appropriate. At least one external examiner is appointed. Where more than one external examiner is appointed, one maybe from industry/community. Depending on the level of curriculum-based civic engagement in the programme, it may also be appropriate to have an external examiner from the community sector. External examiners must be employed in respect of the assessed work of a programme leading to an award of the Institute in order to provide an annual peer judgement on the standards achieved at the completion of the programme. In some cases, external examiners may also be employed for examinations at an earlier stage or in special circumstances as determined by the College Board. Each external examiner is normally appointed by the Academic Council at its meeting in June of the preceding year

for a three-year period or for the duration of the programme. The detailed responsibilities of internal and external examiner are set out in the *General Assessment Regulations* of the Institute.

The external examining system assists the Institute in the comparison and benchmarking of academic standards across awards, ensures that the assessment process is fair and fairly operated in the marking, grading and classification of student performance and provides the Institute with informed and appropriate points for the comparison of academic standards. As many of the external examiners come from outside Ireland, the comparison is international in character. One external examiner for each programme may be a practitioner, thus helping to ensure the industrial/professional relevance of programmes.

4.7.2 LIAISON WITH THE EXTERNAL EXAMINER

When the appointment of an external examiner is confirmed by Academic Council, the Quality Assurance Office notifies her/him, providing details of the responsibilities of the appointment. He/she also notifies the Head of School, Assistant Head of School, Head of Department and Chairperson of the Programme Committee. The Head of School or nominee then forwards a range of briefing documents to the external examiner including the approved Programme Document, previous examination papers, assessment exemplars and schedules for the forthcoming assessments and Module/Progression and Awards Boards. These briefing documents should contain information about the tasks of external examiners relative to all assessments to include, for example, draft examination papers, examination scripts, project reports, oral examinations and Module/Progression and Award Boards, details of the fees and expenses payable and any other relevant information. This liaison with the external examiner is carried out at the earliest possible stage to enable her/him to plan optimally and fulfil the duties involved.

4.7.3 EXTERNAL EXAMINER'S REPORT TO THE COLLEGE

Each external examiner is required to make a formal written report to the Head of School on the overall assessment process as soon as possible after the Module/Progression and Award Board. This report is a valuable element of peer judgement on the programme. The programme chair considers any issues of immediate concern which should be brought to the attention of the College Board. Copies of the report are then circulated to the Head of School and Head of Department or Assistant Head of School involved with the programme. This report is circulated to the Programme Committee for discussion and included in the annual monitoring report on the programme (form Q5 in Appendix 5,).

As specified in Section 9.2.1 of the Institute's General Assessment Regulations, June 2009, The external examiner has the right to report directly to the College Director on matters of major concern that pose a serious risk to the quality and standards of an Institute award.

4.8 CONSIDERATION OF ASSESSMENT RESULTS

Assessment results are considered by Module and Progression & Awards Boards at the time of their determination in accordance with the Institute's General Assessment Regulations. Assessment results are formally approved by College Board and forwarded to Academic Council by the College Director or nominee. Academic Council formally ratifies recommendations for awards to be made, forwarding these to Governing Body for final approval.

4.9 COLLABORATIVE PROVISION

For programmes that are provided in collaboration with an external partner as specified in Chapter 13, partners are required to cooperate and participate in each other's quality assurance procedures.

Full details of the applicable programme arrangements should be specified in the student handbook for programme, alongside the learners rights and entitlements in each partner site. In principle a programme co-ordinator / liaison is appointed by each partner organisation with responsibility to liaise in respect to the delivery of programme, provision of services to students by each partner, liaison with staff contributing to the programme, students admission, monitoring student progress, maintenance of student records for the programme and the production of an annual monitoring report for their respective Institutions..

A joint programme committee with representatives of each partner and learners from each site should be established to undertake the duties as specified in section 4.1.

External Examiners where appropriate are appointed to collaborative programmes should make reports available directly to each of the programme co-ordinators / liaisons. A joint progression and award board with representatives of all partners should consider the results of students on the programme.

CHAPTER 5: ANNUAL MONITORING OF PROGRAMMES

This section outlines the formal procedures whereby Programme Committees, Schools and Colleges monitor the quality of their taught programmes

5.1 INTRODUCTION

To provide regular academic quality assurance and enhancement of each programme, an annual monitoring report on the functioning of the programme in the previous academic year is prepared by the Programme Committee. This report is submitted through the Head of School to the College Board.

The main purposes of the annual monitoring of programmes are to:

- critically evaluate the programme and its delivery;
- follow-up from previous years' reports;
- ensure that academic standards are maintained on the programme;
- consult and consider the reports of external examiners and the feedback from students, staff and professional bodies.
- allow the Programme Committee an opportunity to reflect on and implement corrective measures and other modifications on an annual basis;
- put in place an action plan for the development and enhancement of the programme;
- enable the College Boards to fulfil its responsibility for the quality of programmes within their remit; and,
- ensure that, where appropriate, the Institute is in a position to take action in order to enhance the quality of its programmes.

5.2 TIMETABLE FOR THE ANNUAL MONITORING PROCESS

The annual monitoring process is initiated, relevant information compiled and the report drafted by the Programme Committee in October of the subsequent academic year to the year under review when examination statistics and external examiner reports are available. Completed annual monitoring reports should be considered by School Executives in November of each year and forwarded for consideration of College Boards/College Leadership Teams in December of each year. Separate consideration

can be given to annual monitoring reports for programmes that do not follow the traditional academic calendar in March / April of each year. The Institute's Academic Quality Assurance Committee is to receive a report from each College on the annual monitoring process in the second semester each year. Issues that require urgent attention may be forwarded to the committee earlier in the year.

5.3 ANNUAL MONITORING REPORT FORM (Q5)

Many of the issues discussed within the report form (Q5) and evidence presented are drawn from the minutes of the Programme Committee meetings, responses to feedback received – from the external examiner reports, student and staff feedback and from statistical information, such as registration and withdrawal figures and assessment results. The Programme Committee completes a report form which includes the following headings:

5.3.1 PREVIOUS PROGRAMME ACTION PLAN

The programme plan from the previous year's report is listed with a commentary on how this has been implemented. A summary of any major or minor programme modifications which have been approved are also recorded.

5.3.2 STAKEHOLDER INPUTS

The Programme Committee sets out a summary of feedback received from external examiners, staff, programme advisory boards, professional bodies or external reviews and by students including from module and programme feedback surveys and ISSE.

5.3.3 SIGNIFICANT DEVELOPMENTS OR SPECIAL CIRCUMSTANCES AFFECTING THE YEAR

The Programme Committee may specify any significant developments or special circumstances affecting the year under review, to put the report in context.

5.3.4 RESOURCE ISSUES

The Programme Committee may comment on resource issues which should be addressed to improve the operation of the programme and which have affected programme delivery in the year.

5.3.5 PARTNERSHIP ARRANGEMENTS

The Programme Committee should comment on the operation of partnership arrangements in place for the programme (if applicable).

5.3.5 PERFORMANCE INDICATORS

The Programme Committee should reflect on applicable statistics on student admissions, first destinations and examination results, student feedback and provide a critical evaluation of the data presented and any implications thereof..

Relevant statistics are available through the Institutional reporting system. Please note that due to the timing of the annual monitoring process First Destination Statistics are only available for the previous academic year to the year under consideration and are available from the Institutional reporting system to download.

Specific responses are sought in relation to progression, retention and non-presence rates, including discrepancies between the number of students registered on the programme and the number who present for assessment, end-of-year and overall pass rates and on any general trends and causal factors.

Reports will be circulated to Heads of School and programme chair in relation to the Institute's student surveys including module and programme feedback and from ISSE.

5.3.7 EXAMPLES OF BEST PRACTICE

The Programme Committee may highlight examples of best practice which other programmes may find useful to implement.

5.3.8 COMMENTARY ON ACADEMIC COUNCIL THEME

Academic Council may require that each Programme Committee considers a specific theme as appropriate.

5.3.9 PROGRAMME ACTION PLAN

The Programme Committee highlights its priorities for action for the forthcoming year, based on the issues identified in the previous sections, and indicates how these should be implemented. Not all the recommendations contained within the Action Plan will fall within the remit of the Programme Committee. Actions should be categorised into those actions which fall into the remit of the Programme Committee, School, College or other Institute Unit.

5.3.10 COMMENTS ON THE REPORT

The Chairperson of the Programme Committee signs the form and provides any additional comments on the operation of the Programme during the year.

5.3.11 SCHOOL EXECUTIVE CONSIDERATION

The School Executive considers the programme action plan and indicates how the recommendations that fall outside the remit of the Programme Committee may be addressed. From time to time, the School Executive may meet with representatives of a Programme Committee/Team to give special attention to particular issues raised during the process. A Quality Assurance Officer from the Office of the Academic Registrar may be co-opted to advise the School Executives in relation to quality enhancement matters.

The Head of School returns a copy of the completed form to the Programme Committee to inform them of action taken. Programme Committee chairpersons will provide feedback to students and other stakeholders.

The completed form is forwarded to College Board, identifying actions required. If additional resources are required, the completed form is forwarded to the College Leadership Team for consideration and action.

5.3.12 COLLEGE LEADERSHIP TEAM

The College Leadership Team considers all actions outside the direct remit of the School and formulates an action plan to prioritise and address each of these issues. For issues that fall outside the direct remit of the College, the College Leadership Team will bring forward the issues for the attention of the relevant Head of Function and / or Institute committee.

5.3.13 COLLEGE BOARD

College Board ensures that all annual monitoring reports are completed and develops a College Action Plan, detailing the actions required and who is responsible. College Board also considers the analytical data for each programme and may make recommendations in relation to additional actions for programme committees to consider and make recommendations to the College Leadership Team regarding the supports that should be provided to assist programme committees to address issues arising. College Boards may establish sub-committees to advise and assist with these tasks. College Board monitors the progress of the College Leadership Team in addressing resource issues. From time to time, it may meet with representatives of a Programme Committee/Team to give special attention to particular issues raised during the process. The College Board may require that a programme committee reconsider specific actions or that a programme review be undertaken.

College Board provides a summary report to the Academic Quality Assurance Committee to confirm that all annual monitoring reports have been received and it is satisfied that there has been sufficient follow-through on the recommendations of the previous years' programme action plans and highlighting any actions outside the remit of the College. The College Board also highlights issues of concern to the Academic Quality Assurance Committee and makes commentary on operation of partnership arrangements (if applicable).

When the process is completed, College Boards forward the completed action plans to chairpersons of Programme Committees to inform them of actions taken.

5.3.14 ACADEMIC QUALITY ASSURANCE COMMITTEE

The Academic Quality Assurance Committee will receive the annual summary reports from College Boards . The Academic Quality Assurance Committee develops a log of actions required that are outside the remit of the Colleges and forwards this log to the Senior Leadership Team.

5.3.14 Q5 FORM

College Boards should develop in consultation with the Quality Assurance Officer appropriate Q5 Annual Monitoring Forms for all programmes, including apprenticeship, CPD, partnership programmes.

5.4 DISCONTINUATION OF AN APPROVED PROGRAMME

The Institute has a commitment to its students to ensure that a programme of study is offered in its entirety.

A School may decide that a programme should be discontinued. If a decision to discontinue a programme is made, the Head of School should ensure that students registered on that programme have an opportunity to complete the programme. In exceptional circumstances, or in the case of repeat students a suitable alternative may be provided.

The Head of School should advise the admissions office at the earliest stage if a programme is no longer to be advertised and the Head of School should submit a list (Q8 Form) of any programmes not being delivered in that current year by the School together with the annual monitoring reports.

The College Board will note the reason why an approved programme is not currently being delivered and advise the Academic Quality Assurance Committee of the reasons for the discontinuation

Should a Head of School wish to re-offer an approved programme that has not been offered for two years, the College Board will consider this request. The Head of School should submit form Q9: Re-commencement of Discontinued programmes to College Board. Depending on the reasons why the programme was not offered and the natures of

changes required, the College Board in consultation with the Quality Office will make a recommendation to the Academic Quality Assurance Committee on the process to be followed to re-approve the programme so that it can be re-offered.

CHAPTER 6: PROGRAMME MODIFICATIONS

This section outlines the formal procedures whereby Programme Committees, Schools and Colleges may make amendments to existing programmes and modules.

6.1 INTRODUCTION

Modules and programmes can be amended and approved on a regular basis.

6.2 TIMEFRAME

In order to facilitate the efficient management of the Institute's resources, programme and module content for all major awards of the Institute should be finalised by the end of May for programmes due to be delivered the following September and by mid-November for programmes due to commence the following January. However, in exceptional circumstances some minor module and programme amendments can be submitted for approval to the College Board prior to the commencement of registration.

6.3 MODULE AMENDMENTS

6.3.1 AMENDMENTS WHICH MAY BE APPROVED BY PROGRAMME COMMITTEES

Lecturers should submit proposed module amendments, which are in agreement with Institute and College Policies / Strategies, on the module amendment template ([Appendix M2](#)) for the consideration of the Programme Committee(s) on which the module is taught. The Programme Committee considers all amendments where there are no resource implications and may approve amendments to reading lists, teaching methods, assessment methods, assessment criteria, overview and content. The Programme Committee may endorse other amendments submitted and forward these for consideration by the School Executive.

Where changes are proposed to reading resources, these should be accessible to students and where new resources are to be recommended this information must be provided to the library services in accordance with the timeframe specified in [section 6.2](#).

Where modules are shared by different programmes, amendments should be mutually agreed by programme committees.

6.3.2 AMENDMENTS WHICH MAY BE APPROVED BY SCHOOL EXECUTIVE

The School Executive may approve amendments where there are resource implications including contact hours, details on recognition of prior learning and teaching and assessment methods and endorses other amendments and forwards for consideration by the College Board. The Head of School informs the Programme Committee of the approval of amendments submitted.

The programme chair should retain a record of all approved amendments and submit a summarized record for noting at College Board and Academic Quality Assurance Committee.

6.3.4 AMENDMENTS WHICH MAY BE APPROVED BY COLLEGE BOARD

The College Board may approve amendments to the learning outcomes and assessment structure and weighting. College Boards may establish a sub-committee to consider module amendments on its behalf. College Boards consider the extent of proposed module amendments and their impact on the programme learning outcomes. College Boards inform the Heads of School of the approval of amendments submitted.

6.3.5 MAJOR AMENDMENTS TO MODULES

Amendments to either the module title or module ECTS are considered to be major amendments and require the creation of a new module code and may be approved by the Academic Quality Assurance Committee on the recommendation of College Board.

The Head of School or nominee is responsible for ensuring that the student handbook and Institute information systems are updated accordingly.

6.4 PROGRAMME AMENDMENTS

6.4.1 MINOR AMENDMENTS

A minor amendment can be defined as a change that does not have a significant impact on the programme's aims and learning outcomes. Minor programme amendments should be submitted by the Programme Committee, together with relevant supporting documentation to the College Board for approval. [A Programme Amendment Template](#) is provided in [Appendix M3](#).

The College Board, in consultation with the QA Office, first evaluates the extent of proposed amendments and determines the most appropriate process for evaluation and approval of the revised programme. The College Board may approve minor programme amendments, including the delivery mode and duration of the programme, entry requirements and admissions procedures, and recognition and prior learning procedures and whether modules should be core, optional or elective.

The College Board through the Head of Learning Development should maintain a log of approved minor programme modifications and module amendments, which should be reviewed annually. Should the number of minor amendments and the accumulation of minor amendments over time be considered to have a significant impact on the programme, the College Board may recommend a programme review as detailed in [Chapter 8](#).

6.4.2 DEROGATIONS FROM THE GENERAL ASSESSMENT REGULATIONS

The College Board may endorse requests for derogations from the General Assessment Regulations and forward to Academic Quality Assurance Committee and then to Academic Council for approval.

6.4.3 CHANGES TO PROGRAMME TITLES

If a change to a programme or award title is proposed, the College should consult with other Colleges, where there is likelihood that the title might be contested, in advance of making a submission to AQAC and approval being sought from Academic Council. In the event that the Colleges fail to agree, the matter should be referred to the Director of Academic Affairs and Registrar for review and resolution. A new programme code is required when a programme title is changed.

6.4.4 MAJOR PROGRAMME AMENDMENTS

Depending on the nature of other changes proposed and their impact on the programmes overall learning outcomes, the College Board in consultation with the QA office will determine the most appropriate process for approval. This process may include setting up a College Major Amendment Panel to review the proposed changes or that a programme review be undertaken as detailed in [Chapter 8](#). The College Board may also recommend that a new Q1A process is completed.

6.4.5 COLLEGE MAJOR AMENDMENT PANEL

If a College Major Amendment Panel is to be established, this panel should comprise at least three members, none of whom should be from the School(s) involved, and the Quality Assurance Officer. The College Board may require that the panel should also include an independent external assessor. The Chairperson of the Programme Committee and other staff as appropriate should meet with the panel to explain the changes.

The Panel considers the proposals in the light of the programme's stated philosophy, aims and learning outcomes. It recommends approval of the modifications; it forwards notification of this recommendation and the amendment itself to the College Board for College approval. Subsequently, the College Board forwards notification of this College approval and the amendment to the Academic Quality Assurance Committee. The Academic Quality Assurance Committee considers the amendment as approved by the College Board, and it reserves the right not to approve an amendment. All approved amendments are then forwarded to Academic Council for noting.

6.5 PROGRAMME DOCUMENTATION AND SYSTEMS

All amendments endorsed and approved will be specified and recorded in College Board, Academic Quality Assurance Committee and Academic Council minutes. Extracts from College Board and Academic Council minutes will be circulated to programme chairs. Upon approval of both module and programme amendments the Head of School or nominee ensures that the Institute's information systems and student handbooks are updated appropriately and made accessible to the Library and to the Quality Assurance Office.

CHAPTER 7: SCHOOL REVIEW

The School Review is a broad-ranging review, focusing on strategic issues relating to a School. . The review evaluates the role and performance of the School, its alignment with and contribution to the College and Institute over the previous five years and the strategic plan for the next five years.

7.1 INTRODUCTION

The School Review considers the ongoing activities within the School and evaluates the School's performance in relation to the following:

- Contribution to and alignment with College and Institute; (Implementation of Institute Strategies and Plans)
- Range of programmes, and how these are being delivered, reviewed and developed;
- Approach to programme design and development, having due regard to the influence of bodies representing students, employers, community and the sector;
- Pre-entry, progression and post-graduation supports provided
- Ongoing quality assurance and enhancement processes, and impact of the implementation of these;
- Use of technology to support the operational and strategic processes of the School.
- Development and sharing of best practice activities;
- Learning, teaching and assessment activities and alignment with DIT Learning, Teaching and Assessment Strategy;
- Research outputs and activities;
- Staff Profile, including academic, administrative and technical and Continuous Professional Development activities;
- Student engagement with the quality processes within the School;
- External engagement activities and links with external bodies;
- Learning Environment and Resources available to the School;
- The quality of service provision to students as measured against the criteria in the Student Charter (<http://dit.ie/media/documents/campuslife/DITStudentCharter.pdf>);

- External environment including the effects of demographic changes and competition.

While the School Review considers the development of programmes within the School, its primary focus is not on individual programmes which are continually evaluated through the annual monitoring process (see [Chapter 5](#)) with any changes to the programme either approved through the amendment process (see [Chapter 6](#)) or through a programme review (see [Chapter 8](#)) in advance of the School Review. As part of the documentation, the School should provide a schedule of when programmes were reviewed and a summary of outcomes arising from such reviews. The management of the quality assurance and enhancement process within the School is of particular importance within the School Review process.

Additionally, while an important function of the Review Panel will be to make recommendations regarding the continuing recognition and approval of the School's programmes for awards of the Institute, it may also, in this context, recommend a separate review of individual programmes (See Chapter Eight).

New programmes requiring approval cannot be validated through the School Review process but must obtain approval through the validation process described in [Chapter 1](#).

7.2 TIMETABLE FOR THE REVIEW PROCESS

Each School will normally be reviewed every five years. The preparation for the School Review process and in particular the self-study report and other documentation should be initiated sufficiently well in advance, at least 18 months in advance of the proposed date of the School Review.

7.3 DOCUMENTATION PROVIDED BY THE SCHOOL

The documentation for the review is prepared following consultation and discussion among all staff of the school, its students and others (such as employers, advisory groups and relevant College/Institute staff) on the key themes raised in the self-study report. A School will establish a School Review steering group, to organise these

discussions and to lead the preparation of the documentation. The principal and most important document in the School Review process is the School Self-Study document.

7.3.1 SCHOOL SELF-STUDY DOCUMENT

Central to the review is the self-study report, prepared by the steering group, which includes student representatives under the direction of the Head of School and circulated to the Review Panel prior to visiting the School. This self-study is a critical evaluation of the School's activities and highlights strengths and achievements as well as areas for improvement and is completed in a consultative way, involving all staff and students associated with the School (including academic, administrative, library, technical, maintenance, and other staff support units as appropriate). The attitudes and comments of students are incorporated through commentary on quality feedback forms and through dialogue at programme committee and School Review meetings and other fora as appropriate. A quality action plan should be developed to address issues arising.

The self-study report provides descriptive, evaluative and reflective information highlighting strengths, areas for improvement, and development plans under the following sections:

1. **Introduction to the College and the School;**

This section will include an organisational diagram of the School, details of School management and administration procedures, School budget, description of how the School is supported by, and works with, and all central functions. This section will also include details of the School's programmes, external partnerships, accrediting/professional bodies and engagement activities.

2. **School Strategic Plan**

In addition to the School Strategic Plan this section will also include the SWOT analysis of the School, as well as a report on progress since the last review and how the previous School Review recommendations have been addressed. The Strategic Plan will include targets and timelines in relation to stated objectives/goals. The School Strategic Plan should be linked to the findings of

the SWOT analysis and to the Strategic Plans of the College and of the Institute.

3. Analysis of Student Data

This section provides a reflective discussion on the student statistical and profile data over the last five years, and the projected student numbers. A summary of the data should be provided within this section but the following data should be provided in the appendices of the self-study document:

- Student Numbers and Projections (ie numbers at each NFQ level, numbers entering via various routes including access entry routes, mature students, FETAC, disability access entry routes, CAO points on entry, advanced entry, RPL);
- Student success rates, non-progression, non-presence & attrition/retention;
Graduate Profiles.

The School should discuss the student statistical data in the context of the School Strategic Plan. Particular reference should be made to relevant DIT, College and national policies, strategies and targets.

4. School Staff

Staff Numbers and projections, and details of staff profiles, professional development and scholarly activity are provided in this section. Curriculum Vitae are to be provided to the panel as additional documents ([Section 7.3.2](#)). Staff Professional development activities, including successful completion of mandatory programmes, supports and School policies on staff development should also be described in this section.

5. Programme Development and Management

This section describes how the School programmes are managed and how the quality assurance procedures are implemented. Details of how Institutional strategic themes are being incorporated into programmes (Appendix e.g. Internationalisation of the Curriculum, Graduate Attributes, 1st Year Framework for Success), details of programme reviews and accreditations, the impact

these have had on programme delivering and details of significant amendments made over the last five years should be provided (preferably tabulated on one summary page) making reference to associated documentation (module/programme change forms and Q5s) provided as additional documents ([Section 7.3.2](#)). The extent to which student feedback is considered in reviewing and evaluating programmes should be described and summary Student Feedback reports provided in supporting documentation and reference made to the service provision to students as measured against the criteria in the Student Charter. Programme changes cannot be approved through the School Review process.

6. [Learning, Teaching and Assessment](#)

The School's Learning, Teaching and Assessment and Feedback Strategy is provided in this section followed by descriptions of the physical and virtual learning environments of the School. This should be aligned with College and Institute strategies. While a list of student and academic resources, such as the library, webcourses, maths learning centre, can be provided within the appendices, this section should provide an analysis of the use and effectiveness of these resources. Student Feedback including summary reports from internal and external student surveys, and associated modifications should be provided in supporting documentation. Descriptions of and rationale for the pedagogical practices used within the programmes should also be detailed.

7. [Research](#)

This section should describe the research profile of the School and provide the School's contribution to the Institute's Research Strategy. The numbers of postgraduate research students, completion rates and publication records of research students/scholars while they were attached to/registered in the School should be provided. In addition, the impact of the research externally and internally and on curriculum development and teaching practices should be discussed. Future plans for development of research should be included.

8. [Recommendations arising from the Self Study.](#)

In this section the School will present a synoptic self appreciation outlining the key issues to be addressed on foot of the School review process and should reflect the opportunities for development and challenges facing the school. These issues are likely to form the basis of the School's development plan post School Review.

7.3.2 OTHER DOCUMENTATION

The following documents must be made available to the panel in electronic format one month prior to the event:

- individual programme documents (one for each programme);
- documents (including guidelines etc) regarding student placement, where appropriate;
- student handbooks - samples from each year of each programme;
- sample of assessment briefs and examination papers for previous two years for each year of each programme;
- external examiner reports and details regarding actions taken by the School, where appropriate;
- report on annual monitoring process, ie Q5 feedback process, including details regarding the actions taken by the School/College, where appropriate (Quality Action Plan);
- reports and responses arising from programme reviews, major modifications and accreditations
- reports and responses to previous School Reviews
- student feedback summary reports
- all documentation regarding the process of review from within each school, including schedules and minutes of meetings held, correspondence and all other relevant documentation;
- reports/minutes of Programme Committee meetings, including membership details, with student members clearly identified;
- Strategic Plan for the School, with details of how this relates to the College Strategic Plan;
- Strategic Plan for the College, with details of how this relates to the Strategic Plan for the Institute;
- Curricula Vitae of staff; (Reports from Core HR)
- School Health and Safety policy and practice (safety statements/risk assessments/training requirements must be approved by the DIT's Health and Safety Office);
- Other relevant reports.

7.4 CONSIDERATION BY COLLEGE BOARD

Once finalised at School level the documentation for a School Review is submitted to the College Board. The College Board (or a Sub-Committee of College Board) considers the self-study report and other documentation and decides whether it is of a satisfactory standard for submission to a School Review Panel. The School then submits the relevant and approved documents to the Academic Quality Assurance Committee.

7.5 APPOINTMENT OF REVIEW PANEL.

The Academic Quality Assurance Committee, on behalf of Academic Council, appoints a School Review Panel.

Typically, a School Review Panel comprises:

At least two external reviewers

At least three persons nominated by the Academic Quality Assurance Committee including a chairperson, generally a senior academic from a College not involved in offering the programme or, an appropriate person who is external to the Institute and two additional internal panel members are appointed, one of which may be from the College in which the School under review resides.

The Committee will endeavour where feasible to appoint panels with minimum 40% male and 40% female representation.

College Board should nominate at least twice the number of external reviewers required, and Academic Quality Assurance Committee selects as appropriate

It is desirable that members be chosen who are experienced in industry, commerce, the public sector or the relevant profession, and/or possess an understanding of learning, teaching and examination/assessment work in third level education, and/or be familiar with the Institute or with similar institutions. Normally one of the external nominees appointed should be a senior academic in the discipline of the School and one should be a senior professional or industrial practitioner in the discipline or related discipline. The number of external Panel members may be extended to cover adequately the areas of academic specialism within the School.

It is the responsibility of the School / College to ensure that nominated external panel members are able to act in an independent manner, free of influence from the School/College under review. They should be able to engage in the process without any conflict of interest or perception of any conflict of interest. For example, external Panel members should not be or have been for a period of at least five years, an external examiner for any programme in the School involved, a member of staff of the Institute, and they should not normally have worked collaboratively with the School / College during that time. At least one of the external members should be drawn from the wider geographical area. Potential panel members will be requested to declare potential conflict of interest prior to accepting appointment.

A Quality Assurance Officer is responsible for co-ordinating the event, advising the Panel on matters of Institute regulation and requirements and bringing forward the Panel's report.

7.6 SCHOOL REVIEW

The Quality Assurance Office sets in train the review process, once a Panel has been approved, by contacting the Panel members and arranging a date for the event, in consultation with the Head of School. The Self Study for the review event must be provided two months in advance of this date, with supporting documentation provided one month before the formal review event. There may be a preliminary meeting of the Panel, the purpose of which is to consider the documentation with a view to requesting further documentation as considered appropriate, either to be forwarded to the Panel in advance of the review event or to be made available during the event.

One month before the event, the Quality Assurance Office forwards an outline timetable for the event, the panel membership list and general briefing notes on the role and function of the review panel, to panel members and to the College Director and Head of School.

The review visit will normally take place over a two period and the panel will consider issues raised in the self-study and/or other documentation presented. This is done

through a series of meetings with management, staff and students of the School, and other stakeholders as appropriate and by visiting the facilities available to the School. A final timetable for the visit is drawn up by the Quality Assurance Office in consultation with the Chairperson of the School Review Panel and the Head of School. It will usually include as an introduction a short formal presentation by the Head of School describing the main activities of the school and introducing the key points of the self-study, and meetings with school management staff, academic staff, current and former student and other stakeholders.

7.7 SCHOOL REVIEW PANEL REPORT

The structure of the final report of the Review Panel will be as follows:

- an introduction explaining the School review process;
- background information on the School, its portfolio of programmes and their validation status;
- details of the review event including panel membership and the programme for the event;
- summary of the panel's discussion under the headings outlined in section 7.1;
 - Programme Portfolio and its quality assurance and development
 - Learning, Teaching and Assessment Activities
 - Research Activities
 - Engagement Activities
 - Learning Environment of the School, including Staffing and Staff Development
- the conclusions of the Review Panel to include a list of areas for commendation and Recommendations for areas requiring action; this may be broken into recommendations that are the responsibility of the School, College and Institute.

In addition the report will make recommendations and/or conditions in relation to the continued approval of academic programmes and in some cases may recommend a separate review of individual programmes (see [Chapter Eight](#)).

The report is agreed by each Panel member and is then sent to the Head of School who is invited to make factual corrections. After any factual corrections are made, the approved report is sent to the Head of School and the College Directors and a formal

response is sought from the School normally, within 3 months. The report, together with a response prepared by the School, is considered by the College Board which then submits the response with the Board's observations and any revised documentation that may be required to the Quality Assurance Office and then to the Review Panel. The report will be considered at the Academic Quality Assurance Committee and, where recommendations involve resource issues, outside the direct remit of the school, details of these recommendations and the response of the School will be submitted to the Senior Leadership Team and added where appropriate to the Institute's Quality Enhancement Issues log. .

The report of the School Review Panel, along with the Quality Action Plan from the College Board, is published on the Institute's website.

Annually after the receipt of the formal response from the School, the School produces an updated response for the consideration of College Board, the Academic Quality Assurance Committee and Academic Council.

CHAPTER 8: PROGRAMME REVIEW

Programme review is the major review of a programme, providing an opportunity for the Programme Committee to conduct a major critical evaluation of the programme and to make significant changes to the programme if appropriate.

8.1 INTRODUCTION

Programme reviews may take place at the behest of the College Board, Head of School, or the Academic Quality Assurance Committee, as an outcome of annual internal or external monitoring processes as appropriate the programme modifications process, or in advance of the School Review process (see Chapters 5, 6 and 8). Such a review provides an opportunity for the Programme Committee to conduct a major critical evaluation of the programme, consider the specific issues that have triggered the review, and to make significant changes to the programme, where appropriate.

If significant modifications to a programme are being proposed, the Programme Committee must at an early stage consult the Head of School, or nominee, and seek outline approval of the College Board for such programme modifications. In some cases, possibly because of the extensive nature of proposed modifications with significant resource implications, it is necessary for the College Board to obtain full programme planning approval (Q1A form) from the College Leadership Team and DIT's Senior Leadership Team (via the SLT's Academic and Research Sub-committee). If a programme title/award change is proposed, the College should consult with other Colleges, where there is likelihood that the title of the programme might be contested, in advance of submitting documentation for review. In the event that the Colleges fail to agree, the matter should be referred to the Director of Academic Affairs, Digital and Learning Transformation and Registrar for review and resolution.

The main purposes of Programme Review are to:

- ensure that academic standards continue to be maintained on the programme and meet the Institute's requirements for the relevant award;
- ensure that a market demand exists for the programme and that it continues to be

academically viable and sustainable;

- allow the Programme Committee the opportunity to obtain feedback on the programme from students, external examiners, community, industry and the professions and other external peers and to review the content, relevance, curriculum design and delivery of the programme in the light of that feedback;
- ensure that cognisance is taken of DIT policies and guidelines related to good practice in learning, teaching and assessment (for example, Student Charter, Work Placement, Graduate Attributes, First Year Experience Framework);
- ensure that resources are available for the effective delivery of the programme;
- monitor the effectiveness of the Institute's annual monitoring process for the programme and consider the implementation of programme's quality action plans;
- ensure that the requirements of the QQI in relation to access, transfer and progression and learning outcomes and standards continue to be met.

8.2 TIMETABLE FOR THE PROGRAMME REVIEW PROCESS

The review process should be initiated sufficiently well in advance of the proposed starting date of the revised programme, to allow time for the review procedure to be carried out in accordance with the procedures set out below and in line with Quality Assurance Timeline in relation to validation and review events.

8.3 CRITICAL SELF-STUDY BY THE PROGRAMME COMMITTEE

The main process involved in the review of a programme is the fundamental, critical self-evaluation and re-appraisal of all aspects of the programme by the Programme Committee. This self-study is designed to enable the Programme Committee to evaluate a programme under the headings listed in Section G7 of Appendix 4, and how it can be improved. The self-study is based primarily on the annual monitoring reports and supporting information, and on consultations with current and past students, employers and professionals in the area and other external agencies.

This critical self-study is undertaken by the Programme Committee with input and support from the Programme Team. For the Review Panel's part, the self-study enables the Panel to highlight key areas for attention during the review event and facilitates the

subsequent work of the School and College Board in monitoring the implementation of the recommendations of the Review Panel.

8.4 DOCUMENTATION REQUIRED FOR THE REVIEW EVENT

Programme documentation consists of the critical self-study and the Student Handbooks and where applicable Work Placement Handbook (templates for these documents are included in G3, G6 and G8), copies of previous Annual Monitoring Reports, Programme Committee Minutes, External Examiner Reports and Summary Student Feedback Reports and samples of the digital/online learning materials for consideration where applicable.

Programme Committees are encouraged to seek advice from the College Head of Learning Development, Quality Assurance Officers and staff from the Learning, Teaching and Technology Centre at an early stage in this process, to ensure compliance with Institute and QQI requirements, in relation to such matters as access, transfer and progression and learning outcomes, for example. Programme Committees should also refer to section on Curriculum Design (Section 1.4.3) in Chapter One of this Handbook (Validation of a New Programme).

The Programme Committee may supply any other documentation deemed useful for the review event at the same time as the self study documentation.

The draft documentation is then submitted to the relevant School Executive for endorsement and then to the College Board for consideration.

8.5 CONSIDERATION BY COLLEGE BOARD

The School Executive and College Board consider the documentation in a manner similar to that for a validation event as outlined in Chapter 1, section 1.4.5. When the College Board considers the documentation to be of an appropriate standard, it advises the Academic Quality Assurance Committee of its views and requests that a Review Panel be formed and a review event organised. It forwards four external Panel member nominations (two academic and two professional/industrial nominees), taking into

account gender balance, by way of the Q2A forms, signed by the College Director, along with six copies of all required programme documentation.

8.6 REVIEW EVENT

The review is carried out by a Review Panel which is required to make an impartial judgement on the overall standard of the programme and on its acceptability when compared with other similar programmes elsewhere in Ireland and/or internationally.

8.6.1 FORMATION OF THE REVIEW PANEL

The Academic Quality Assurance Committee notes receipt of the documentation and appoints a Review Panel. The Review Panel is constituted in the same way as a Validation Panel (see Chapter 1, section 1.8.1 where the process for the appointment of panel members and nomination of external panel members including what might constitute a conflict of interest is set out). The Committee will endeavor were feasible to appoint panels with minimum 40% male and 40% female representation.

8.6.2 THE PANEL VISIT

The review event is organised by the Quality Assurance Office in consultation with the College Director's Office, in the same manner as for a validation event and the preparations for the event parallel closely those for a validation event (see Chapter 1, section 1.8.2). The Review Panel visits the College to review the documentation, to discuss the programme and self-study of the programme with the Programme Committee, students and graduates of the programme and to view the facilities available to the programme.

8.6.3 KEY ISSUES TO BE ADDRESSED

The Panel reviews and considers the critical self-study prepared by the Programme Committee, and considers the documentation and any revisions proposed in the light of the self-study to ensure that the revisions are appropriate. An outline of the key issues to be addressed is provided in section G4 of Appendix 4. The primary purpose of the review event is an objective assessment of the issues addressed by the Programme

Committee in its self-study report. Panels may also be asked to pay specific attention to particular issues that may have triggered the programme review.

8.6.4 REVIEW PANEL REPORT

At the conclusion of the event, the Panel considers the recommendations it wishes to make in relation to the continuation of approval for the programme and presents its findings verbally to the College Director, Head of School, Assistant Head of School, Chair of the Programme Committee and other relevant staff. This presentation may also indicate that there are conditions attached to the ongoing approval of the programme or it may include recommendations to modify some aspects of the programme.

A written report is agreed by each Panel member and is then sent to the Head of School who is invited to make factual corrections. After any factual corrections are made, a formal response is sought from the School normally, within 1 month.

8.7 PROGRAMME APPROVAL BY THE ACADEMIC QUALITY ASSURANCE COMMITTEE

Consideration of the Review Panel report at Programme Committee, Department, School and College Board levels follows the same pattern as that described in Chapter 1, section 1.8.6, for a validation report. When the Review Panel is satisfied with the response to its report, particularly with regard to conditions and/or recommendations, the review report and response of the School are forwarded to the Academic Quality Assurance Committee for consideration, to allow it to make a recommendation to Academic Council in relation to the continuing approval of the programme.

Where specific conditions of approval are attached to a programme, which cannot be addressed within 1 month, the approved programme will remain extant for one academic year only. When the conditions have been met, the newly approved programme will be offered in the subsequent academic year following Academic Council approval.

Under the provisions of the Qualifications (Education & Training) Act, 1999, the report and the School's response to that report in respect of the programme are published on the Institute's website.

8.8 APPROVED PROGRAMME DOCUMENT

The approved Programme Document consists of the revised and up-dated Student Handbook and Work placement Handbook (if applicable) and supporting documentation. Copies should be lodged with the College Librarian.

The Head of School must ensure that the Student Handbook is made available to every student on commencement of the programme. This should be online via the programme learning platform. The Head of School must ensure that the Institute's information systems are updated to include the approved programme documentation prior to the commencement of the applicable year of study.

CHAPTER 9: COLLEGE REVIEW

The College Review is intended to address matters associated with academic activities within the College, with a particular focus on quality assurance activities, and the College's Implementation Plans.

The College review will be carried out by a panel whose composition, expertise and terms of reference will facilitate them carrying out this function.

The main purposes of College Review are to:

- Enable the Institute to satisfy itself that its policies**, particularly those relating to the implementation of quality assurance and enhancement systems, are being implemented effectively at College level, including consideration of Student Feedback and external reviews ;
- Consider the cumulative effect (positive and negative) at College Level of changes made within the College on the quality and standard of provision (Evidence comes from Minutes of meetings of College Boards, Sub-Committees and Work groups).
- Evaluate the impact and effectiveness of the College Action Plan, including prioritisation of Resource Allocation as a vehicle for change and enhancement of quality.
- Evaluate the College's implementation of the Institute's Strategic Plan, other relevant Institute policies (internationalisation) and contribution towards meeting Institute targets and objects, with particular emphasis on agreed HEA Compact targets.
- Consider the College's approach to engagement activities, including: relationships with the professions, industry and public bodies, and its outreach and engagement with society and community, including under-represented groups; and how these are embedded within the College's core activities (as per DIT Strategic Plan 2011-14 objective 6 -

<http://www.dit.ie/media/documents/aboutdit/StrategicPlan20112014forpublicationonWebSite.pdf>

- Evaluate the College's approach to branding and public relations
- Evaluate College's response to student retention and progression issues in Schools and initiatives introduced
- Evaluate the College's approach to access, transfer and progression and new programme development.
- Evaluate the effectiveness of processes for the identification and dissemination of best practice in quality assurance and programme delivery;
- Evaluate the College's approach to/implementation of the Institute Action Plans, Targets and Strategies for Research;
- Evaluate the effectiveness of College initiatives to support the postgraduate research experience within the College and the student completion rates of postgraduate
- Evaluate the effectiveness of College Board in addressing the above

Terms of reference for the Review Panel

The Review Panel will consider the self study and supporting documentation provided by the College and through a series of meetings with staff, students and other stakeholders of the College, produce a report which addresses the purposes of the Review.

DIT and the College will provide all relevant available data** to the reviewers prior to the exercise. The reviewers will respect confidentiality and not divulge data, findings or recommendations to any third party.

9.1 TIMETABLE FOR THE COLLEGE REVIEW PROCESS

Each College should normally be reviewed every five – seven years. The preparation for the College review process and in particular the self-study and other documentation should be initiated well in advance of the proposed date of the review. The timetable should allow time for the review procedure to be carried out in accordance with the procedures set out in this Chapter and allow for:

- Preparation of documentation and its review by the College Board
- Submission of documentation to the Academic Quality Assurance Committee.
- Establishment of College Review panel and review event
- Circulation of review panel's report.
- The College Board considers the report and formulates its response to the report which is forwarded to the Quality Assurance and Academic Programme Records Office.
- The Academic Quality Assurance Committee and Academic Council consider the Review Panel's report and response from the College and satisfies itself that the College has adequately responded to the recommendations.

9.2 DOCUMENTATION REQUIRED

The College review is based on a process of self-evaluation, and therefore the written self-study prepared by the College under review is the central focus of the review. The self-study should be analytical, descriptive, no more than forty pages in length, plus appendices, and address the issues as specified in the purpose of the review.

When preparing the self evaluation, the following questions should be considered

- What is the College trying to do?
- How is the College trying to do it?
- How does the College know it works?
- How does the College change in order to improve?
- How the College evaluates the impact of changes introduced?

Indicative chapter headings are:

- Introduction to the College Review Process

- Introduction to the College and Institute
- Effectiveness of Quality Assurance and Enhancement Systems
- Impact of changes made within the College
- Impact and effectiveness of the College Action Plan
- Implementation of Institute's Strategic Plan
- College's engagement activities
- Programme Development
 - Access, Transfer and Progression
 - Student retention and progression
- Identification and Dissemination of best practice
- Research
 - Postgraduate Research
- College Board

Other documentation which may be provided serves as documentary evidence supporting the self-study and much of this should already exist, such as annual monitoring reports and the annual Quality Action Plans, programme validation and review reports and School review reports, programme documents, results of student surveys (internal and external), available reports on research, College Board and Programme Committee minutes, and minutes of all College sub-committees, numbers of research students, recruitment and progression, non-presence rates, a statistics on postgraduate research students, partners actively involved in mobility, collaborative provision, projects, research with students.

Copies of the institute policies to be considered will be provided to the panel, these include but are not be limited to:

Handbook for Academic Quality Enhancement

General Assessment Regulations

Learning, Teaching and Assessment Strategy

Widening Participation Strategy

QQI Guidelines on Access, Transfer and Progress (may need Institute policy)

Student Charter

First year framework for success

Research Action Plan

Institute's Strategic Plan

A College should establish a College Review steering group, which will include a student representative, to lead the preparation of the documentation. Staff in the College will be fully informed of and involved in the organisation of the review prior to its commencement and in discussion of the report and its recommendations.

9.3 CONSIDERATION BY COLLEGE BOARD

The documentation for a College Review, ie the self-study and supporting documentation, is considered by the College Board and it agrees whether it is of a standard to be submitted to a Review Panel. When the College Board approves the documentation it forwards the relevant number of copies to the Academic Quality Assurance Committee.

9.4 APPOINTMENT OF REVIEW PANEL

The Academic Quality Assurance Committee, on behalf of Academic Council, notes receipt of the documentation and sets up a College Review Panel. The College Review Panel is constituted as follows:

- An external Senior Academic Manager (who will act as Chair);
- Two nominees of the Academic Quality Assurance Committee, from Colleges other than that under review;
- Additional Senior externals from other institutions / organisations, sufficient in number (maximum 4) selected by Academic Quality Assurance Committee in consultation with the College; At least one expert should be from academia and one from industry with the appropriate expertise relevant to the College
- A student or recent graduate of the College;

The Committee will endeavour were feasible to appoint panels with minimum 40% male and 40% female representation.

A Quality Assurance Officer from the Quality Assurance and Academic Programme Records. The Quality Assurance Office is responsible for co-ordinating the event, advising the Panel on matters of Institute regulation and requirements and bringing forward the Panel's report.

9.5 COLLEGE REVIEW

The Quality Assurance and Academic Programme Records Office sets in train the review process, once a Panel has been established, by contacting the Panel members and arranging a date for the event, in consultation with the College Director, in a manner similar to that for a validation or review event. The principal contact in the review will be the College Director, supported by the College Head of Research and Head of Learning Development.

The documentation for the review event should be provided two months in advance of this date. One month before the formal review event a preliminary meeting of the Panel will take place, (this meeting may include remote participants), the purpose of which is to consider the terms of reference of panel, the review timetable and the documentation with a view to requesting further documentation as considered appropriate, either to be forwarded to the Panel in advance of the review event or to be made available during the event. One month before the event, the Quality Assurance and Academic Programme Records Quality Assurance who forwards an outline timetable for the event, panel membership list and general briefing notes on the role and function of the review panel, to panel members and to the College Director. The College Executive will assist in the process of providing information to the reviewer(s) and organising the event.

The review visit will normally take place over a two day period and the panel will consider issues raised in the self-study and other documentation presented. A detailed programme for each College review is drawn up by the Quality Assurance and Academic Programme Records Office in consultation with the Chair of the College Review Panel and the College Director. It shall include as an introduction a short formal presentation by the College Director describing the main activities of the College, summarising the quality assurance and improvement systems within the College and introducing the key points of the self-study. It will also include meetings with senior staff within the College, academic staff, representatives of relevant external and professional bodies and community partners as appropriate and current and former students. Where it is deemed necessary to allocate more time to any aspect of the review, the programme for the review will be expanded.

9.6 REPORT OF COLLEGE REVIEW PANEL

The structure of the final report of the Review Panel will be as follows:

Part 1 - Executive summary

Part 2

- explanation of the review process;
- background information on the College, its portfolio of programmes and their validation status;
- details of the teaching, learning, engagement and research activity of the College;
- details of the review event including panel membership and the programme for the event;
- summary of the panel's discussion under each of the review purposes ;
- specific recommendations emanating from the review;
- conclusions of the Review Panel to include a list of areas for commendation and areas for further consideration.

Normally, the Review report is agreed and signed by each Panel member within six weeks of the review visit and is then sent to the College Director who is invited to make factual corrections. A formal response is then sought from the College Director within 2 months, with input from relevant staff within the College, and the draft response is then considered by the College Board along with the report. The College Board then submits the response with the Board's observations to Academic Quality Assurance Committee. The report of the College Review Panel, along with the response from the College Board, will then be considered by Academic Council before being published on the Institute's website. Annually the College response will be updated and forwarded to Academic Quality Assurance Committee in November and presented to Academic Council. Recommendations arising from College Reviews which are outside the remit of the College under review, these will be entered on the Institute Quality Enhancement Issues log and forwarded to the Senior Leadership Team for their consideration. Annually the Senior Leadership Team provides feedback to the College Leadership teams on proposed actions to address the Issues log.

COLLEGE BOARDS

F 3

A College Board is primarily a sub-committee of Academic Council within the College and shall have responsibility for developing and monitoring the implementation of academic policy matters and in particular academic quality assurance procedures set out in this handbook, in respect of courses and programmes within the College.

TERMS OF REFERENCE

Each College Board has the following responsibilities:

1. advising Academic Council on academic matters relevant to the work in its area;
2. monitoring the teaching, learning and research in the subject areas encompassed by the College for which it is primarily responsible;
3. carrying out such duties as agreed in conjunction with other colleges, in relation to joint programmes;
4. monitoring the academic progress and welfare of students registered on the programmes for which it is primarily responsible;
5. recommending to Academic Council regulations regarding programmes of study in its area;
6. recommending members of Validation Panels and Review Panels to the Academic Quality Assurance Committee, for each course and/or programme for which it is responsible;
7. approving documentation to be submitted by the College/School under the procedures for validation/review;
8. considering validation/review panel reports, School responses to such reports including revised documentation and submitting the College Board's response to the Academic Quality Assurance Committee in a timely manner;
9. approving internal and external examiners, and submitting names of approved external examiners to the Academic Council for each course and/or programme for which it is responsible;
10. approving examination results, before sending a report on the awards recommended to Academic Council and before sending a summary of the overall results to the Academic Council;
11. monitoring the functioning of all Programme Committees for which it is responsible, including the annual monitoring reports, which it forwards to the Academic Quality Assurance Committee;
12. monitoring and ensuring the implementation of programme Quality Enhancement Plans across the College;
13. carrying out such other functions as are considered appropriate subject to the approval of Academic Council;
14. preparing and submitting an annual report on its work to Academic Council.

Each College Board may establish sub-committees and working parties with some members external to its membership including from outside the Institute, subject to the approval of Academic Council and Governing Body. The College Director/Dean shall be responsible for reporting the decisions and views of the College Board to Academic Council sub-committees and for transmitting the relevant decisions and views of Academic Council and its sub-committees to the Board.

MEMBERSHIP

The membership of each College Board shall comprise the Director/Dean of the College who shall normally be Chairperson, Heads of School, Assistant Heads of School / Heads of Department, College Manager, College Librarian, the Head of Learning Development, the College Head of Research, one member of academic staff from each School, one representative of the Technician staff, one representative of the Administrative staff, the Buildings Manager and three student representatives. A Quality Assurance Officer from the Office of the Directorate of Academic Affairs and Academic Registrar is an ex officio member and will advise the College Board in relation to quality assurance and enhancement matters. With the approval of Academic Council up to two members may be co-opted and in addition other persons may be invited to attend as considered appropriate. In order to achieve cross-representation each of the other College Boards will nominate representatives to attend.

MEETINGS

Each College Board shall meet at least twice each semester and at such other times as required. An Aide Memoire or minutes should be recorded and available in the Office of the College Administrator and published on the Staff Intranet.

Day One

Event 1 9.00-9.45	Welcome and Introductions – Overview Presentation <i>College Director and College Review Steering Group</i>
9.45-10.15	Private Panel Meeting
Event 2 10.15-11.00	Strategic Planning, Policy Implementation and Impact of changes made <i>College Director, College Manager, Head of Research, Head of Learning Development, Heads of School</i>
11.00-11.30	Private Meeting of the Panel
Event 3 11.30-12.15	Annual Monitoring, (including Partnership programmes) and the Quality Action Plan College Head of Learning Development, 2 HoS, 6 Programme Chairs
Event 4 12.15-12.45	College Teaching, Learning and Assessment Strategy LTAS Sub-Committee
12.45-14.00	Lunch Break
Event 5 14.00-14.30	College Initiatives for Widening Participation and Access and Transfer Opportunities Selection of programme chairs, and members of the Recruitment sub-committee (or equivalent),
Event 6 14.30-15.00	College processes for the consideration of Progression, Completion Non-Presence Rates and Examinations Performance Different programme chairs and members of the Examinations Executive
15.00-15.30	Private Meeting of the Panel
Event 7 15.30-16.15	Taught students and taught graduates (College Convenor, DITSU, School Reps)
16.15-16.30	Private Meeting of the Panel
Event 8 16.30 – 17.30	External Engagement, including Internationalisation, branding and PR. College Director, College Manager and HoS
17.30 – 18.00	Private Meeting of the Panel
Event 9 18.00-19.00	External Stakeholders
19.00	Buffet Style Dinner
9.00-9.30	Private Meeting of the Panel

Day 2

Event 10 9.30-10.30	Research including Postgraduate Research Head of Research, Research Staff and Postgraduate Supervisors
Event 11 10.30 – 11.15	Research students and graduates
11.15-11.45	Private Meeting of the Panel
Event 12 11.45 – 12.30	College Operations and Support, (including facilitates management, administration etc.) College Director, College Manager, Buildings Manager, School Secretaries, IS Staff,
12.30 – 14.00	Working lunch and private Meeting of the Panel to commence drafting the report
Event 13 14.00 – 14.30	Issues Arising requiring clarification College Director
14.30 – 16.00	Private Deliberations of panel
Event 14 16.00 – 16.30	Preliminary findings and feedback College Review Steering Group

PART D

QUALITY ENHANCEMENT IN OTHER ACADEMIC AND RELATED ACTIVITIES

Chapter 10: Quality assurance in postgraduate research

Chapter 11: Quality assurance in programmes not leading to DIT awards

Chapter 12: Review of non-academic departments /units

Chapter 13: Procedures for the Approval of Linked / Collaborative Provision

Chapter 14: The Student Complaints Process

CHAPTER 10: QUALITY ASSURANCE IN POSTGRADUATE RESEARCH

The quality assurance principles for postgraduate study by research deal, in the first instance, with the measures required in the planning of postgraduate research projects for individual postgraduate students, the recruitment of these students and their supervision and progression throughout the research to ensure a successful outcome and the best learning experience for the students.

STUDENTS PURSUING RESEARCH DEGREES

Postgraduate research students are recruited to undertake a research project and write a thesis for examination for one of the approved postgraduate research awards of the Institute:

Postgraduate Diploma (Research) (*PgDip (Res)*) [National framework of qualifications level 9]

Master of Philosophy (*MPhil*) [National framework of qualifications level 9]

Doctor of Philosophy (*PhD*) [National framework of qualifications level 10].

The complete set of principles for maintaining and enhancing quality in postgraduate research are set out in the current edition of the institute's regulations for postgraduate study by research which are available at

<http://www.dit.ie/media/documents/study/postgraduateresearch/regulations%205th%20edition.pdf>

CHAPTER 11: QUALITY ASSURANCE IN PROGRAMMES NOT LEADING TO DIT AWARDS

The chapter outlines the procedures for the approval, annual monitoring and periodic review of programmes of study examined by and leading to awards of external bodies.

11.1 INTRODUCTION

Just as the Institute is committed to quality assurance and improvement in the programmes which lead to DIT awards and on which the earlier chapters of this handbook are focused, the Institute is equally committed to achieving quality and implementing quality assurance in programmes which it offers on a full-time or part-time basis to students in preparation for the examinations and awards of external bodies. It recognises, however, that the responsibilities for some aspects of quality assurance on such externally validated programmes rests with the external parent bodies who are responsible for developing the syllabuses and associated regulations and for monitoring and implementing their examination/assessment systems. However, annual monitoring and related quality enhancement measures should be carried out by the School/College in a manner similar to the procedures set out in [Chapter 6](#).

11.2 APPROVAL FOR OFFERING A NEW EXTERNALLY VALIDATED PROGRAMME

Where relevant, the procedures for obtaining approval for offering a new, externally validated programme follow broadly similar lines to those in [Chapter 1](#) in respect of internally validated programmes. The proposal is processed through the relevant College Board, in order to obtain outline programme planning approval. A Programme Planning Committee is established to examine the programme syllabus and other external body requirements. The Programme Planning Committee prepares programme documentation which sets out what is required of the Institute in order to deliver the programme effectively, including such matters as staffing, schedule of lectures, tutorials, practical work and assessments.

The College Board reviews the programme documentation and if considered appropriate, establishes a Validation Panel, with external representation, as described in [Chapter 3](#) for programmes/courses leading to DIT awards. The Panel should, in this case, have representation from the external body. The Validation Panel visits the College, meets the Programme Committee and prepares a report on its findings using form [Q3 in Appendix 5](#). The report and recommendations of the Validation Panel are considered by the College Board which in turn reports to the Academic Quality Assurance Committee which approves the programme on behalf of Academic Council.

11.3 ANNUAL PROGRAMME MONITORING REPORT

The Programme Committee for each externally validated programme has responsibility for drawing up an annual monitoring report on the programme according to the approach outlined in [Chapter 6](#). This annual monitoring report is submitted for consideration to the College Board which forwards it, with comments, to the Academic Quality Assurance Committee.

11.4 FIVE-YEARLY SELF-STUDY AND REVIEW

Every five years or more frequently if considered appropriate by the Programme Committee, College Board or Academic Quality Assurance Committee, the Programme Committee for an externally validated programme carries out a critical self-study of the programme, preparatory to a programme review, in the manner described in [Chapter 9](#).

11.5 SIGNIFICANT CHANGES AFFECTING AN EXTERNALLY VALIDATED PROGRAMME, INCLUDING ITS INTERRUPTION OR TERMINATION

The Head of School responsible shall keep the College Board advised of any significant changes to the syllabus or other requirements of an externally validated programme, a rise or fall in student numbers which might affect the viability of its operation, or other aspects such as the need to replace the programme with an internally validated programme leading to an award of the Institute, or to combine modules of this programme with other similar programmes.

11.6 PROCESSING EXAMINATION RESULTS IN RESPECT OF THE DESIGNATED TRADES

Examination Board outcomes in respect of apprenticeship programmes which lead to FETAC awards will be noted and approved by the relevant College Board and by Academic Council prior to results being forwarded to the primary provider, FÁS, as per the Apprenticeship Marks and Standards document.

CHAPTER 12: REVIEW OF UNITS/DEPARTMENTS

This chapter outline the procedures for the review of those non-academic units/departments whose work impacts on academic programmes and the experience of students and staff in the Institute.

12.1 INTRODUCTION

The unit review is a review of the operation of those service/administrative unit/departments within the Institute whose work impacts on academic programmes and therefore is an important aspect of the Institute's commitment to the quality of its educational provision and the student and staff experience. It requires that these areas agree a mission statement and service standards against which performance can be measured, and that feedback from user groups is collected and taken on board.

The purposes of unit review are to:

- enhance the quality of the service provided;
- promote understanding of particular requirements of individual user groups; and,
- highlight areas that require improvement and further resources and areas where savings could be made.

The unit review is similar to School review in that it covers all aspects of the area/department's work. However, if the area covers many disparate functions, a number of separate review events may be appropriate.

12.2 TIMETABLE FOR THE UNIT REVIEW PROCESS

Each relevant unit is reviewed every five years. Exceptionally, a review may be held more frequently if requested by a senior post holder or by Academic Council. The preparation for the review process and in particular the self-study and other documentation should be initiated sufficiently well in advance of the proposed date of the review. The timetable should allow time for the review procedure to be carried out in accordance with the procedures set out below.

12.3 DOCUMENTATION PROVIDED BY THE UNIT

The key document in the non-academic unit review process is the self-study, a critical evaluation of the achievements of the area in the light of the area's objectives/standards.

It includes information under the following headings:

- area/department and staff details
- overall mission of area/department
- list of user groups
- service standards
- feedback from user groups
- critical evaluation of performance in light of the above information
- identification of staff development needs and resource requirements.

In recognition of the diverse nature of units in the Institute, the documentation to be provided in the Self-Study will be agreed by the Unit Director and the Office of the Academic Registrar in advance of the review.

12.4 CONSIDERATION

The documentation for the review, once completed at area/departmental level, must be approved to proceed to review by the Director with overall responsibility for the area/department under review. When the relevant Director agrees that the documentation is of an appropriate standard, she/he forwards the relevant number of copies to the Academic Quality Assurance Committee along with external Panel member nominations, signed by the Director.

12.5 APPOINTMENT OF REVIEW PANEL

The Academic Quality Assurance Committee notes receipt of the documentation, considers the external Panel member nominations and either approves them or refers them back to the relevant Director. The Unit Review Panel is appointed by the Academic Quality Assurance Committee and is normally constituted as follows:

- a senior member of the Institute, who has no immediate responsibility for the area under review or appropriate person who is external to the Institute (Chairperson);
- two members of staff of the Institute not from the area under review, one of whom should be an academic member of staff ;
- two external Panel members, who should be senior staff working in comparable areas, at least one of whom should be from a higher education environment. The number of external Panel members may be extended to cover adequately all aspects of the area/department's work;
- a student, where appropriate.

A Quality Assurance Officer is responsible for co-ordinating the event, advising the Panel on matters of Institute regulation and requirements and bringing forward the Panel's report.

12.6 UNIT REVIEW

The relevant Director in consultation with the Office of the Academic Registrar sets in train the review process, once a Panel has been established, by contacting the Panel members and arranging a date for the event, in consultation with the Head of area/department under review. The documentation for the review event must be provided two months in advance of this date. One month before the formal review event there is a preliminary meeting of the Panel, the purpose of which is to consider the documentation with a view to requesting further documentation as considered appropriate, either to be forwarded to the Panel in advance of the review event or to be made available during the event. Examples of documentation which would be available would be departmental budgetary information and staff handbook of procedures. One month before the event, the Quality Assurance Office forwards an outline timetable for

the event, panel membership list and general briefing notes on the role and function of the review panel, to panel members and to the Head of area/department.

A programme for the visit will be drawn up by the Quality Assurance Office and the Chairperson of the Review Panel and the Head of area/department. It will usually include as an introduction a short formal presentation by the Head of area/department describing the main activities of the area and introducing the key points of the self-study, and meetings with staff at all levels and representatives of user groups. The review visit will normally take place over a two-day period and the panel will consider issues raised in the self-study and/or other documentation presented. This is done through a series of meetings with management and staff of the area/department, representatives of user groups and a visit to the facilities available to the School.

12.7 UNIT REVIEW REPORT

The structure of the final report of the Review Panel will be as follows: an introduction explaining the review process; background information on the area/department under review and details of its activities; details of the review event including panel membership and the programme for the event; summary of the panel's discussions; and the conclusions of the Review Panel to include a list of areas for commendation and areas for further consideration.

The Review report is agreed and signed by each Panel member and is then sent to the Head of area/department and to the relevant Director who are invited to make factual corrections. A formal response is then sought from the area/department under review. The response, prepared by the Head of area/department is submitted, along with the report, to the relevant Director who then submits the response with her/his observations to the Review Panel and to Academic Quality Assurance Committee. It is the responsibility of the Director to ensure that actions recommended by the review panel are taken.

The report of the Unit Review Panel, along with the response from the Unit is published on the Institute's website.

CHAPTER 13: COLLABORATIVE PROVISION

13.1 DEFINITION OF COLLABORATIVE PROVISION

The QQI Definition of collaborative provision is “arrangements whereby two or more providers are involved by formal agreement, nationally or internationally, in the provision of a programme”.

- In the context of the DIT, there are a wide variety of collaborative provision arrangements whereby the Institute and an external organisation (i.e. a DIT collaborative partner) share the delivery and assessment of programmes.
- All DIT Collaborative Providers must demonstrate capacity to deliver the proposed programme, or their part of it, in accordance with DIT’s Handbook for Academic Quality Enhancement and General Assessment Regulations.
- The Institute participates in both national and international collaborative provision as detailed below.

3.1A NATIONAL COLLABORATIVE PROVISION

There are a range of different types of National collaborative provision which include but are not limited to:

- **Development and delivery in whole or in part of a programme of study to be delivered by partner who is not themselves an awarding body (National Collaborative Provider Delivery);**

Definition: National collaborative provision refers to a programme of study that leads to a DIT award and is developed and delivered in whole or in part in Ireland by a collaborative provider.

- **Delivery by a partner under a contract for services of whole of part of a programme of study;**

Definition: DIT may develop and validate a programme of study leading to an award of the Institute that requires part or all of the delivery of the programme to be delivered by a third party under a Contract for Services.

- **Collaborative Provider delivery of existing programmes (Franchise);**

Definition: Franchising is the process whereby a validated programme of study leading to an award of the Institute is wholly or partly delivered in the collaborating

organisation by its own staff and under which arrangement the collaborative provider pays DIT for its services.

- **Joint, dual / multiple awards ;**

Definition: Joint awards may be defined as jointly developed and validated programmes leading to a single award conferred on behalf of the DIT and one or more partner academic institutions with degree awarding powers. Dual awards are jointly developed and validated programmes leading to separate awards from the DIT and another academic institution with degree awarding powers. Multiple awards are jointly developed and validated programmes leading to separate awards from DIT and more than one other collaborating academic institution with degree awarding powers.

- **Bespoke provision.**

Definition: DIT may develop and deliver a programme of study for a Client or Client group, tailored for a specific group of students and under which arrangement the partner pays DIT for its services.

13.1B INTERNATIONAL COLLABORATIVE PROVISION

International collaborative provision refers to a programme of study delivered, wholly or in part outside Ireland that leads to a DIT award. There is a requirement for DIT programmes to be delivered and assessed through English. There are of a range of different types of international collaborative provision which include but are not limited to the following:

- **International Collaborative Provider delivery of new programmes**

Definition: International partner delivery of new programmes refers to when an International partner, who is generally not themselves an awarding body requests to develop and deliver (either in whole or in part) outside of Ireland a new programme of study that will lead to an award of the Institute.

- **International Collaborative delivery of existing programmes (Franchise)**

Definition: Franchising is the process whereby a validated programme of study leading to an award of the Institute is wholly or partly delivered in the collaborating organisation by its own staff and under which arrangement the collaborative provider pays DIT for its services.

- **Joint / dual / multiple awards**

Definition: Joint awards may be defined as jointly developed and validated programmes leading to a single award conferred on behalf of the DIT and one or more partner academic institutions with degree awarding powers. Dual awards are jointly developed and validated programmes leading to separate awards from the DIT and another academic institution with degree awarding powers. Multiple awards are jointly developed and validated programmes leading to separate awards from DIT and more than one other collaborating academic institution with degree awarding powers.

- **Overseas delivery (Transnational)**

Definition: Overseas delivery is the provision of a programme or part of a programme of study by DIT staff in a country other than the country in which the Institute is based.

- **Student Mobility**

Definition: Student Mobility is when a registered DIT student undertakes a minimum of one of semester of study in another institution in another jurisdiction which is recognised as part of their programme of study leading to an award of the Institute. The student mobility arrangement is facilitated by a formal agreement between the Institute and the partner institution. These agreements may either be reciprocal exchange arrangements or non-reciprocal arrangements. For example this could be an Erasmus exchange.

- **Articulation Arrangements.**

Definition: An articulation agreement is a legal document produced when two or more academic institutions follow a process leading to a partnership to provide a formalized pathway for student transfer from a partner institute into a programme of study at DIT with advanced standing through accreditation of prior learning.

13. 1.C NATIONAL AND INTERNATIONAL PROVIDER REQUIREMENTS

Both National and International providers must:

- Be an established legal entity
- Comply with applicable regulations and legislation in all jurisdictions where it operates

- Have a sufficient resource base – be stable and in good financial standing and have a reasonable business case for sustainable provision.
- Have fit for purpose governance, management and decision-making structures
- Have arrangements for providing information required to DIT.
- Have structures and resources to underpin fair and consistent assessment of learners.

13.2: OVERVIEW OF PROCEDURES FOR EACH COLLABORATIVE PARTNER TYPE

CONSIDERATION PRIOR TO EMBARKING ON NEW RELATIONSHIP

When considering embarking on a relationship with a collaborative provider, Schools must give consideration to the specifics of the collaborative relationship and the resources required to fully participate in the relationship and comply with all the requirements set out in this Handbook. The School should consult with the quality assurance office who will advise the School in relation to these requirements and the most appropriate collaborative partnership for the proposed arrangements.

Consideration should be given to the criteria detailed in Section 13.3.1 and the compatibility with the proposed collaborative provider.

Additionally, consideration should be given to the requirement for proposals to comply with:

- DIT's Policy on Conflict of Commitment and Conflict of Interest
- DIT's Policy Protection of Enrolled Learners arrangements and, if so, what these arrangements might be
- In the case of international collaboration provision:
 - any local/regional/national requirements and/or legislation in the relevant country and implications for DIT
 - the DIT's policy on staff teaching overseas and how this will impact on the proposal.
 - Partners ability to deliver and assess programme through English

13.2A NATIONAL COLLABORATIVE PROVIDER DELIVERY OF NEW PROGRAMME

A range of organisations within Ireland (e.g. small educational institutions, professional bodies and associations, private/ voluntary organisations, industry partners) seek national collaborative provision relationship with DIT. Examples include staff training programmes whereby the education and training departments within specific companies / organisations with a base in Ireland and DIT work together to develop and validate a programme of study to be delivered in-house by the company / organisation and under which arrangement the provider pays DIT for its services and DIT is the sole awarding body. Other examples include relationships with organisations such as professional bodies, professional associations and small higher education providers where a programme of study is developed and delivered in whole by the collaborative provider and under which arrangement the collaborative provider pays DIT for its services.

National collaborative provision may involve the validation of programmes of study leading to major awards or to minor, supplemental or special purpose awards.

Arrangements such as those described above, and which meet the definition of national collaborative provision fall within the remit of the Linked / Collaborative Provider Committee.

13.2A.1 APPROVAL PROCESS

The Approval Process for a new collaborative provider to develop and deliver a new programme (either in whole or in part) consists as described in Sections 13.3 of two stages:

- Accreditation of a proposed collaborative provider
- Programme Approval.
-

13.2A.2 REPORTING AND MONITORING

Programme Management, Reporting and Monitoring follows the procedures outlined in Section 13.8, 13.9 and 13.10 below.

13.2B CONTRACT FOR SERVICES

DIT may develop and validate a programme of study leading to an award of the Institute that requires part or all of the delivery of the programme to be delivered by a third party under a Contract for Services.

13.2B.1 APPROVAL PROCESS

The Head of School liaises with the Institute's procurement office and puts forward a case to CLT for the use of a contract for services. The College Director on behalf of CLT will then make a recommendation to LCPC via the Finance, Due Diligence and Legal Standing Committee and if agreed that a contract for services may be utilised, the Head of School will follow the instructions of the Finance, Due Diligence and Legal Standing Committee to select an appropriate third party. The criteria for selection of the third party should be recognisant of the requirement that the third party needs to comply with the Institute's Handbook for Academic Quality Assurance and General Assessment Regulations. The contract for services should also be agreed in accordance with the Institute's authority to bind policy prior to the commencement of delivery.

In the case of a new programme, the approval of the programme of study will follow the procedures as set out in Chapter One or Chapter Three of this Handbook. As part or all of the delivery of the programme may be subject to a decision in relation to a Contract for Services, the validation will focus on the curriculum content and the facilities and resources, including staffing that will be required to deliver the programme to required standards. This detail will inform the criteria for the selection of the third party.

In the case of an existing programme, the facility and resourcing requirements will be based on the approved programme documents.

Once a recommendation is made in relation to the selection of a third party, the Head of School should complete the risk register template and the recommendation and risk register template should be forwarded for the consideration of by the relevant College Leadership Team, who will then forward it to the Senior Leadership Team via the Linked Collaborative Provider Committee for approval prior to the issuing of contracts which must comply with the Institute's Authority to Bind Policy.

13.2B.1 REPORTING AND MONITORING

Programme Management and Programme Monitoring follows the procedures outlined in Section 13.8, 13.9 and 13.10.

13.2C BESPOKE PROVISION

13.2C.1 APPROVAL PROCESS

The Head of School writes to CLT outlining the requirements of the Client group. In the case that a new programme is required to meet the needs of the client group, this will be developed and approved as specified in the Chapter 1: Validation of New Programme or Chapter 2: Validation of New CPD programme as appropriate. In the case that an existing programme requires modification to meet the needs of the client group, the procedures specified in Chapter 6: Programme Modifications should be followed. If applicable, permission is sought for transnational delivery from the Linked Collaborative Provider Committee via College Board.

The Head of School in liaison with the College Finance Advisor drafts a Service Level Agreement or equivalent for consideration by CLT. On behalf of CLT, the College Director makes a recommendation to the President to sign the Service Level Agreement. Once signed the College Director forwards a copy of the signed agreement to the QA Office, Chair of the Collaborative Partnership Monitoring Group, Head of Registrations and Head of the Fees and Income Office.

Reporting and Monitoring

Programme Management and Programme Monitoring is conducted as specified in Chapter 4: Programme Management and Chapter 5: Annual Programme Monitoring. In addition the Head of School should liaise with the Fees and Incomes Office to oversee the payment of fees and should any issues arise, these should be highlighted to CLT and to the Collaborative Partnership Monitoring Group.

13.2D International Collaborative Provider delivery of New Programmes

Similarly to National Collaborative provision, there are a range of organisations outside Ireland (e.g. small educational institutions, professional bodies and associations, private/

voluntary organisations, industry partners) who may seek to become an International collaborative partner.

13.2D.1 APPROVAL PROCESS

The Approval Process for a new international collaborative provider to develop and deliver a new programme (either in whole or in part) consists of two stages:

- Accreditation of a proposed collaborative provider as described in Section 13.3
- Programme Approval.

13.2D.1A PROGRAMME APPROVAL

The programme approval process is the process outlined in Section 13.3 and Chapter 1 Validation of a New Programme, or Chapter 2: Validation of New CPD Programme. However the documentation requirements, the nature of the event and the composition of the Panel may differ.

13.2D.1B PROGRAMME DOCUMENTATION

As well as the student handbook and supporting programme documentation required for any new programme to be delivered in the Institute, the Panel would also receive a document prepared by the relevant DIT School/College that addresses the following:

- details of any local quality assurance and legislative requirements
- quality assurance arrangements applicable to the programme including: Annual monitoring, Student feedback, Programme management, External examination and DIT internal moderation of assessment,
- how the DIT's General Assessment Regulations will apply or derogations sought and rationale for these
- Procedures to be followed in relation to rechecks/remarks/appeals etc.
- a report (appendix 3) from the School on the appropriateness of the collaborating institutions' facilities, equipment, learning resources for the delivery and support of the programme
- a detailed report from the School on the staffing of the programme and each module and the collaborating institution's capability to deliver the programme through English.

- details regarding the required ongoing communications between the School/College and the collaborating institution that will be put in place to ensure the programme is operating appropriately

13.2D.1D VALIDATION EVENT

The focus of the validation event will be to determine the suitability of the programme of study to the award being sought, the environment in which the programme operates, including the management structure and to consider the comparability of the student experience with that of a similar programme of study delivered within the Institute. As such the validation event may include additional meetings with a range of Staff from the partner Institution and the validation panel may include additional members as considered appropriate by the Academic Quality Assurance Committee.

13.2E DELIVERY OF EXISTING PROGRAMMES (FRANCHISE)

13.2E.1 APPROVAL PROCESS

The Approval Process for a new international collaborative provider to franchise an existing programme (either in whole or in part) consists of two stages:

- Accreditation of a proposed collaborative provider as described in Section 13.3
- Programme Approval.

13.2E.1A Programme Delivery Approval

While the programme delivery approval process will be similar to the process outlined in Section: 13.3 and in Chapter 1 Validation of a New Programme or Chapter 3 Validation of a New CPD Programme, the documentation requirements, the nature of the event and the composition of the Panel may differ.

13.2E.1B PROGRAMME DOCUMENTATION

As well as the student handbook and supporting programme documentation required for any new programme to be delivered in the Institute, the Panel would also receive a document prepared by the relevant DIT School/College that addresses the following:

- how the programme will be customised/localised as discussed between the collaborating institution and DIT, in terms of modules, assessment strategies etc

- details of any local quality assurance requirements and legislation which needs to be complied with
- quality assurance arrangements applicable to the programme including: Annual monitoring, Student feedback, Programme management, External examination and DIT internal moderation of assessment,
- how the DIT's General Assessment Regulations will apply or derogations sought and rationale for these
- The procedures to be followed in relation to rechecks/remarks/appeals etc.
- a detailed report from the School on the appropriateness of the collaborating institutions' facilities, equipment, learning resources for the delivery and support of the programme
- a detailed report from the School on the staffing of the programme and each module and the collaborating institution's capability to deliver the programme through English.
- details regarding the ongoing communications envisaged between the School/College and the collaborating institution to ensure the programme is operating appropriately

13.2E.1D VALIDATION EVENT

As the programme structure, content, assessment and regulations shall be already approved, with exceptions as noted above, the focus of the franchise event shall be on the ability of the franchise provider to deliver the programme and the environment in which the programme would operate with particular reference to the management structure and support systems and facilities in existence. As such the validation event may include additional meetings with a range of Staff from the partner Institution and the validation panel may include additional members as considered appropriate by the Academic Quality Assurance Committee.

13.2E.2 REPORTING AND MONITORING

A separate programme code should be allocated for each different programme delivery location and each location should have a separate programme committee which submits an annual monitoring report as specified in Sections 13.8, 13.9 and 13.10 and Chapter 6: Annual Programme Monitoring.

13.2F - JOINT / DUAL / MULTIPLE AWARDS

To be a Joint / Dual / Multiple Provider an Institution should:

- Already have successful existing provision in the subject area and at the academic level of the proposal;
- Have degree awarding powers at the appropriate level or equivalent.
- Be in good standing in the qualifications systems and education and training systems in any countries where they operate.
- Have access, transfer and progression arrangements that are compatible with DIT's arrangements.
- Have arrangements for the protection of enrolled learners that meet statutory obligations (where applicable)
- Have their own established General Assessment Regulations and QA procedures.
- Learning resources and the learning environment should be appropriate to the delivery of the award;
- The qualifications and experience of academic staff should be appropriate.

13.2F.1 APPROVAL PROCESS

In the case of a proposed joint/dual award with a known degree-awarding institution either in Ireland or internationally:

The Linked/Collaborative Provider Committee will consider the nature of the due diligence exercise required and the documentation required. It is envisaged that the self-study report and full due diligence report may only be required in certain cases where the collaborating institution is relatively unknown (non-EU, non-US etc). In all cases the School should complete a risk register template for each programme.

Programme Teams should discuss the programme documentation and validation requirements with the Quality Assurance Office at an early stage of programme development.

13.2F.1A WHEN DIT VALIDATION PROCEDURES ARE BEING FOLLOWED

As specified in Chapter 1: Validation of a New Programme, a Q1A form is completed and approved for all types of joint / dual awards. The nature of the validation event may vary. Normally, the validation processes as outlined Chapter 1 Validation of New programme or Chapter 3 Validation of a New CPD Programme are followed.

The Validation Panel should receive full documentation on the programme as delivered at the DIT and the joint institution(s). This documentation should clearly outline:

- Roles and Responsibilities of each partner
- Rights and Entitlements of students in each partner
- The specific assessment regulations that will apply to this programme
- The joint quality assurance arrangements that apply.

The Panel shall ensure that the arrangements for the assessment of students and the regulations that pertain to the programme are clear and that any derogations from the Institute's General Assessment Regulations and any other specific issues/requirements are explicit in the Programme Document.

13.2F.1B WHEN PARTNER VALIDATION PROCEDURES ARE BEING FOLLOWED

In accordance with the "European Approach to Quality Assurance of Joint Programmes", a Head of School or nominee can put forward a proposal to the Institute's Academic Quality Assurance Committee that the validation procedures of one of the partner institutions be followed. In this case, the programme documentation as outlined above should be given provisional approval by College Board in advance of formal submission to the partner Institute. DIT may participate in the other provider's validation procedures. The report arising from the partner Institution's validation procedures, together with a response from the relevant school should be submitted through College Board for formal consideration by the Institute's Academic Quality Assurance Committee and Academic Council. Academic Council may make a recommendation for approval of the new award based on this validation report and response.

13.2F.1C – DUAL AWARD ARISING OUT OF TWO EXISTING VALIDATED AWARDS

In the case of a Dual Award arising out of two existing validated awards in known degree-awarding Institutions, in which it is envisaged that the students will spend a minimum of two semesters for a Bachelor's Degree and one semester for a Master's Degree with each partner, the following proposed approval steps are proposed to LCP.

1. Partner Organisation provides details of the validation / accreditation of the existing award (e.g the Quality Assurance Procedures that were undertaken to approve the existing award and any subsequent reviews and copies of relevant reports) and details of any legal requirements within their jurisdiction for dual awards (if applicable)
 - a. QA Officer to review this documentation, consult with QQI or Embassy / NARIC, University staff as appropriate and make recommendation on acceptance to LCP

2. Partner Organisation provides detail of the existing curriculum, including Module Descriptors (or equivalent)
 - a. School considers the partner's curriculum against the approved DIT programme and establishes an equivalency for the two cohorts of students to ensure that all students to receive the DIT award, will meet the overall programme learning outcomes and also to clearly identify any pre-requisites that may be required:
 - i. Cohort DIT: For students who commence programme of study with DIT and then study for an appropriate period of time in the Partner Institution. Cohort Partner: For students who commence programme of study with Partner and then study for an appropriate period of time in the DIT.

3. Partner organisation provides details of how Students in "Cohort DIT" will be accommodated whilst with Partner
 - a. DIT School ensures that DIT Cohort students will be adequately covered with Insurance etc. whilst on Semesters abroad and any other requirements that are needed (e.g. do they need an foreign language proficiency,

vaccinations etc.)

4. DIT School provides sample Student Handbooks, that clearly specify the requirements for the different cohorts of students

5. Dual Award DIT Evaluation Panel established:
Suggested Membership: Head of School / Head of Learning Development (within College) (to Chair), DIT Discipline Academic Expert, QA Officer and option of External discipline expert
 - i. Panel will review Documentation submitted, (this may include meeting (Skype) with a selection of staff from DIT and Partner Organisation)
 1. Accept Compatibility
 2. Accept Compatibility with caveats (conditions / recommendations)
 3. Don't Accept
 - ii. Panel review the Student Handbooks and make recommendations if applicable
 - iii. Panel consider the appropriateness of services that will be provided to students in the Partner Institute.
 - iv. It may be appropriate and relevant for the Panel or sub-set of Panel to meet (Skype) with a selection of Students
 1. DIT students who previously undertook exchange with partner (if there were previous exchange students)
 2. DIT students from the programme
 3. Partner students (particularly students who may be on exchange in DIT)
 - v. Panel Make Recommendation to Academic Quality Assurance Committee to approve a Dual Award, with or without conditions / recommendations.

13.2F.2 REPORTING AND MONITORING

As part of the validation process, the programme documentation should specify the specific programme management, reporting and monitoring procedures that have been agreed between the partner Institutions that will apply. All programmes in which DIT participate should have

- a programme committee or equivalent which includes student representatives and representatives of each Institution
- a joint examination board or equivalent to make recommendations on progression and the final award
- an annual monitoring report which incorporates student and external examiner feedback

13.2G – OVERSEAS/TRANSNATIONAL DELIVERY

- A: On-line / distance delivery or
- B: Physical face-to-face delivery.

Overseas delivery may take place on programmes leading to DIT awards, joint / dual/ multiple awards

13.2G.A OVERSEAS ON-LINE / DISTANCE DELIVERY

Overseas on-line delivery of programmes or parts of programmes by DIT staff may be delivered the support of local partners. The variety of different supports provided by local partners will vary from programme to programme and may include but is not limited to:

- Provision of student support services
- Provision of learning resources such as libraries and laboratories
- Recruitment of students
- Provision of examination rooms and invigilation services

13.2G.B OVERSEAS PHYSICAL FACE-TO-FACE DELIVERY

Overseas physical face-to-face delivery by DIT staff of programmes or parts of programmes will normally be delivered with in partnership with a local partner(s).

Generally the role of partners will include:

- Provision of physical learning resources
- Provision of student access to on-line learning resources

- Provision of student support services
- Recruitment of students

The standard of provision of services through local partners should be comparable to provision of services within the Institute.

13.2G.1 APPROVAL PROCESS

When either developing a new programme or planning to deliver an existing programme to a new overseas location with a new local partner there is a two stage approval process:

13.2G.1A PARTNER APPROVAL

Partner approval may follow the procedures as outlined in Section 13.3: **Procedures for accreditation of a proposed international collaborative provider**

13.2G.1B PROGRAMME DELIVERY APPROVAL

The Head of School or nominee should then arrange for the development of a Localised student handbook and supporting programme documentation. The supporting documentation should include a section **Arrangements for Overseas Delivery by DIT Staff**, which specifies how the programme or part of programme will be delivered overseas by DIT staff and the applicable arrangements that will apply to staff. These arrangements should be in compliance with the Institute's Staff Working Overseas Policy. This documentation will also outline the role of the local support partner.

The approval process for new programmes with overseas delivery will follow the procedures set out in Chapter 1: Procedures for the Validation of a new programme or Chapter 2: Procedures for the Validation of a New CPD Programme. The approval process for existing programmes to be franchised or delivered in a new location should follow the procedures set out in Section 13.2E Procedures for Delivery an existing programme of study (Franchise).

13.2F.2 REPORTING AND MONITORING

A separate programme code should be allocated for each different programme delivery location and each location must have a separate programme committee which submits an annual monitoring report as specified in Section 13.10 and Chapter 6.

13.2H - STUDENT MOBILITY

13.2H.1 Approval Process

The approval process for student mobility includes two stages

13.2H.1A STAGE 1: PARTNER APPROVAL

The Head of School or their nominee should satisfy themselves of the suitability of a potential partner. The following criteria should be taken into consideration:

- Suitability of the programme of study available. Is it comparable or complimentary to the DIT programme of study.
- Student support and pastoral care services
- Reputation and standing of partner.

The Head of School or nominee should then make a formal recommendation to College Board to recognise the potential partner as a suitable mobility partner for specific programmes. The Head of School or nominee should liaise with the International Office to draft an appropriate agreement for the type of mobility arrangement. The College Director makes a recommendation for the mobility partner agreement to be signed.

13.2H.1B STAGE 2: PROGRAMME AND STUDENT DOCUMENTATION

Approved DIT Student Handbooks for applicable programmes should include details of the opportunities to participate in student mobility arrangements. This documentation should outline the details of any mobility opportunities that may be available and the application procedure for students to apply to avail of these opportunities. A student mobility pre-departure pack should be provided to all students who apply for a mobility opportunity. The student mobility pre-departure pack should include details of:

- What students need to do before they leave
- What students need to do whilst on the mobility experience
- What students need to do when they return from the mobility experience

- A mobility checklist and documents that need to be completed, including a learning agreement
- Advice for students who encounter any difficulties with the relevant Contact details for staff in both DIT and the partner Institution

13.2H.2 REPORTING AND MONITORING

All students who are participating on a student mobility experience should be registered on a Student mobility module on the Student Banner System. On completion of the student mobility experience, the partner institution should provide the Examinations Office with formal notification of the student's performance, specifying the number ECTS completed or equivalent and the actual grades obtained. The Examinations Office should send a copy of the results to the School Erasmus Co-ordinator and present this data to the programme examination board, who will formally determine if the student has passed or failed the student mobility experience and if they may progress to the next stage of their programmes. Normally module performance is recorded on a pass / fail basis unless alternatively specified in the approved student handbook. If the examination board determines that the student has failed the mobility experience, it may not be feasible for the student to repeat the mobility experience and therefore the examination board should determine what the student needs to do in order to obtain sufficient ECTS for progression. Special repeat arrangements should be specified in the module descriptor.

On completion of the student mobility experience, the programme chair or nominee should seek feedback from students on their experience. A summary of student feedback received should be considered by the programme committee and any noteworthy feedback commented on in the programme annual monitoring report and any matters of concern highlighted to the Head of School. A remedial action plan should be put in place to address any matters of concern.

In preparation for the School Review process, each School should undertake a review of the mobility arrangements in place in the School and provide evidence of this review in the self-evaluation report.

13.2I - ARTICULATION AGREEMENTS,

13.2I.1 APPROVAL PROCESS:

The Head of School or nominee should compare the programme syllabus and undertake a mapping exercise to determine the comparability of the programme studied at the partner institution with that part of the DIT programme from which students will be exempted.

The Head of School or nominee liaises with the International Office, where applicable and produces a draft articulation agreement. The draft articulation agreement, together with confirmation from the Head of School of the comparability of the programmes of study is submitted to the College Board for its consideration.

The College Director makes a recommendation to the President to sign the Articulation Agreement and sends copy to Academic Council for noting.

13.2I.2 REPORTING AND MONITORING

The Head of School provides detail of the new articulation agreement to the Quality Assurance Office. The Quality Assurance Office enters the programme details onto the Institute's register of articulation agreements which is reported on annually to the QQI. As part of the programme annual monitoring process, the performance of students entering the programme through articulation agreements is considered and if any issues of concern arise this is included in the annual programme monitoring report form. Should any issues of concern arise the Head of School and the programme chair, will put forward a plan for remedial action which may involve making curriculum amendments either to the DIT programme accepting students or to the partnership programme or exiting from the articulation agreement.

13.3 ACCREDITATION OF A PROPOSED COLLABORATIVE PROVIDER

Accreditation is the process whereby an organisation is evaluated and judged suitable for assuming, under prescribed conditions, responsibility for the delivery and management of programmes which lead to awards of DIT, including the implementation of quality assurance procedures and the maintenance and improvement of academic standards. Accreditation will usually involve a due diligence/risk assessment exercise conducted by DIT and based on information provided by the proposed collaborating organisation.

Accreditation of an organisation will normally occur as a prelude to the validation/franchise of programmes of study.

13.3.1 PROCEDURES FOR ACCREDITATION OF A PROPOSED COLLABORATIVE PROVIDER

Due to the nature of collaborative provider arrangements, various avenues of initial contact are possible, whether through a member of the academic staff of the DIT, Head of School or College Director. Formally, the process commences when the organisation seeking collaboration makes a request in writing to DIT via the relevant School/College/Unit.

Applications for initial approval of a proposed collaborative provider must be accompanied by the Outline Proposal report from the relevant School/College/Unit. At this stage the School/College/Unit formally nominates a member of staff to act as point of contact between the proposed partner organisation and the DIT.

The School/College/Unit should also ensure that the proposal is in accordance with the DIT's Policy on Conflict of Commitment and Conflict of Interest. Where a conflict of interest / commitment exists, a copy of the declaration of personal interests form(s) should be submitted to the College Leadership Team (CLT) and to the Linked/Collaborative provider Committee (LCPC) together with the proposal form and other required documentation. Should the Conflict of interest / Commitment relate to a member of either the CLT or LCPC, that member may present the details of the proposal to the CLT or the LCPC, but must be recused from the part of the meeting where the CLT or LCPC deliberates on the proposal.

At each stage of the process, the staff and committees of the Institute will be cognisant of the importance of the Institute's reputation and will consider this in the context of perceived benefits arising from the partnership. Staff and Committees should be cognisant of the below criteria:

- How well the education objectives of the potential linked / collaborative provider align with those of DIT

- How culturally compatible the two organisations are
- The anticipated long-term benefits of the relationship to DIT
- The public and legal standing of the proposed linked / collaborative provider in its own country/internationally
- The public and legal standing of the proposed linked / collaborative provider in Ireland
- The financial stability of the proposed linked / collaborative provider
- The ability of the proposed linked / collaborative provider to provide the necessary human, physical and organisational resources to deliver the objectives of the collaboration and within DIT's quality framework
- The ability of the proposed linked / collaborative provider to provide an appropriate and safe working environment for students and staff, where applicable
- How well the values of the proposed linked / collaborative provider match DIT values.

Potential benefits may include:

- Potential income value
- Whether placements for students would be guaranteed
- Whether student exchange opportunities would be guaranteed
- Whether the potential partner is a key player in the discipline area and an association with that partner is highly valuable to DIT's reputation
- Whether the partnership has an altruistic focus, which would advance DIT's Community Engagement aims
- Whether the partnership would provide valuable opportunities for knowledge exchange for staff or staff exchange opportunities
- Whether DIT's association with the partner can bring exposure or recognition for DIT in the partner's market, thus attracting highly qualified staff to DIT from a new source
- Whether DIT's association with the partner can bring exposure or recognition for DIT in the partner's market, thus attracting an increased number of International students
- Potential collaboration on research projects

Stage 1

The outline proposal is submitted by the collaborative partner to the Head of School who includes details on how the programme supports the Institute's Academic Strategy and the financial model proposed. The Head of School submits the proposal to the (CLT), which shall consider the proposal. If approved, the proposal should then be submitted to College Board for noting. If College Leadership Team is satisfied for the proposal to proceed, the outline proposal is also submitted to the Director of Corporate Services and Director of Academic Affairs, Learning and Digital Transformation who will meet with the College Director to make a decision on whether the proposal should be proceeded with. They may request additional information. If satisfied that the proposal should proceed, upon request of the College Director, the Director of Corporate Services will assign staff to work with the relevant School to undertake full due diligence, if applicable. The proposal is then submitted to DIT's Senior Leadership Team (through the Academic and Research Committee) and Academic Council via Academic Quality Assurance Committee

If a decision is made that a proposal should not proceed, this decision and the reasons why should be communicated to the third party and relevant Head of School by the committee making the decision.

On receipt of notification of this decision, the provider may within 28 days provide the Institute with additional information that was not in the initial submission, in which case the relevant committee will re-consider its decision taking account of this additional information.

The Linked / Collaborative Provider Committee is a sub-committee of Senior Leadership Team to which it reports via the Academic and Research Sub-Committee. It also reports to Academic Council through the Academic Quality Assurance Committee. The Committee considers all matters relevant to the approval of proposed collaborative provider and monitoring of collaboration provision. It is constituted in such a way as to ensure all relevant sections of DIT are involved in the approval of proposed collaborative provision and its monitoring of collaborative provision.

The Membership and Terms of Reference of Linked / Collaborative Provider Committee is attached in Appendix 4. The purpose of this Committee is to evaluate proposals from a strategic, financial, management and academic perspective, within the context of para 14.4.3 and against the following criteria:

Stage 2

Please note that in the case of a CPD programme of less than 30 ECTS which is delivered in less than three months, the Institute may decide that a full Stage 2 evaluation is not necessary and therefore the Linked Collaborative Provider Committee may make a recommendation for the proposal to proceed directly to Stage 3.

- i) The proposed Collaborative provider submits a Self Study
- ii) The Head of School or nominee works in liaison with the staff assigned by the Director of Corporate Services, to complete the due diligence report, risk register template, Q1A form and draft MOA. The relevant Head of School should consult with other relevant units/departments.
- iii) The Head of School submits the a copy of the Collaborative Provider Self Study, together with the completed due diligence report, and the Q1A form to the relevant College Leadership Team.
- iv) If the College Leadership Team is satisfied that the proposal should proceed, it will forward all the documentation to the Director of Corporate Services who will convene a Finance, Due diligence and Legal Standing Committee to consider the documentation.
- v) The Finance, Due diligence and legal standing committee considers the Self Study, Due Diligence Report, Q1A, and draft MOA and agrees one of the following outcomes.
 - that the Standing Committee recommends that the proposal should proceed and be considered by the Linked Collaborative Provider Committee. The Sub-group may identify specific issues for a Validation Panel to address during the validation and in its report and . or specific conditions that should incorporated into the MOA;
 - that the Standing Committee recommends that the proposal should be proceed subject to the provision of further information by the DIT supporter as specified by the Committee;

- that further information/documentation as specified should be requested from the proposed collaborative provider, before the Standing Committee is able to recommend approval;
 - that the Standing Committee recommends that an Accreditation Panel is appointed to visit the proposed collaborative provider and complete a report. The Sub-Group will identify any specific issues it wishes the Accreditation Panel to address;
 - that the Standing Committee does not recommend approval for the proposal to proceed.
- vi) The DIT proposer (Head of School and/or nominee) presents the proposal to the Linked Collaborative Provider Committee. . Committee members may then question the proposer.
- vii) The Committee considers self-study report (see appendix), the Q1A and the Standing Committee’s decision in relation to the due diligence report and agrees one of the following outcomes:
- that the Committee recommends that the proposal should be approved and proceed to the programme validation stage . The Committee may identify specific issues for a Validation Panel to address during the validation and in its report;
 - that the Committee recommends that the proposal should be approved and the programme validation/approval process initiated, subject to the provision of further information as specified by the Committee;
 - that further information/documentation as specified should be requested from the proposed collaborative provider, before the Committee is able to recommend that the proposal should be approved and proceed to validation / approval;
 - that the Committee recommends that an Accreditation Panel is appointed to visit the proposed collaborative provider and complete a report. The Committee will identify any specific issues it wishes the Accreditation Panel to address;
 - that the Committee does not recommend approval for the proposal to proceed.
- viii) The Committee makes a recommendation to AQAC and to Academic Council for approval and to SLT (via the A & R Committee) for their approval. The DIT proposer, College Director will be notified of the decision.

If either SLT or AQAC does not approve the request, further information may be requested from the College/Unit and/or proposed collaborative provider, or SLT/AQAC shall write to the College/Unit and provider providing the reasons for its decision.

Stage 3

13.3.1A – PROVIDER OF A PROGRAMME OF MORE THAN 30 ECTS AND/OR LONGER THAN 3 MONTHS DURATION.

In the case of a proposal relating to the delivery of a programme of above 30 ECTS and/or longer than three months in duration by a proposed collaborative provider:

The Programme Validation procedures as outlined in Section 13.4.1 and Chapter 1 of this Handbook will be followed.

13.3.1A – PROVIDER OF CPD OF LESS THAN 30 ECTS AND LESS THAN THREE MONTHS DURATION.

Generally in the case of a proposal relating to the delivery by a proposed national collaborative provider of a CPD of 30 ECTS or less and of three months or less duration a College-based validation/accreditation process should be instigated. The process will follow that outlined in Chapter 3 and below

- .The proposed collaborative provider should submit a self-study report (see template for Self-Study reports for CPDs of 30 ECTS or less), along with the relevant programme documentation..
- the Q1A form and MOA is to be drafted by the School and approved by the College Leadership Team and forwarded to the Finance, Due diligence and legal standing committee for their consideration.
- If satisfied that the programme validation should proceed the documentation will be forwarded to SLT (through the Academic and Research Sub-Committee) and, at the same time, Linked / Collaborative Provider Committee..
- The College validation /accreditation panel will meet with the Collaborative provider and produce a report on the proposed academic programme and its delivery.

The College Panel appointed may require external representation as outlined in Chapter Three. Colleges may also wish to appoint a DIT panel member from another College to participate in this process. The College, Director of Corporate Services, LCPC, or another forum may request that the process outlined in Stage 2 above is followed in advance of the programme validation process.

- ix) The report from the validation/accreditation panel should be submitted for approval at College Board and to the Linked /Collaborative Provider Committee for consideration, which will then recommend approval (or otherwise) to Academic Quality Assurance Committee and Academic Council.
- x) The finalised MOA should be submitted by College Leadership Team to the Linked Collaborative Provider Committee who will make a recommendation for signature.

13.3.2A – ACCREDITATION PANEL

Where the Finance, Due diligence and legal standing Committee or Linked / Collaborative Provision Committee wish to appoint an Accreditation Panel to visit the proposed collaborative provider and complete a report, the Accreditation Panel will normally comprise the following members:

- a Chairperson nominated by Linked / Collaborative Provision Committee;
- a representative of the College directly corresponding with the proposed collaborative provider, but not from the School that is supporting the collaboration;
- a representative of another College;
- a member of the Standing Committee
- a representative of the Quality Assurance Office.

The self-study and supporting documentation including the completed due diligence report shall be provided to the Accreditation Panel not less than three weeks in advance of the accreditation visit. The Quality Assurance Office shall liaise with the potential collaborative provider regarding the schedule of meetings and any additional documentation required.

The Accreditation Committee may undertake one or more visits to the potential collaborative provider.

13.3.2B: ACCREDITATION REPORT

On completion of the visit(s), the Accreditation Panel prepares a report for the Corporate, Legal and Finance Sub-Group and the Linked / Collaborative Provision Committee recommending, if considered appropriate, accreditation of the proposed collaborative provider and that the process may proceed to the next stage. The Panel may make other recommendations and may stipulate conditions that must be met before the accreditation can proceed. Linked / Collaborative Provider Committee shall upon receipt of the report consider the recommendations of the Accreditation Panel and agree whether or not to accept these recommendations.

A final decision on the approval of accreditation of a proposed collaborative provider shall be made having regard to the recommendation of the Academic Quality Assurance Committee, by Academic Council and Governing Body. All such recommendations are subject to the drafting and signing of a Memorandum of Agreement between DIT and the collaborating institution.

13.3.2C – APPEAL OF ACCREDITATION DECISION

Should the Collaborative Provider or DIT proposer wish to appeal the decision of the Linked Collaborative Provider Committee then they may do so only in the following circumstance:

- **New information is available that supports the proposal.**

In such a case, the Collaborative Provider / DIT proposer should write to their College Director outlining the reasons why they would like the proposal reconsidered and providing details of the additional / amended information. If the College Director agrees that the decision should be appealed they should write to the Chair of the Linked / Collaborative Provider Committee providing a copy of the documentation supplied by the DIT Proposer.

13.3.2D CHANGE OF PROGRAMME TYPE FROM LESS THAN 30 ECTS TO MORE THAN 30 ECTS

Where a provider has been accredited according to the procedures outlined in 13.3.1B above and then wishes to deliver a programme of 30 ECTS or more and longer than three months in duration, then the Linked Collaborative Provider Committee may require that the accreditation process as outlined in Stage 2 above be followed prior to the validation of the programme(s).

13.4 PROCEDURES FOR THE VALIDATION AND FRANCHISING OF A PROGRAMME OF STUDY OF GREATER THAN 30 ECTS

13.4.1 - VALIDATION OF NEW PROGRAMME/AWARD

Normally, once accreditation of the proposed collaborative provider is approved or it is recommended that the validation can proceed and the Q1A approved, the collaborative provider may prepare and submit documentation for the validation of a new programme, in accordance with DIT procedures on the validation of new programmes leading to major awards and on the validation of continuing professional development programmes (see Chapters 1 and 3, Q1A form and guidelines on programme documentation). The contact person in the School/College shall work with the collaborative provider to ensure that agreed procedure is followed and that the documentation is in the correct format and includes the required information.

The School/College shall ensure that the forms for the nomination of external panel members as appropriate (Q2A) are completed and submitted to the College Board for approval. The College Board also considers the submitted programme documentation and if approved, forwards the documentation and the external panel member nominations to Academic Quality Assurance Committee. The Academic Quality Assurance Committee then appoints a Validation Panel, in accordance with procedures as set out in Chapter One of this Handbook. Where an Accreditation Panel has been appointed, these members may be appointed as internal members of the Validation Panel. Where an Accreditation Panel has not been appointed, and where the accreditation process is to be completed as part of the validation process, the Linked /

Collaborative Provision Committee may make recommendations to the Academic Quality Assurance Committee in relation to the configuration of the Panel.

The validation event shall proceed according to the relevant procedures referred to in previous chapters. In addition to the issues considered by DIT validation panels as set out in G4 and any issues identified by the Linked / Collaborative Provision Committee in its evaluation of the proposed collaborative provider, the validation panel in respect of a collaborative programme shall also pay particular attention to the environment in which the programme would operate with particular reference to the management structure and support systems and facilities in existence. The assessment of the detailed validation proposal should ensure that the standards associated with the proposal are generally comparable with those standards operating within DIT. The Validation Panel should meet with the programme management team and the lecturing staff. It may also wish to meet with particular staff within the central services of the collaborative provider, for example, student development, student support, admissions, human resources and finance.

The validation normally takes place on the site where the programme will be delivered but this may not always be practicable. The Linked / Collaborative Provision Committee makes recommendations regarding the site visit (see 14.5.4 above).

The Validation Panel shall submit its report to the Academic Quality Assurance Committee, setting out its recommendations with any conditions in relation to the application for validation by the collaborative provider.

The Academic Quality Assurance Committee reports its recommendations to the Academic Council regarding the outcome of the validation process.

13.5 PROTECTION OF ENROLLED LEARNERS (PEL) REQUIREMENTS

PEL arrangements are required where the programme to be delivered is of three months' duration or more, and where fees have been paid by or on behalf of learners.

DIT itself is named in the QQI Act as a provider who is exempt from the specific requirement to put arrangements in place for PEL for programmes it delivers itself. QQI protocols require that DIT consider PEL implications when entering into collaborative and joint awarding arrangements and this should be addressed in contractual arrangements underpinning collaborations. DIT has a responsibility to ensure that any learners enrolled on collaborative and joint programmes delivered in partnership with DIT are delivered in accordance with the approved programme documents. Prior to approval / re-approval of a new programme with a Collaborative provider, the provider together with the host DIT school must submit details in writing to the Linked / Collaborative provider committee of arrangements to be put in place should the collaborative partner be unable to fulfil their obligations in relation to programme delivery. These arrangements must include alternative arrangements for the delivery of the programme and / or financial arrangements to cover the cost of this delivery or a refund of fees to enrolled learners (or those who have paid monies on behalf of enrolled learners).

13.6 MEMORANDUM OF AGREEMENT

Whilst, the final decision regarding the validation of a programme rests with the Academic Council and Governing Body, the delivery of the programme is subject to the completion of appropriate Memorandum of Agreement / Consortium Agreement between the DIT and the partner Institute(s). No student can be registered by DIT on a collaborative programme without a signed Memorandum of Agreement being in place.

The Memorandum of Agreement (MoA) should be drafted, based upon the standard DIT template for Memoranda of Agreement, by the relevant School /Unit /College in consultation with the proposed collaborative provider. It should contain appropriate schedules for each programme, which includes details in relation to the contact personnel at each institution, commencement and termination dates, financial arrangements and information on arrangements for the Protection of Enrolled Learners, where applicable. In drafting this, the School / Unit / College should also consult with relevant units /departments within the Institute, where appropriate, ie the Secretary's

Office, Finance, Student Services, the College and the Directorate of Academic Affairs and Registrar.

The draft MoA should be submitted for consideration to the College Leadership Team along with the Self Study, Q1A and due diligence report. If satisfied CLT will forward this documentation for consideration of the Corporate, Legal and Finance Sub-Group. At this stage approval is in principle

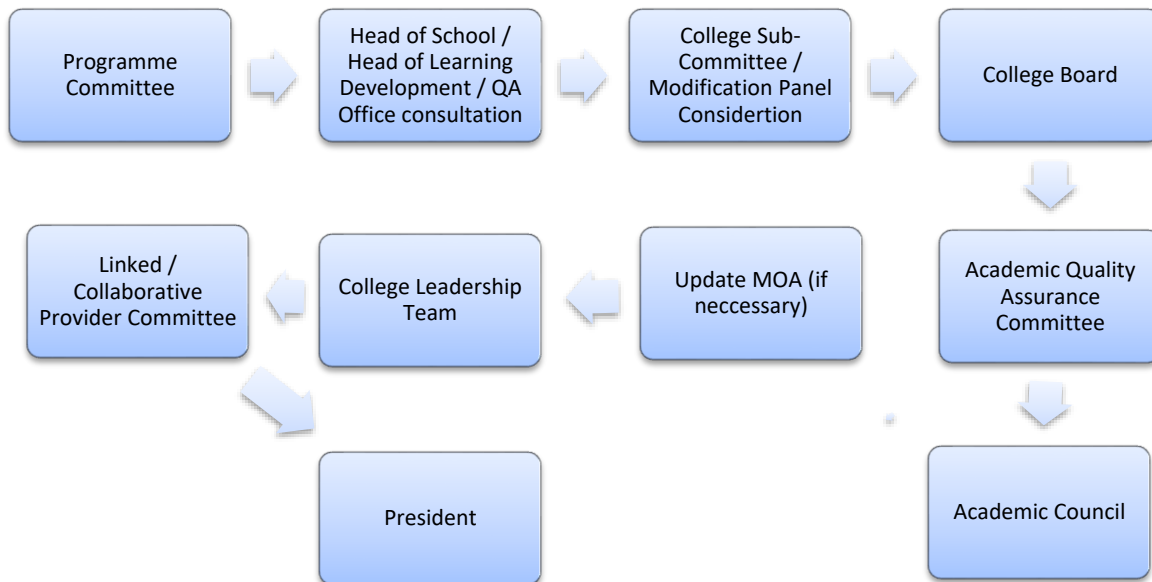
When programme validation processes are complete, the final MOA (or equivalent) along with the MoA approval sheet is submitted to CLT and, if approved by CLT, both the MoA and the approval sheet (signed by all relevant parties) are submitted to Linked / Collaborative Provider Committee for recommendation for signature, subject to approval of programmes by Academic Council. Depending on the total value of the MoA (over the life of the contract term), the Authority to Bind DIT in Contractual Arrangements Policy may apply, in which case the MOA and MOA approval sheet will be forwarded to Senior Leadership Team and Governing Body as outlined in the Authority to Bind Policy. When the MOA is recommended for signature, two (or more) MoAs including addenda are normally forwarded to the proposed collaborative provider for signature by Academic Affairs. Once these MoAs are returned, Academic Affairs shall forward the MoAs to the Institute's President for signature. The signed MoAs will be returned to Academic Affairs who will forward the MoA to the relevant DIT School / Unit and an MoA to the collaborative provider. It shall retain a copy of the signed MoA for its records. The Head of School should retain an original copy on file.

The Collaborative Partnership Monitoring Group will include the signed MoA in its register of Agreements.

13.7 PROGRAMME MODIFICATIONS

Modules and programmes can be amended and approved on a regular basis in accordance with Chapter 6 of this Handbook. In accordance with the terms and conditions outlined in the Memoranda of Agreement signed between Collaborative Providers and the Institute, such modifications must be approved by Academic Council in advance of implementation. Collaborative providers should familiarise themselves with

the various steps involved in the approval of amendments and the submission dates which apply in the relevant college.



Should the approval of any modification require amendment to the signed Memorandum of Agreement, an amended agreement should be considered by the College Leadership Team. The College Leadership Team, should complete the Memorandum of Agreement Approval Sheet and submit together with the amended Memorandum of Agreement to the Institute’s Linked /Collaborative Provider Committee who may make a recommendation to the President to sign the amended agreement.

On confirmation that the Institute has approved the requested modifications, the collaborative provider should ensure that all programme documentation and publication material is amended accordingly and revised copies provided to the Quality Assurance Office and relevant DIT Head of School.

In the case of proposed modifications to a DIT delivered programme that is also delivered through franchise arrangements transnationally, the DIT School should discuss and seek agreement of the changes from the collaborative provider in advance of the submission of the relevant forms. These forms should reference all programmes to which the proposed modifications pertain.

13.8 PROGRAMME MANAGEMENT

The Head of the relevant section / department with the Collaborative provider where the programme is to be conducted and co-ordinated, shall have responsibility for delivery and management of the approved programme, subject to the oversight of the relevant DIT Head of School.

To facilitate the oversight by the relevant DIT Head of School and in accordance with the Memorandum of Agreement, both DIT and the collaborative provider should assign an Academic Liaison Person for each programme approved. The DIT Academic liaison person shall provide advice with respect to quality assurance and to the implementation of the DIT quality assurance procedures and for the oversight and monitoring of academic staff and keep DIT informed on matters relevant to the specific area of co-operation.

The Collaborative provider liaison person is responsible for co-ordinating the implementation of the broad duties and responsibilities outlined in Chapter 4: Programme Management. They are responsible for ensuring the appointment of class representatives and for organising the meetings of the Programme Team and Programme Committee Meetings and the maintenance of minutes. They are responsible for the keeping the DIT liaison person informed on matters relating to the delivery of the programme. These matters include but are not limited to:

- Marketing and Publication of the programme
- Student Recruitment and Selection
- Staff teaching on the programme
- Student Performance and Progression
- Resources deployed to the deliver the programme
- Academic Standards
- Any issues affecting the delivery of the programme

The DIT liaison person and relevant DIT Head of School shall be ex-officio members of the Programme Committee(s) and Progression and Award Board(s) and at least one of which must attend, either in person or via electronic means, each programme committee meeting. The DIT Liaison person will be responsible for reporting the outcomes of each progression and award board to College Board and providing copies of the programme committee minutes.

13.9 OPERATIONAL GUIDELINES

13.9.1 ADVERTISING

Any promotional or advertising material should be submitted for the perusal of the DIT Liaison person in adequate time to enable any modifications to be made on the advice of the DIT Liaison person.

13.9.2 STUDENT HANDBOOKS

In advance of the commencement of each year / new cohort of the programme the student handbook should be updated and a copy provided to the DIT Liaison person for their perusal in adequate time to enable any modifications to be made prior to the commencement of students.

13.9.3 TEACHING STAFF

All teaching staff must meet DIT requirements for teaching delivery and to facilitate oversight the Head of School should be kept informed of any changes to teaching staff and may advise of the criteria for appointment of staff to the programme(s).

13.9.4 REGISTRATION

Once students have accepted to commence the programme, these students must be recorded with DIT. To facilitate the student records process, the collaborative provider should provide the DIT registration service (copied to the DIT Liaison person) with the required data (Current requirements are outlined in Appendix 1). The DIT is required to report student records to the Irish Higher Education Authority (HEA) and their data requirements are subject to change and from time to time collaborative providers may be requested to provide additional data.

If any students leave the programme prior to completion, this detail should be provided to the DIT registration service and DIT Academic Liaison person.

In general student cards are not provided to students registered with a collaborative provider. If as part of the Memorandum of Agreement it is agreed that such students may have access to some DIT services and facilities, and it is agreed that student cards should be provided, student cards will be issued by DIT Students Services subject to the receipt of payment as outlined in the Memorandum of Agreement and subject to the receipt of photographs as specified by the Registration Service.

13.9.5 PAYMENT

A Financial liaison person should be assigned by each Collaborative provider who will ensure the prompt payment of DIT fees as outlined in the Memorandum of Agreement.

13.9.6 PROGRAMME DELIVERY

The programme must be delivered in accordance with the programme documentation approved by Academic Council. If issues arise and the programme cannot be fully delivered exactly as approved by Academic Council, the relevant DIT Head of School should be informed immediately. The Head of School will liaise with the College Director and the Quality Assurance Office to decide on any remedial action which may be required. Examples of remedial action which may be required include but are not limited to:

- Submission of module and / or programme amendment requests
- Change to the resources deployed to deliver the programme
- Enactment of the Protection of Enrolled Learners agreement.

13.9.7 ASSESSMENT

In accordance with Chapter 4 Programme Management, the relevant DIT Head of School will nominate a DIT examiner to moderate the assessments on the programme. This person should be a different person to the DIT Academic Liaison person. If the programme leads to a major award of the Institute, the DIT examiner will be external to both DIT and the collaborative provider. If the programme leads to CPD Awards of the Institute, the DIT examiner may be either internal or external. The DIT Head of School will consult with the Collaborative Provider prior to nominating an external examiner for approval of College Board.

For major awards, the DIT Examiner will perform the duties outlined for the external examiner in Chapter 4 Programme Management and the Institute's General Assessment Regulations and will provide an annual report to both the relevant DIT Head of School and the relevant Collaborative Provider Head of Section.

Normally, the Collaborative Provider Academic Liaison person will be responsible for co-ordinating the relevant module boards and the progression and award boards. For major awards, As well as the DIT examiner, the DIT Academic Liaison Person and the Head of School should be members of the module board and the progression and award board. On an agreed basis the Collaborative Provider Academic Liaison person will provide all assessment data required by DIT: this will include, but is not limited to, the individual module assessment marks for each student, the aggregated marks, the decisions of the programme and award board and the recommended award classification for each student.

The relevant DIT Head of School will be responsible for ensuring that all required data is input in relevant DIT systems and records maintained. Once data has been entered onto the relevant DIT system(s), a data quality check should be undertaken to ensure the DIT Academic Liaison person will be responsible for liaising with the DIT Examinations Office / Student Development to organise the production of DIT award parchments. The DIT Academic Liaison person will also be responsible for liaising with the Collaborative Provider in relation to the requirements for the Graduation, where applicable.

13.10 FORMAL MONITORING PROCEDURES

13.10.1 STUDENT FEEDBACK

At the end of the delivery of each module, students are to be given a module survey feedback form (Q6a or alternative) to complete, which is submitted to the lecturer delivering the module. The lecturer maintains the original copies which may be requested by the relevant DIT Head of School and relevant Section Head in the Collaborative provider. The lecturer summarises the feedback into a Q6b form (or alternative) which is submitted for the consideration of the programme chair.

At the end of the delivery of the programme, a programme feedback survey (Q6c or alternative) is given to each student to complete. The Collaborative Provider liaison person should agree the best method for the delivery of this survey with the DIT Academic Liaison person. Copies of the feedback received should be provided to the programme committee and the Quality Assurance office.

13.10.2 ANNUAL MONITORING

As specified in Chapter 5: Annual Monitoring, the Q5 Annual Monitoring report or agreed equivalent should be completed at the end of year of delivery for each cohort. In addition the collaborative provider should will provide a covering memo to confirm that:

- they are adhering to the terms of this Agreement in full, and in particular demonstrates
 - the DIT fee has been paid in full by the Provider
- they continue to have capacity to perform this Agreement
- they continue to implementing its Protection of Enrolled Learners arrangements
- they are in compliance with its General Obligations
- they have fulfilled their Health & Safety obligations
- they have followed the requirements of Intellectual Property
- they maintain Confidentiality as required by the agreement
- they are in compliance with the requirements of Data Protection
- they have the required insurances in place
- they are in compliance with Anti Bribery and Corruption requirements
- they are adhering with all Applicable Laws

At least once per semester, the College Leadership Team / Board will consider the operation of Collaborative Partnerships within its College. To aid its consideration, the School will provide a copy a data monitoring report (Appendix2) for the current year,

copies of the Programme Committee Minutes and the previous year's Annual Monitoring report (once a year) and a update in relation to the payment of fees. The Head of School will report to College Leadership Team / Board on the operation of the partnership and highlight any issues (s)he to bring to the attention of the College Leadership Team / Board or requiring remedial action.

The College, may arrange a formal dialogue meeting between the Collaborative provider and DIT. Minutes of these dialogue meetings should also be provided to College Leadership Team / Board. The formal dialogue meeting can take place either remotely via electronic means or in person. The membership of the dialogue meeting may vary depending on the issues for discussion but from the DIT, should always include the relevant Head of School(s), the Academic Liaison person(s) and a nominee of the College Director (chair). A representative of the Quality Assurance Officer should be invited to attend. From the Collaborative provider, the relevant Head of Section and the Academic Liaison person and should attend each meeting. Additional DIT representatives may be invited to attend as required.

College Board will alert relevant DIT personnel and the Linked Collaborative Provider Committee of any issues arising that require remedial action.

13.11 PROCEDURES FOR PERIODIC REVIEW OF COLLABORATIVE PROVIDER

At the commencement of the year prior to the expiration of a Memorandum of Agreement, the relevant School, together with the collaborative partner, should consider whether it wishes to seek a renewal of the collaborative arrangements and, if so, should instigate the formal review process.

13.11.1 STAGE 1 – OUTLINE PROPOSAL (FOR ALL PROGRAMMES)

The outline proposal is submitted by the collaborative partner to the Head of School who includes details on how the programme supports the Institute's Academic Strategy, the proposed financial arrangements going forward (costings template), a summary of how the arrangement has operated including Protection of Enrolled Learners (PEL) arrangements where applicable, and any issues arising. The Head of School submits the proposal to the (CLT) or equivalent, which shall consider the proposal. If approved, the proposal should then be submitted to College Board for noting. If College Leadership

Team is satisfied for the proposal to proceed, the outline proposal is also submitted to the Office of the Director of Academic Affairs, Digital and Learning Transformation for consideration by Linked /Collaborative Provider Committee. If satisfied that the proposal to renew should proceed to the next stage, the proposal is then submitted to DIT's Senior Leadership Team (through the Academic and Research Committee) and Academic Council via Academic Quality Assurance Committee.

If a decision is made that a proposal should not proceed, this decision and the reasons why should be communicated to the third party and relevant Head of School by the committee making the decision. On receipt of notification of this decision, the collaborative provider may within 28 days provide the Institute with additional information that was not in the initial submission, in which case the relevant committee will re-consider its decision taking account of this additional information.

13.11.2 STAGE 2 – DUE DILIGENCE AND DRAFTING OF MEMORANDUM OF AGREEMENT (FOR MAJOR AWARDS/CPD AWARDS OF 30 ECTS OR MORE)

The following sets out the procedure for the evaluation of proposals for renewal of collaborative provision. At each stage of the process, as with the accreditation process, the staff and committees of the Institute will be cognisant of the importance of the Institute's reputation and will consider the proposal in the context of perceived benefits of the arrangements, using the same criteria as listed in section 13.3.1, and how the collaborative arrangement has delivered on these perceived benefits to date.

Please note that in the case of a CPD programme of less than 30 ECTS which is delivered in less than three months, Linked/Collaborative Provider Committee may decide that a full Stage 2 evaluation is not necessary and the Linked /Collaborative Provider may make a recommendation for the proposal to proceed to Stage 3.

- i) The proposed Collaborative provider submits a Self Study including audited accounts. The Head of School drafts the MoA. This documentation is submitted to the College Leadership Team for consideration.

- ii) If CLT considers that the proposal to renew the collaboration should proceed, the documentation should be submitted to the Finance, Due Diligence and Legal Standing Committee of Linked/Collaborative Provider Committee who will convene to conduct appropriate due diligence in the areas of finance, legal matters, governance and risk management, based on the self-study submitted and the financial costings template. Additional information may be requested by this Committee.
- iii) Following the due diligence exercise, the Standing Committee will issue a report, based on the template for due diligence, along with the draft MoA to Linked/Collaborative Provider Committee that includes a recommendation as to whether the renewal of the collaboration should proceed to the next stage.
- iv) The DIT proposer (Head of School and/or nominee) presents the proposal to the Linked /Collaborative Provider Committee. Committee members may then question the proposer.
- v) Linked/Collaborative Provider Committee considers the report Standing Committee and agrees one of the following outcomes.
 - a. the proposal should proceed to the next stage, ie the academic quality assurance review processes. The Committee may identify specific issues for a Review Panel to address during the review process and/or specific conditions that should incorporated into the MOA;
 - b. the proposal should be proceed to the next stage, subject to the provision of further information as specified by the Committee;
 - c. further information/documentation as specified should be requested and considered, before the Committee is able to recommend approval;
 - d. a Re-Accreditation Panel should be appointed to visit the collaborative provider and complete a report. The Committee will identify any specific issues it wishes a Re-Accreditation Panel to address;
 - e. the collaborative arrangements should not be renewed.
- vi) The Committee makes a recommendation to AQAC and to Academic Council for approval and to SLT (via the A & R Committee) for their approval. The DIT Proposer/Head of School shall be notified of the Committee's decision.

13.11.2A – RE-ACCREDITATION PANEL

Where the Linked / Collaborative Provision Committee wish to appoint a Re-Accreditation Panel to visit the collaborative provider and complete a report, the Re-Accreditation Panel will comprise the following members:

- a Chairperson nominated by Linked / Collaborative Provider Committee;
- a representative of the College directly corresponding with the collaborative provider, but not from the School that is supporting the collaboration;
- a representative of another College;
- a member of the standing Committee;
- a representative of the Quality Assurance Office.

The self-study and supporting documentation including the completed due diligence report shall be provided to the Re-Accreditation Panel not less than three weeks in advance of the visit. The Quality Assurance Office shall liaise with the collaborative provider regarding the schedule of meetings and any additional documentation required.

The Re-Accreditation Committee may undertake one or more visits to the potential collaborative provider.

If either SLT or AQAC does not approve the request, further information may be requested from the College/Unit and/or proposed collaborative provider, or SLT/AQAC shall write to the College/Unit and provider providing the reasons for its decision.

13.11.2B RE-ACCREDITATION REPORT

On completion of the visit(s), the Re-Accreditation Panel prepares a report for the Linked / Collaborative Provider Committee recommending, if considered appropriate, re-accreditation of the collaborative provider and that the process may proceed to the next stage. The Panel may make other recommendations and may stipulate conditions that must be met before the re-accreditation can proceed. Linked / Collaborative Provider Committee shall upon receipt of the report consider the recommendations of the Re-Accreditation Panel and agree whether or not to accept these recommendations.

A final decision on the renewal of accreditation of a collaborative provider shall be made having regard to the recommendation of the Academic Quality Assurance Committee, by Academic Council and Governing Body. All such recommendations are subject to the drafting and signing of a Memorandum of Agreement between DIT and the collaborative provider.

If either SLT or AQAC does not approve the request, further information may be requested from the College/Unit and/or proposed collaborative provider, or SLT/AQAC shall write to the College/Unit and provider providing the reasons for its decision.

13.11.2C – APPEAL OF RE-ACCREDITATION DECISION

Should the Collaborative Provider or DIT proposer wish to appeal the decision of the Linked Collaborative Provider Committee then they may do so only in the following circumstance:

- **New information is available that supports the proposal.**

In such a case, the Collaborative Provider / DIT proposer should write to their College Director outlining the reasons why they would like the proposal reconsidered and providing details of the additional / amended information. If the College Director agrees that the decision should be appealed they should write to the Chair of the Linked / Collaborative Provider Committee providing a copy of the documentation supplied by the DIT Proposer.

13.11.3 STAGE 2/3 – DUE DILIGENCE, DRAFTING OF MEMORANDUM OF AGREEMENT AND ACADEMIC PROGRAMME REVIEW PROCESS (FOR A CPD OF 30 ECTS OR LESS AND OF THREE MONTHS OR LESS DURATION)

In the case of a CPD programme of less than 30 ECTS which is delivered in less than three months, Linked/Collaborative Provider Committee may decide that a full Stage 2 evaluation is not necessary and the Linked /Collaborative Provider may make a recommendation that appropriate due diligence is conducted at College level and that a College-based panel conducts an academic review of the programme(s).

The College, LCPC or another forum may request that the process follow that for major awards /CPD awards greater than 30 ECTS (see 13.11.2)

Where a College-based process is instigated:

- i) The collaborative provider should submit a self-study report (see template for Self-Study reports for CPDs of 30 ECTS or less), along with the relevant programme documentation (see Chapter Three). The Head of School should provide the draft MoA.
- ii) The MOA should be drafted by the School and approved by the College Leadership Team. The College Leadership Team should consider the self-study report, proposed financial costings and draft MoA. The CLT may seek advice from outside the College as it deems appropriate, ie financial advice.
- iii) A College-based programme review Panel shall be set up. This may require external representation (see Chapter Three). Colleges may wish to appoint a DIT panel member from another College to participate in this process.
- iv) The College review panel will meet with appropriate DIT representatives including Head of School and collaborative provider representatives and produce a report on the proposed academic programme and its delivery.

The finalised MOA should be submitted by College Leadership Team to the Linked Collaborative Provider Committee who will make a recommendation for signature.

13.11.4 PROCEDURES FOR THE REVIEW OF ACADEMIC PROGRAMMES (MAJOR AWARDS/CPD AWARDS OF 30 ECTS OR MORE)

Normally, once renewal of the collaborative provider is approved or it is recommended that the programme review can proceed, the collaborative provider may prepare and submit documentation for the review of the programme(s), in accordance with DIT procedures on the review of programmes leading to major awards and on the review of continuing professional development programmes (see section 13.4.1 and Chapter 8 and guidelines on programme documentation). The contact person in the School/College shall work with the collaborative provider to ensure that agreed procedure is followed and that the documentation is in the correct format and includes the required information.

In the case of a proposed programme leading to a major award, the School/College shall ensure that the forms for the nomination of external panel members as appropriate (Q2A) are completed and submitted to the College Board for approval. The College Board also considers the submitted programme documentation and if approved, forwards the documentation and the external panel member nominations to Academic Quality Assurance Committee. The Academic Quality Assurance Committee then appoints a Review Panel, in accordance with procedures as set out in Chapter Eight of this Handbook. Where a Re-Accreditation Panel has been appointed, these members may be appointed as internal members of the Review Panel. Where a Re-Accreditation Panel has not been appointed, and where the renewal process is to be completed as part of the review process, the Linked / Collaborative Provider Committee may make recommendations to the Academic Quality Assurance Committee in relation to the configuration of the Panel.

The review event shall proceed according to the relevant procedures referred to in previous chapters. In addition to the issues considered by DIT review panels as set out in G4 and any issues identified by the Linked / Collaborative Provider Committee in its evaluation of the collaborative provider, the review panel in respect of a collaborative programme shall also pay particular attention to the environment in which the programme would operate with particular reference to the management structure and support systems and facilities in existence. The assessment of the detailed review proposal should ensure that the standards associated with the programme are generally comparable with those standards operating within DIT. The Review Panel should meet with the programme management team and the lecturing staff. It may also wish to meet with particular staff within the central services of the collaborative provider, for example, student development, student support, admissions, human resources and finance.

The review normally takes place on the site where the programme will be delivered but this may not always be practicable. The Linked / Collaborative Provider Committee makes recommendations regarding the site visit (see 14.5.4 above).

The Review Panel shall submit its report to the Academic Quality Assurance Committee, setting out its recommendations with any conditions in relation to the application for renewal by the collaborative provider.

The Academic Quality Assurance Committee reports its recommendations to the Academic Council regarding the outcome of the review process.

13.11.5 RECOMMENDATION FOR SIGNATURE OF MEMORANDUM OF AGREEMENT

Once agreed by CLT and Non-Academic Standing Committee, as appropriate, the finalised MOA should be submitted by CLT to the Linked Collaborative Provider Committee, along with the MoA Approval Sheet, who will consider the MoA and make a recommendation for signature.

13.12 DISCONTINUATION OF COLLABORATIVE PROVIDER PROGRAMMES

Collaborative Providers must commit that once students are offered places on a programme, that the programme of study is offered in its entirety. For circumstances that may arise beyond the control of the Collaborative Provider, that prevent the Collaborative Provider fulfilling its obligations in this regard, it is imperative that Protection of Enrolled Learner Arrangements as outlined in section 13.5 are put in place.

However, a Collaborative Provider may decide that a programme of study should be discontinued. The Collaborative provider should inform the relevant Head of School of this decision and the reason why immediately. When a decision to discontinue a programme is made, the Collaborative partner and relevant Head of School should ensure that students registered on that programme have an opportunity to complete the programme or that the Protection of Enrolled Learners arrangements are enacted. In exceptional circumstances, or in the case of repeat students a suitable alternative programme may be provided.

The relevant Head of School should advise College Board, the Linked Collaborative Committee and the Collaborative Partnership Monitoring Group of this decision, the reason why, whether protection of enrolled learners arrangements have been enacted and / or what the arrangements are to provide students with the opportunity to complete the programme or if all students registered students have completed the programme.

The Institute may likewise make a decision that a programme offered by a collaborative provider should be discontinued. The recommendation to discontinue a programme can be made by the relevant Head of School, a Director of the Institute or arising out of the

Quality Assurance Processes. The decision to discontinue the programme should be ratified by either Academic Council or the Operations and Resources Committee. The Institute will inform the Collaborative provider of its decision, the reason why and the timescale. The collaborative provider will work with the Institute to ensure that arrangements are put in place to provide students currently registered on the programme with the opportunity to complete the programme of study.

CHAPTER 14: LINKED PROVIDER PROCEDURES

INTRODUCTION

These procedures outline the specific quality assurance procedures that pertain to Linked Providers of the Dublin Institute of Technology. They should be read in conjunction with the Institute's General Assessment Regulations, the Institute's Handbook for Academic Quality Enhancement, the Irish Core Statutory Guidelines for Quality Assurance as published by the QQI and Institute's Framework Agreement Template for Collaborative Provision.

The procedures set out how the criteria to be a linked provider, how the Institute will approve the QA assurance procedures of a proposed linked provider, and how the Institute will engage with a Linked provider to approve programmes to be delivered by the provider, to approve changes to the agreed programme(s) and quality assurance procedures and how the Institute will review the programmes and the effectiveness of the linked providers Quality Assurance Procedures.

DEFINITION AND LEGAL CONTEXT OF LINKED PROVIDERS

Quality and Qualifications Ireland (QQI) 2012 Act Definition "Whereby a provider that is not a designated awarding body enters into an arrangement with a designated awarding body under which arrangement the provider provides a programme of education and training that satisfies all or part of the prerequisites for an award of the designated awarding body."

In many respects Linked Providers are Autonomous Colleges who have chosen DIT as their quality assurance agency and as such DIT fulfils the role of the Quality Assurance agency, with a similar relationship to the QQI relationship with voluntary providers.

The 2016 Core Statutory Quality Assurance Guidelines for Designated Awarding Bodies developed by the QQI states:

"Where a designated awarding body makes an award in respect of a programme offered by a linked provider, it must include in its own QA procedures to approve, monitor and review the effectiveness of the quality assurance procedures of each of its linked providers.

Such procedures will cover:

- Approval of the quality assurance procedures of linked providers whose programme(s) leads to an award of the designated awarding body, having regard to QQI QA guidelines as set out below.
- Monitoring of programmes leading to awards of the designated awarding body.
- Arrangements to ensure that enrolled learners can complete programmes leading to similar awards in the event that the initial provider ceases to offer the programme(s) for whatever reason, including withdrawal of the awarding function by the awarding body. These requirements are for the protection of enrolled learners on linked provider programmes leading to awards of the designated awarding body. Those linked providers wishing to seek the International Education Mark in future will be required to have arrangements in place for the protection of enrolled learners that accord with the conditions set out in Section 65 of the 2012 Act.
- Review by the designated awarding body of the effectiveness of the quality assurance procedures established and implemented by the linked provider under Section 37 of the 2012 Act. The review of a linked provider shall be carried out by the designated awarding body in accordance with the procedures for cyclical review established by QQI. Procedures should include the provision to send QQI a copy of the report of the review.
- The withdrawal by the designated awarding body of approval of a linked provider's quality assurance procedures under Section 39 of the 2012 Act. This will include procedures to forward notice of any such withdrawal to QQI.
- The appointment of an independent appeals person for the purposes of hearing an appeal under Section 39 of the 2012 Act.
- The hearing of an appeal under Section 39 of the 2012 Act.”

CRITERIA TO BE A LINKED PROVIDER

To be a linked provider of the DIT the provider must:

- Be an established legal entity
- Comply with applicable regulations and legislation in all jurisdictions where it operates

- Have a sufficient resource base – be stable and in good financial standing and have a reasonable business case for sustainable provision.
- Have fit for purpose governance, management and decision-making structures
- Have at least one approved taught programme approved which is delivered by the linked provider and leads to an approved award of the Dublin Institute of Technology
- Have arrangements for providing information required to DIT.
- Have structures and resources to underpin fair and consistent assessment of learners.
- Be in good standing in the qualifications systems and education and training systems in any countries where it operates (or where its parents or subsidiaries operate) or enrolls learners, or where it has arrangements with awarding bodies, quality assurance agencies, qualifications authorities, ministries of education and training, professional bodies and regulators.
- Have education and training capacity demonstrated by:
 - Experience and track record in providing education and training programmes
 - A fit for purpose and stable complement of education and training staff
- Have provision of education (Teaching and Learning) as the primary purpose of the Organisation
- Have capacity to comply with the standard conditions for validation specified in the DIT Handbook for QE
- Have access, transfer and progression arrangements that meet QQI's criteria for approval.
- Develop their own QA procedures for the approval of DIT.
- Put in place their own Protection of Enrolled Learners (PEL) procedures.

In addition, DIT must be the only “organisation” who is approving the programmes and there must be an up to date signed agreement with the Institute.

REQUIREMENTS FOR QUALITY ASSURANCE PROCEDURES

Quality Assurance Procedures refers to the systems, mechanisms, procedures and processes utilised to achieve and maintain the desired level of quality in programme provision and related services. DIT recognises that Quality and its assurance is the primary responsibility of the linked provider. DIT approval of the quality assurance

procedures of linked providers pertains only to those programmes leading to DIT awards and related services but this extends to the overall governance and management structures in place in the provider to support the delivery of such programmes.

The complexity of related procedures will be influenced by a provider's context, including its scope; the NFQ level of provision and overall provider goals, as well as its external obligations. Each linked provider is expected to have an integrated quality assurance system which is captured in a Quality Assurance manual which addresses QQI 2016 Core Statutory Guidelines for Quality Assurance and applicable QQI Topic Specific Quality Assurance Guidelines and includes processes and procedures for:

- Governance and Management of Quality
- Documented Approach to Quality Assurance
- Programmes of Education and Training
- Access, Transfer and Progression Policy
- Staff Recruitment, Management and Development
- Teaching and Learning
- Assessment of Learners
- Supports for Learners
- Protection of Enrolled Learners
- Information and Data Management
- Public Information and Communication
- Other Parties involved in Education and Training (if applicable)
- Self-Evaluation, Monitoring and Review

DIT expects Linked Providers to be cognizant of the Institute's Quality Enhancement Procedures and acknowledges that Linked Provider may wish to adopt aspects of the DIT's quality assurance procedures where applicable, in which case providers should specify in their Quality Assurance Manual the DIT procedures which it is adopting. In particular the DIT would be supportive of linked providers adopting its procedures for Teaching and Learning and Assessment of Learners and Programme Management. The Institute's expectations in relation to Linked Provider quality assurance procedures are detailed further in the sections below. Linked Providers are advised to discuss their draft

Quality Assurance Manual with the Institute's Quality Assurance Office who can advise on the appropriateness of adopting the relevant aspects of the DIT Quality Enhancement Manual.

APPROVAL PROCESS FOR NEW LINKED PROVIDERS, INCLUDING PROCESS FOR APPROVAL OF QA PROCEDURES

An application to be a linked provider of the DIT should be made in writing to the Director of Academic Affairs, Digital and Learning Transformation and Registrar. Applications must be accompanied by the Outline Proposal form completed by at least one College Director and Dean. The Dean, at this stage should also formally nominate a member of staff to act as point of contact between the proposed partner organisation and the DIT.

The College should also ensure that the proposal is in accordance with the DIT's Policy on Conflict of Commitment and Conflict of Interest. Where a conflict of interest / commitment exists, a copy of the declaration of personal interests form(s) should be submitted to the College Leadership Team (CLT) and to the Linked/Collaborative provider Committee (LCPC) together with the proposal form and other required documentation. Should the Conflict of interest / Commitment relate to a member of either the CLT or LCPC, that member may present the details of the proposal to the CLT or the LCPC, but must be recused from the part of the meeting where the CLT or LCPC deliberates on the proposal.

The Outline Proposal Form and supporting documentation will be considered by the Institute's Linked Collaborative Provider Committee who will make a recommendation to the Institute's Senior Leadership Team as to whether or not the application should be further considered. If the application is to be further considered a three stage process will be undertaken.

- 1) Financial and Legal Due diligence of partner
- 2) Approval of Provider Quality Assurance Procedures and first programme validation
- 3) Completion of Framework Agreement

1) Financial and Legal Due diligence of partner

The Linked provider is requested to submit to the Institute a self study as outlined in Appendix C6 On receipt of the self study, it is submitted to the Legal, Financial and Due

Diligence Standing Committee of the Linked Provider Committee. This Committee will complete the Institute's due diligence template, risk register template and make a recommendation to the Linked Collaborative Provider Committee on the appropriateness of the provider to be considered a linked provider of the Institute. For proposed linked providers that were previously or are currently collaborative providers of the Institute, this review group will also take into account an operational report on the existing provision. For proposed linked providers that currently have accreditation with another HEI or quality assurance agency, references will be requested.

2) Approval of Provider Quality Assurance Procedures

If the due diligence review team's report recommends that the Linked provider application should proceed to the next stage, the Linked provider will be requested to submit their quality assurance procedures, which includes all items specified in this chapter, for the approval of the Institute. The Linked Provider Committee will establish a quality assurance review panel to be chaired by a Head of Learning Development or appropriate equivalent, the quality assurance officer(s), two academic staff (one from another College) and an external representative with quality assurance experience. Additional DIT experts can be invited to participate as appropriate. As part of its deliberations, this review panel will meet with representatives of the linked provider to discuss the operation of the proposed procedures.

The Quality Assurance Review panel can make the following recommendations

- (a) The Quality Assurance Procedures are appropriate
- (b) The Quality Assurance Procedures will be appropriate when minor amendments are made
- (c) The Quality Assurance Procedures are not approved but may be revised and resubmitted for consideration at a later date
- (d) The Quality Assurance Procedures are not appropriate and the Linked provider application should not be further considered

The first programme validation for the Linked Provider should be completed prior to proceeding to the next stage: Completion of a Framework Agreement. To facilitate this the first programme validation event may be incorporated as part of the approval of the Provider Quality Assurance Procedures and will have a cross over in membership.

3. Completion of a Framework Agreement

When the Linked Provider Committee has approved the due diligence review group and the quality assurance review group reports, a Framework agreement should be drafted

on the Institute's approved template and submitted together with the MOA Approval Sheet which has been signed by the relevant Head of School, College Director, College Manager and College Finance Liaison Person for the approval of the Institute's Senior Leadership Team via the Institute's Linked Collaborative Provider Committee.

PROTECTION OF ENROLLED LEARNERS REQUIREMENTS

Linked providers unless named as exempt in 2012 QQI Act are required to put in place PEL provision and DIT is required to ensure that this PEL is appropriate. For these linked providers protection of learners is specifically defined within the Act for programmes of three months' duration or more and where fees have been paid by or on behalf of learners.

Linked providers must submit details in writing to the DIT of arrangements in place for PEL which comprise:

- i) An agreement between the provider of the programme and at least two other providers that an enrolled learner may transfer to a similar programme of those other providers.
- ii) Where the provider considers with the agreement of DIT that it is not practicable to comply with the above requirement, the provider must submit to DIT details of the financial arrangements that have been put in place which enable that 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 (i.e. all fees paid for the current academic year) for the programme concerned for:
 - a. Tuition Fees
 - b. Registration Fees
 - c. Examination Fees
 - d. Library Fees
 - e. Student Services Fees
 - f. Any other fees relating to the provision of education, training and relation services.

This documentation should be accompanied by a letter from each relevant financial institution.

Further details are specified in the Institute's Protection of Enrolled Learners Policy.

Linked providers must provide confirmation to DIT that they have undertaken a due diligence exercise and have satisfied themselves that the PEL arrangements are adequate and meets their legal requirements in respect of PEL. They must confirm to DIT that the alternative providers proposed:

- Are separate legal and financial entities from the linked provider
- Have the capacity to meet their obligations under the PEL arrangement
- Have specified the maximum number of learners that can be accommodated by each of the proposed alternative providers should the PEL arrangement be activated.

They must provide letters from the named alternate providers confirming the PEL arrangement. The evidence outlined above will be accepted in good faith by DIT on the basis that full disclosure is made on the part of the linked provider of all information pertinent to the PEL arrangements and their potential effectiveness; the onus is on the linked provider to submit complete and accurate information in all cases. At a later stage, if it comes to the attention of DIT that a linked provider has not disclosed all relevant information, or has deliberately withheld or misrepresented relevant information, the programme validation may be reconsidered and may constitute grounds for termination of the agreement.

APPROVAL PROCESS FOR NEW PROGRAMMES FOR A LINKED PROVIDER

A linked provider should submit to the relevant Head of School in DIT, a letter requesting the initiation of a new programme of study. This letter should be accompanied by an outline proposal for the programme.

The Head of School or nominee reviews the proposal to ensure that it is in accordance with the DIT's Policy on Conflict of Commitment and Conflict of Interest. Where a conflict of interest / commitment exists, a copy of the declaration of personal interests form(s) should be submitted to the College Leadership Team

(CLT) and to the Linked/Collaborative provider Committee (LCPC) together with the proposal form and other required documentation. Should the Conflict of Interest / Commitment relate to a member of either the CLT or LCPC, that member may present the details of the proposal to the CLT or the LCPC, but must absent themselves from the part of the meeting where the CLT or LCPC deliberates on the proposal.

The Head of School or nominee liaises with the linked provider to complete the Q1A form. The Head of School presents the outline proposal and Q1A form to College Leadership Team, who shall consider the proposal. If approved, the proposal should then be submitted to College Board for approval. If College Board is happy for the proposal to proceed, the outline proposal is submitted to the Quality Assurance Office for consideration by the Linked / Collaborative Provider Committee. The proposal is then submitted to DIT's Senior Leadership Team (through the Academic and Research Committee).

Once the Q1A form is approved, the new programme can be further developed and submitted for approval as defined in Chapter 1: Validation of New Programmes or Chapter 3: Validation of New CPD Programmes as appropriate.

The final outcome of the programme validation process may either result in a recommendation for Academic Council to approve a programme of study or that the programme is not recommendation for approval.

On successful completion of the validation process and approval by Academic Council of the academic content of the proposed programmes, there must be a signed schedule for each specific programme and valid framework agreement in place prior to the commencement of the programme.

If the programme validation process is not successful and it is agreed not to recommend approval of the proposed programme of study, the reasons for not recommending approval will be specified in writing.

If the reasons for non approval relate to the adequate operation of the Linked Provider's Quality Assurance Procedures, the Institute may also as a result of this outcome:

issue directions for the Linked Provider to amend their quality assurance procedures and / or their implementation or Provide notice to the Linked Provider that the Institute is withdrawing approval of its quality assurance procedure (see section Procedures for discontinuation of a Linked Provider relationship and withdrawal of linked provider status)

If the reasons for non-approval do not relate to the adequate operation of the Linked Provider's Quality Assurance Procedures, the Linked Provider will be provided with one opportunity by which they can revise and resubmit the programme for approval.

Should a linked provider decide not to run a programme which has been validated by the Institute, they immediately inform the Institute through the relevant Head of School of the reasons why and their future intentions for the programme.

ADDENDUM TO THE FRAMEWORK AGREEMENT

Whilst, the final decision regarding the validation of a programme rests with the Academic Council and Governing Body, the delivery of the programme is subject to the completion of appropriate addendum to the Framework Agreement. It should contain appropriate schedules for each programme, which includes details in relation to the contact personnel at each institution, commencement and termination dates, financial arrangements and information on arrangements for the Protection of Enrolled Learners, where applicable.

The addendum should be submitted for consideration to the College Leadership Team (or equivalent) along with the MoA approval sheet and, if approved by CLT, both the addendum and the approval sheet (signed by all relevant parties) are submitted to Linked /Collaborative Provider Committee for recommendation for signature, subject to approval of programmes by Academic Council. Depending on the total value of the addendum (over the life of the contract term), the

Authority to Bind DIT in Contractual Arrangements Policy may apply, in which case the addendum and MOA approval sheet will be forwarded to Senior Leadership Team and Governing Body as outlined in the Authority to Bind Policy. When the addendum is recommended for signature, two (or more) are normally forwarded to the linked provider for signature by Academic Affairs. Once these are returned, Academic Affairs shall forward the addenda to the Institute's President for signature. The signed addenda will be returned to Academic Affairs who will forward the addenda to the relevant DIT School / Unit and to the lined provider. It shall retain a copy for its records.

PROGRAMME MANAGEMENT OF LINKED PROVIDER PROGRAMMES

The Programme Management will be in accordance with those procedures approved in the Linked Providers Quality Assurance manual and it is expected this will include roles and responsibilities for:

- A Programme Chair
- A Programme Committee / Board
- A Programme Team
- Student Representatives
- Year Tutors
- Internal Examiners
- External Examiners
- Examination Boards

and Procedures for:

- Programme delivery and enhancement
- Assessment of Students
- Communicating with students
- Overseeing the accuracy of programme documentation
- Provision of appropriate Student Experience
- Records Management
- Student Complaints and Appeals

These procedures will also include details on how the linked provider will liaise with the Institute and keep the Institute informed in relation to key issues in relation to programme

delivery. The Linked provider is required to appoint a partnership manager who will be responsible for managing and overseeing the Provider's delivery of all of the Programme and compliance with this Agreement. The linked provider is also required to appoint an academic liaison officer, a financial liaison officer and a registration liaison officer in respect to each programme who will be responsible for managing and overseeing the Provider's delivery of the academic, financial, and student registration aspects of the Programme concerned. Linked providers are required to ensure that students registered with a linked provider are informed of the role of the Dublin Institute of Technology and that they have obtained the appropriate permissions of students and other applicable stakeholders so that personal data can be legally shared with the Institute and used by the Institute for reporting purposes and in the event that Protection of Enrolled Learners arrangements need to be enacted.

APPROVAL PROCESS FOR STUDENT AWARDS

The Quality Assurance Manual for Linked Providers will specify how the Dublin Institute of Technology, General Assessment Regulations will be implemented in the delivery of programmes or will specify the General Assessment Regulations of the Provider that will be applied by the linked provider delivering a programme leading to an award of the Dublin Institute of Technology.

If a linked provider, wishes to apply for a derogation from the General Assessment Regulations, this should be clearly identified and approved by Academic Council.

At least one DIT representative should participate in the examinations board of the linked provider.

When examination results and recommendations are approved by the examination board, the agreed results should be formally submitted to the relevant Head of School. The Head of School ensures that they are entered into DIT Student record system and submitted to the appropriate College Board for consideration and ratification. Once ratified by College Board, the results and recommendations for awards are submitted for approval by Academic Council. Only after recommendations for awards are approved by Academic Council, can students be eligible for graduation for an award of the Institute.

The Linked Provider will be provided with a letter confirming Academic Council approval of awards.

The Linked Provider quality assurance manual will outline the Graduation Ceremony arrangements for students of the Linked Provider. Prior to formal submission of the Quality Assurance Manual for approval, the Linked Provider should discuss with the Institute the options in relation to Graduation. For those students where there is agreement that they will participate in the Institute's graduation ceremonies, the examinations office will liaise with the linked provider to inform them of the arrangements to be complied with. For those students who will attend a graduation ceremony of the Linked providers, the Linked provider will make all necessary arrangements including providing adequate notice for Institute representatives to participate as appropriate.

PROCESS FOR MODULE AND PROGRAMME AMENDMENTS FOR A LINKED PROVIDER

The Linked Providers Quality Assurance Manual should detail the internal procedures for considering and submitting amendments for the approval of the Institute. These procedures should outline how stakeholder feedback, including staff, students and industry is considered when proposing amendments. A summary of this feedback should be incorporated into the M2: Module Amendment and M3: Programme Amendment forms which are submitted to the Institute for its approval. The Institute will consider these amendments in accordance with process detailed in Chapter 6: Programme Modifications, of the Institute's Handbook for Academic Quality Enhancement. As such Linked Providers, should familiarise themselves with the relevant College deadlines for the submission of Module and Programme amendments and the stages in the approval processes.

As outlined in Chapter 6: Programme Modifications, proposed amendments may be classified as either minor or major amendments depending on their overall impact on the programme's approved learning outcomes. As detailed in Chapter 6 the approval process will vary depending on the types of amendments proposed and may require the Linked provider to attend meetings and / or provide additional information. If the proposed modifications will have a significant impact on the approved programme learning outcomes, a new programme review process may need to be initiated. The Linked Provider may discuss the proposed changes in advance of formal submission with the Quality Assurance Office who will advise on whether they consider the proposed modifications to be minor, major or requiring new programme validation.

If an amendment is rejected at any stage of the process, the Linked provider will be provided with notification of the reason why the amendment was not approved. When the proposed amendments are approved, the Linked provider will be provided with a letter confirming Academic Council approval of any amendments submitted.

On receipt of confirmation of approval, the linked provider is responsible for ensuring that all information provided to learners and other stakeholders is updated appropriately.

APPROVAL PROCESS FOR APPROVAL OF CHANGES TO QA PROCEDURES

As a result of changes to Institute policies, procedures and guidelines or as a result of changes to the National Quality Assurance legislation and / or Guidelines, the Institute may issue directions to a linked provider to review and amend their Quality Assurance Procedures and submit for re-approval of the Institute.

Also should a linked provider themselves wish to change any of its Quality Assurance Procedures, the linked provider should submit a letter to the Director of Academic Affairs, Learning and Digital Transformation and Registrar with the details of the changes that they wish to make together with the rationale. The Director will submit this request to the Institute's Academic Quality Assurance Committee who may make one of the following recommendations:

- a. Proposed changes should be adopted
- b. A review panel should be set up to further consider the changes proposed
- c. The proposed changes should be reconsidered and resubmitted
- d. The proposed changes should not be approved

In the case of b, the review panel will be of a similar composition to the review panel established to initially approve the Linked Providers quality assurance procedures. The review panel can make the following recommendations

- a. The proposed changes should be adopted
- b. The proposed changes with minor amendments should be adopted
- c. The proposed changes should be reconsidered and resubmitted
- d. The proposed changes should not be approved.

ANNUAL MONITORING PROCESS FOR LINKED PROVIDERS, INCLUDING ANNUAL MONITORING PROCESS FOR EACH PROGRAMME

The Linked Provider should undertake an annual performance review with respect to each Programme. The DIT academic programme liaison person should be invited to participate in this review.

The Provider shall, with respect to each Programme, submit an Annual Monitoring report and supporting documentation to the relevant Head of School on the agreed date. This report will specifically address the Linked providers concerns, if any regarding the Programme; proposals for improving the Programme; complaints received by the Provider regarding the Programme, Provider or DIT; and the specific requirements detailed in Chapter 5: Annual Monitoring of the Institute's Handbook for Academic Quality Enhancement.

In relation to the annual review of the operation of the agreement, the Linked Provider should also provide a covering memo to confirm that:

- they are adhering to the terms of this Agreement in full, and in particular demonstrates that
 - the DIT fee has been paid in full by the Provider
 - they continue to have capacity to perform this Agreement
 - they continue to implementing its Protection of Enrolled Learners arrangements
 - they are in compliance with its General Obligations
 - they have fulfilled their Health & Safety obligations
 - they have followed the requirements of Intellectual Property
 - they maintain Confidentiality as required by the agreement
 - they are in compliance with the requirements of Data Protection
 - they have the required insurances in place
 - they are in compliance with Anti Bribery and Corruption requirements
 - they are adhering with all Applicable Laws

The Head of School will forward the Q5 report, with relevant supporting documentation and covering memo to the relevant College Leadership Team and highlight any issues (s)he that s(he) wishes to bring to their attention or requiring remedial action. The College Leadership Team requests a compliance report in respect to payment of fees from the Collaborative Partnership Monitoring Group. The College Leadership Team

forwards a copy of the Q5 Annual report to the Linked Collaborative Provider Committee and Academic Quality Assurance Committee highlighting any issues they wish to bring to the attention of the committees.

The Linked Collaborative Provider committee will arrange a formal dialogue meeting between the Linked provider and DIT. The membership of the dialogue meeting may vary depending on the issues for discussion but from the DIT, should always include the relevant College Director(s), College Manager(s), Head of School(s), the Academic Liaison person(s) and a nominee of the Director of Academic Affairs (chair). A representative of the Quality Assurance Office should be invited to attend. From the Linked provider, the relevant Head of Section, Partnership Manager and the Academic Liaison person should attend each meeting. Additional DIT and Linked Provider representatives may be invited to attend as required.

A report from the annual dialogue meeting will be forwarded to the Institutes' Linked Collaborative Provider Committee. This report will confirm:

In respect to the programme

- The programme is operating satisfactorily, with recommendations agreed for further enhancement
- The programme is operating satisfactorily, with directions agreed to comply with new developments in Quality Assurance and / or legislation.
- The programme is not operating adequately, with remedial actions proposed
- The programme is not operating adequately and an exit strategy for the discontinuation of the programme agreed.

In respect to the agreement

- The agreement is being fully complied with and fees paid on time
- Any issues in respect to the operation of the agreement, with remedial actions proposed
- Any issues in respect to the operation of the agreement, with a proposed exit strategy for the discontinuation of the agreement.

The Linked / Collaborative Provider committee will endorse the Annual Dialogue report or request further information and submit for the consideration of the Senior Leadership Team. If any remedial actions proposed require a change to the programme content, these will be submitted as appropriate through the relevant quality assurance procedures to Academic Council for approval. If any remedial actions proposed, require a change to the signed agreement, this will be approved by the Linked Collaborative Provider

Committee and submitted to Senior Leadership Team and Governing Body in accordance with the Institute's Authority to Bind Policy.

RENEWAL OF THE FRAMEWORK AGREEMENT

Approximately 12 months in advance of the expiry date of the Linked Provider Framework Agreement, the relevant Head of School will be asked to submit an outline proposal to either renew or discontinue the linked provider framework agreement. If the Head of School requests that the agreement should be renewed, the Linked Collaborative Provider Committee will request that

- A new Financial and Legal Due diligence of partner is undertaken
- Any periodic programme reviews due are undertaken
- The periodic review of the effectiveness of the Provider Quality Assurance Procedures is undertaken

The Linked Collaborative Provider Committee will consider the reports from the above together with the annual reports on the operation of the Linked Provider arrangements and will make a decision in relation to the renewal of the framework agreement. The Linked provider committee will inform the Linked Provider and relevant Head of School of any proposed changes to the terms and conditions of the Framework Agreement. The relevant Head of School should then formally re-draft the agreement and submit together with the MOA Approval Sheet which has been signed by the relevant Head of School, College Director, College Manager and College Finance Liaison Person for the approval of the Institute's Senior Leadership Team via the Institute's Linked Collaborative Provider Committee.

PERIODIC REVIEW OF LINKED PROVIDER PROGRAMMES

At least once every five years, each programme of the linked provider should be reviewed in accordance with Chapter 8 of the Institute's Quality Assurance Handbook. The outcome of this review will confirm that either

- The programme is operating adequately, with recommendations agreed for further enhancement
- The programme is operating adequately, with directions agreed for further enhancement or to comply with changes in the external environment.
- The programme is not operating adequately, with remedial actions proposed

- The programme is not operating adequately and an exit strategy for the discontinuation of the programme agreed.

The report from each Programme Review panel will be noted at the Linked Collaborative Provider Committee as well as being approved by the Institute's Academic Council via its Academic Quality Assurance Committee.

PERIODIC REVIEW OF EFFECTIVENESS OF LINKED PROVIDER QA PROCEDURES

Twelve months in advance of the expiry date of the Linked Provider Framework Agreement, the Linked provider should initiate a review of the effectiveness of its Quality Assurance Procedures by producing a self evaluation of the operation of its quality assurance procedures. This self-evaluation should consist of a concise evaluation of the strengths and weaknesses of the provider's procedures and highlight any proposed changes arising from this evaluation. Supporting documentation should be submitted with this evaluation, showing the evidence of the operation of the quality assurance procedures.

The Academic Quality Assurance Committee will establish a quality assurance review panel to be chaired by a Head of Learning Development or appropriate equivalent, the quality assurance officer(s), two academic staff (one from another College) and an external representative with quality assurance experience. Additional DIT experts can be invited to participate as appropriate.

This panel will consider the self-study, supporting documentation and will meet with representatives, including students of the Linked provider to discuss the effectiveness of the Linked provider QA procedures.

The panel will produce a report and may make the following recommendations:

- a. The Linked provider has demonstrated the effectiveness of its procedures and the procedures should be re-approved
- b. The Linked provider has demonstrated the effectiveness of its procedures and the procedures should be re-approved with the inclusion of the amendments proposed by the linked provider
- c. The Linked provider has demonstrated the effectiveness of its procedures and the procedures should be re-approved with the inclusion of amendments proposed by the panel

- d. Improvements have been identified that should be made to the procedures and the Institute should issue directions to the Linked providers that their procedures should be re-drafted and re-submitted for the consideration of the Institute.
- e. The linked provider has not demonstrated the effectiveness of its procedures and the approval for the procedures should be withdrawn.

In the case of the recommendations a-c above being made, the Framework Agreement should be renewed and the College should submit the renewed framework agreement for the consideration of SLT via the Linked Provider Committee. In the case of the recommendation d. being made, the Institute and provider should agree the timescale for the resubmission of the documentation and agree if a temporary extension can be made to the Framework agreement. In the case of recommendation e. being made, no further recruitment of students should be undertaken and the Institute will specify to the provider the remedial procedures that need to be undertaken to ensure the opportunity for completion of the programmes of the existing registered students.

PROCEDURES FOR DISCONTINUATION OF LINKED PROVIDER PROGRAMME

Linked Providers must commit that once students are offered places on a programme, that the programme of study is offered in its entirety. For circumstances that may arise beyond the control of the Linked Provider, that prevent the Linked Provider fulfilling its obligations in this regard, it is imperative that Protection of Enrolled Learner Arrangements as outlined in the section above are put in place.

Also, a Linked Provider may decide that a programme of study should be discontinued. When a decision to discontinue a programme is made, the Linked Provider should ensure that students registered on that programme have an opportunity to complete the programme or that the Protection of Enrolled Learners arrangements are enacted. In exceptional circumstances, or in the case of repeat students a suitable alternative programme may be provided. The Linked Provider should immediately inform the Director or Academic Affairs of this decision, the reason, whether protection of enrolled learners' arrangements have been enacted and / or what the arrangements are to provide students with the opportunity to complete the programme or if all students registered on the programme have completed the programme.

The Director of Academic Affairs, will advise the relevant College Board(s), the Linked Collaborative Committee and the Collaborative Partnership Monitoring Group of this decision, the reason why, whether protection of enrolled learners arrangements have been enacted and / or what the arrangements are to provide students with the opportunity to complete the programme or if all students registered students have completed the programme.

The Institute may likewise make a decision that a programme offered by a linked provider should be discontinued. The recommendation to discontinue a programme can be made by the relevant of School, a Director of the Institute or arising out of the Quality Assurance Processes. The decision to discontinue the programme should be ratified by either Academic Council or the Senior Leadership Team. The Institute will inform the Linked provider of its decision, the rationale for the decision and the timescale of the decision. The Linked provider will ensure that arrangements are put in place to provide students currently registered on the programme with the opportunity to complete the programme of study.

PROCEDURES FOR DISCONTINUATION OF A LINKED PROVIDER RELATIONSHIP AND WITHDRAWAL OF LINKED PROVIDER STATUS

As detailed above, Linked Providers must commit that once students are offered places on a programme, that the programme of study is offered in its entirety. However a Linked provider has to right to withdraw from its linked provider relationship with the Dublin Institute of Technology. The Linked provider should immediately inform the Institute of its intention to withdraw from the relationship, outlining the reasons why, the timescale and the arrangements that will be put in place to provide students with the opportunity to complete the programme of study for which they are registered.

In accordance with Section 39 of the Quality and Qualifications Act 2012, the Institute may also make a decision to withdraw from a linked provider relationship where it considers that (a) directions issued by it to the Linked provider under Section 38(1) for the QQI Act 2012 have not been complied with or (b) there are serious deficiencies in the implementation of quality assurance procedures by the Linked provider. The decision to withdraw from a linked provider relationship will be made by the Senior Leadership Team. The Institute's Secretary will provide notice in writing, to inform the linked provider of the Institute's intention to withdraw and state the reasons for the proposed withdrawal.

The Linked Provider may submit observations in writing in relation to the reasons for the proposed withdrawal set out in the notice not later than one month after the service of the notice on the provider. Where, after consideration of any observations submitted to the Institute, the Institute continues to consider that either (a) and / or (b) continue to apply, it shall withdraw its approval of the procedures established by the linked provider under section 28 of 2012 QQI Act, by notice in writing addressed to the linked provider, from such date (not earlier than the date of service on the linked provider of the notice of withdrawal) as it considers appropriate and as is specified in the notice. The notice shall state the reasons for the withdrawal. The linked provider concerned may appeal against that withdrawal to an independent appeals person as outlined below. The Institute will provide a copy of the notice to the QQI, who in accordance with the 2012 QQI Act, who will withdraw approval of the International Education Mark if the linked provider has been previously authorised to use it.

APPEALS PROCESS

In accordance with the QQI Act 2012 Linked Providers may appeal a decision of the Institute to withdraw approval of its quality assurance procedures. The Linked Provider may make an appeal within 30 days of being notified of the Institute's decision to withdraw approval of the Linked Provider Quality Assurance Procedures by submitting in writing a formal request to the Institute Secretary. This request should state the grounds for appeal and should be accompanied by any relevant evidence the Linked Provider wishes to use to support its appeal.

In dealing with an appeal, privacy and confidentiality will be respected. Disclosure about the appeal will only be made insofar as this is necessary for dealing with the appeal or to the extent required by law. The Institute and the Linked Provider will be separately responsible for its own costs

The Institute will appoint an independent appeals person / agency to undertake this task. A nomination for the post of an Independent Appeals person will be made by the Director of Academic Affairs, Learning and Digital Transformation to the Institute's Governing Body via the Senior Leadership Team. The Institute's Governing Body will appoint the Appeals person when the need arises. Details of the Independent appeals person / agency will be available upon written request from the Institute Secretary.

The Independent Appeals person / Agency will be provided with:

- The basis for the withdrawal of approval for the Linked Provider's Quality Assurance Procedures
- Copy of the Linked Provider's appeal requesting and supporting evidence.
- Copy of the Linked Provider's self study, programme documentation and quality assurance procedures as submitted to the Institute
- Copy of the relevant reports of the Institute's review panels
- Copy of the relevant minutes of Institute meetings
- Copy of relevant correspondence between the provider and the Institute
- Copy of the Institute's procedures for Linked Providers

The Independent Appeals Person / Agency may request additional relevant documentation and may request to meet with representatives of the Linked Provider and / or the Institute.

The Independent Appeals person / Agency may make the following decisions

- To uphold the appeal
- To uphold the appeal, with directions imposed on the Linked Provider
- To dismiss the appeal, with recommendations to the Institute
- To dismiss the appeal

The Independent Appeals person / Agency will notify the Institute Secretary of its decision within 30 days of receipt of appeals documentation. Should a longer period be required to facilitate the investigation of the appeal, the independent appeals person / agency should inform the Institute of the timescale required and the Institute will inform the Linked Provider of the revised timescale. The Institute Secretary will inform the Institute's Governing Body, Senior Leadership Team and Academic Council of the decision.

Where an appeal by a linked provider is upheld, the Institute will notify the Linked Provider of the decision and the directions, if any attached. The Institute will also notify the Authority of that fact within 14 days of the decision being made and upon receipt of that notice, where the Authority had withdrawn that linked provider's authorisation to use the international education mark, the Authority shall authorise that linked provider to use the international education mark, subject to the same conditions as applied to it before.

Where an appeal by the linked provider is dismissed, the Institute will notify the Linked Provider of the decision. This decision will be final and no further appeals will be considered.

CHAPTER 15: STUDENT COMPLAINTS PROCEDURE

This chapter describes the procedures whereby students can make formal complaints in relation to their programme of study.

The Institute has comprehensive systems to ensure the quality of its provision and these systems are set out in the preceding chapters of this Handbook. However, it recognises that situations may arise whereby students consider that the management and/or delivery of their programme of study is not in accordance with agreed procedure. In this regard the Institute provides a pathway to allow students to raise such complaints.

This procedure provides an opportunity for the student to resolve his/her complaint internally without recourse to legal procedures. It should be recognised that the majority of complaints should be resolved as near to their source as possible and students are encouraged to seek resolution of the matter with the lecturer concerned or through the Programme Committee, student/class representative, Head of School. The formal Student Complaints Procedure also provides for a number of stages in the handling of a complaint. The purpose of the Procedure is to ensure that complaints are resolved amicably and to the mutual satisfaction of both complainant and respondent. It is expected that the majority of complaints will be resolved without recourse to the formal procedure.

There are a number of other areas where issues may arise where separate procedures exist. These include:

1. Student Dignity and Respect Policy and Procedures
<http://dit.ie/media/documents/services/registrations/Student%20Dignity%20%20Respect%20Policy%20-%202014%20May%202012.pdf>
2. Appeals against decisions of Examinations Boards and breaches of assessment regulations (as outlined in the General Assessment Regulations)
<http://dit.ie/qualityassuranceandacademicprogrammerecords/student-assessment-regulations/general/>
3. Student Disciplinary Procedures <http://dit.ie/registration/hererules/>

The following Student Complaint procedures apply to all students registered on programmes leading to DIT awards. They allow students to make a complaint in instances where quality assurance procedures have not been followed in relation to a programme, for example:

1. A programme is not delivered according to the published information provided to students (Programme Document, Student Handbook);
2. Student class representatives were not invited to Programme Committee meetings;
3. Relevant programme information, i.e., Student Handbook, is not provided to students;
4. Any other issue related to programme delivery.

The Institute will endeavour to ensure that complaints are treated seriously and constructively at all stages of the Student Complaints Procedure. It will also seek to ensure that complaints are dealt with fairly and consistently. If a complaint is upheld, appropriate remedial action will be implemented. If a complaint is not upheld, the reason(s) for the decision will be communicated to the complainant.

The Institute will seek to ensure that student complaints are addressed promptly within specified timescales outlined in this procedure. If a timescale for addressing a complaint is not achievable at any stage in the procedure, then the complainant shall be notified in writing and provided with an explanation for any delay.

Students will have a full opportunity to raise complaints on an individual or collective basis without fear of disadvantage or recrimination.

Privacy and confidentiality will be respected both for complainants and respondents. However, it may be necessary to disclose information to others in order to deal with the complaint and in these circumstances the parties concerned will be informed of such disclosure. A complainant and respondent are both entitled to be accompanied at all stages of the Student Complaint Procedure by a friend or colleague. Students shall be encouraged to seek advice from the Dublin Institute of Technology Students' Union.

Programme Committee and role of student/class representative

Before reverting to the formal complaint process, a student should seek to discuss any issue that arises in relation to the delivery or management of a programme informally with the lecturer concerned, with their Year Co-ordinator/Tutor, student/class representative and/or relevant Assistant Head of School/Head of Department. In this way the issue can be resolved immediately. It may be the case that the staff member or student/class representative considers it appropriate to bring the matter to the attention of the Programme Chair and/or Programme Committee for resolution.

A student may wish to contact the Head of School regarding the matter for complaint, where he/she does not wish to discuss the matter with an individual lecturer or Year Co-ordinator/Tutor.

If the issue has not been addressed through the informal channels described above, the student then has recourse to the formal complaint procedure (see section 15.1 below).

15.1 THE STUDENT COMPLAINT PROCESS

The procedures below outline the sequential stages to be followed when a student makes a complaint in relation to their programme of study. Any student on a programme of study leading to DIT award who wishes to make a complaint should do so as soon as the issue leading to the complaint emerges and within the semester in which the issue has emerged.

A class representative or DITSU officer can make the complaint on behalf of a larger student group.

15.1.1 STAGE 1: HEAD OF SCHOOL

1. The Complainant submits the Complaint Form to the Head of School. The Complainant should ensure that they retain copies of the Complaint Form sent to

the Head of School, as they must submit a copy of this form, should they wish to pursue the complaint through the stages outlined below.

2. The Head of School shall consider the complaint. If the Head of School upholds the complaint he/she shall agree and implement action to be taken to resolve the matter.
3. If the Head of School dismisses the complaint, the Complainant may bring the complaint forward to the College (via the College Director) within 5 working days of the notification of the decision of the Head of School. The Complainant should forward a copy of the Complaint Form sent to the Head of School, along with relevant correspondence.
4. The decision of the Head of School is communicated in writing to the Complainant and Chair of Programme Committee within 10 days of receipt of the Complaint Form.

15.1.2 STAGE 2: COLLEGE

1. The College Director or nominee shall consider the complaint. If the complaint is upheld, the College Director shall decide action to be taken to resolve the matter and shall refer this decision to the Head of School for implementation.
2. The decision of the College Director will be communicated in writing to the Complainant, Head of School and Chair of the Programme Committee within 10 working days of receipt of the Complaint Form.

15.1.3 STAGE 3: INSTITUTE

1. If College Director dismisses the complaint the Complainant may submit the complaint to the matter to the Director of Academic Affairs and Registrar within 5 working days of the notification of the decision of the College Board. The

Complainant should forward a copy of the Complaint Form sent to the Head of School, along with relevant correspondence.

2. The Director of Academic Affairs and Registrar considers the case. If the complaint is upheld, the Director of Academic Affairs and Registrar shall decide action to be taken to resolve the matter and shall refer this decision to the Head of School for implementation. The decision of the Director of Academic Affairs and Registrar is final.
3. The decision of the Director of Academic Affairs and Registrar is then communicated to the Complainant, College Director, Head of School and Chair of Programme Committee.

Heads of School, College Directors and the Director of Academic Affairs must keep a record of complaints submitted along with written evidence and related correspondence in accordance with the relevant Records Retention schedule.

APPENDIX 1

EXTRACTS FROM THE DUBLIN INSTITUTE OF TECHNOLOGY ACT, 1992

APPENDIX 1

EXTRACTS FROM THE DUBLIN INSTITUTE OF TECHNOLOGY ACT, 1992

SECTION 5

- (1) The principal function of the Institute shall, subject to the provisions of this Act, be to provide vocational and technical education and training for the economic, technological, scientific, commercial, industrial, social and cultural development of the State, and, without prejudice to the generality of the foregoing, the Institute shall have the following functions -
 - (a) to provide such courses of study as the Governing Body considers appropriate;
 - (b) to confer, grant or give diplomas, certificates or other educational awards, excluding degrees other than degrees provided for by order under subsection 2(a);
- (2)
 - (a) The Institute shall have such other functions, which may include the function of conferring degrees, postgraduate degrees and honorary awards as may be assigned to it, from time to time, by order made by the Minister with the concurrence of the Minister for Finance.
- (3) Awards under the provisions of *subsection (1) (b)* or under any function in relation to degrees which may be assigned to the Institute by order made under subsection 2 may only be conferred, granted or given on the recommendation of the Academic Council to or on persons who satisfy the Academic Council that they have attended or otherwise pursued or followed appropriate courses of study, instruction, research or training provided by the Institute, or by such other institutions as the Minister on the recommendation of the Governing Body may approve, and have attained an appropriate standard in examinations or other tests of knowledge or ability or have performed other exercises in a manner regarded by the Academic Council as satisfactory.

SECTION 11

- (1) The Institute shall have an Academic Council appointed by the Governing Body to assist it in the planning, co-ordination, development and overseeing of the educational work of the Institute and to protect, maintain and develop the academic standards of the courses and the activities of the Institute.
- (2)
 - (a) The Governing Body may by regulations made under this section provide for the membership and terms of office of Academic Council.
 - (b) The majority of members shall be holders of academic appointments within the Institute and at least one shall be a registered student of the Institute.

- (c) The members appointed to Academic Council shall hold office for a period of three years and shall be eligible for re-appointment.
- (3) Without prejudice to the generality of *subsection (1)* Academic Council shall have the following particular functions-
- (a) to design, develop and assist in implementing courses of study in accordance with the programmes and budget approved annually under *section 14* of this Act and consistent with the functions of the Institute;
 - (b) to make recommendations to the Governing Body for the establishment of appropriate structures to implement the courses of study referred to at *paragraph (a)* of this subsection;
 - (c) to make recommendations in accordance with *section 5 (3)* of this Act;
 - (d) to make recommendations to the Governing Body on programmes for research and development work;
 - (e) to make recommendations to the Governing Body for the selection, admission, retention and exclusion of students;
 - (f) be responsible, subject to the approval of the Governing Body, for making the academic regulations of the Institute;
 - (g) to propose to the Governing Body, subject to the requirements of the National Council for Educational Awards or any university or other authority to which *section 5 (1) (c)* applies, the form of regulations to be made by the Governing Body for the conduct of examinations and for the evaluation of academic progress;
 - (h) to make recommendations to the Governing Body in relation to the appointment of external examiners;
 - (i) to make recommendations to the Governing Body in relation to the conferment of honorary awards;
 - (j) to make recommendations to the Governing Body for the award of scholarships, prizes or other awards;
 - (k) to make general arrangements for tutorial or other academic counselling;
 - (l) to exercise any other functions, consistent with this Act, which may be delegated to it by the Governing Body;
 - (m) to assist in implementing any regulations which may be made by the Governing Body concerning any of the matters aforesaid.
- (4) Academic Council, with the approval of the Governing Body, may-
- (a) establish such and so many committees, consisting either wholly or partly of persons who are not members of the Institute, as it thinks proper to assist Academic Council in the performance of its functions under this Act, and
 - (b) determine, subject to the provisions of this Act, the functions of any committee established under *paragraph (a)* of this subsection.
- (5) The acts of a committee established under *subsection (4)* shall be subject to confirmation by the Governing Body unless the Governing Body dispenses with the necessity for such confirmation.

- (6) Subject to the provisions of this Act and to the directions of the Governing Body, Academic Council may regulate its own procedure.

**APPENDIX 2 COMMITTEES WITHIN COLLEGES WITH ACADEMIC
QUALITY ASSURANCE RESPONSIBILITIES, AND THEIR TERMS OF
REFERENCE**

A Programme Team and a Programme Committee, shall be established for each programme offered by the Institute, and it shall be responsible, in conjunction with the Head of School, for developing and assisting in the operation of the programme.

TERMS OF REFERENCE

Each Programme Team/Committee is in effect a sub-committee of the College Board and is assigned the following academic responsibilities, within the framework of the regulations laid down by Academic Council:

1. advising the School Executive/Forum and through them the College Board, and as appropriate, through it, Academic Council, on matters relating to a proposed or existing programme having regard to section 11(3) of the DIT Act (1992);
2. developing programme proposals after they have received outline planning approval from the College Board;
3. assisting in processing such proposals through the appropriate Validation Panel with a view to securing approval of the programme from the Academic Quality Assurance Committee;
4. following approval by Academic Quality Assurance Committee, and where appropriate, preparing further documentation in relation to the programme or programme modules as required, before it is submitted to an external accrediting body;
5. following appropriate internal (and if necessary, external) approval, monitoring the implementation of the programme and regularly reporting on these matters to the School Forum and College Board;
6. incorporating approved modifications in the Programme Document after annual monitoring;
7. carrying out the critical self-study of the programme and the preparation of revised documentation and other tasks in relation to five-yearly programme reviews;
8. contributing to the process of School Review;
9. carrying out such other functions as are considered appropriate, subject to the approval of the School Forum and College Board.
10. ensuring that there is student representation on the Programme Committee in accordance with the membership listed below.

The Programme Team/Committee may establish sub-committees and working parties, some of whose membership may, with the approval of the College Board, be from outside the Team/Committee or from outside the Institute, subject to approval of Academic Council and Governing Body. The Chairperson shall be responsible for reporting the decisions and views of the Programme Team/Committee to the School and College Board and for transmitting the relevant decisions and views of the Forum/Board to the Programme Team/Committee.

MEMBERSHIP

The membership of the Programme Team shall comprise the Head of Department/Assistant Head of School, the Heads of School involved with the programme (or their nominees) and all members of staff teaching on the programme.

The membership of the Programme Committee shall be the Head of Department (or Assistant Head of School), the Heads of School involved with the programme, up to ten nominated members drawn from the membership of the Programme Team, one student from each year of the programme and a number of co-opted members if deemed appropriate by the committee. Where appropriate the relevant Heads of Learning Development will be included in the membership.

The Chairperson of the Programme Team, who also serves as Chairperson of the Programme Committee, is normally the Head of Department (or Assistant Head of School) or another member of staff nominated by the Head of School. With the agreement of the Head of School, the Chairperson may be another member of staff nominated by the Programme Committee.

MEETINGS

Each Programme Team shall meet at least once each year. Each Programme Committee shall meet at least once each semester and at such other times as required. An Aide Memoire or minutes should be recorded and available in the Office of the Head of School and published on the Staff Intranet.

AIMS

- to develop a culture of information sharing, participation and effective consultation between all members of staff in a School.
- to provide a channel of communication which embodies a Partnership approach within the School.
- to provide information on a broad range of issues both strategic and operational that are relevant to the School.
- to give staff the opportunity to ask questions and get answers on these issues.
- to have staff views valued and their needs addressed when decisions are being made.

MAIN FUNCTIONS

- to facilitate information and consultation on the development of the Institute's and the School's current and future activities.
- to allow staff to be effectively engaged at the earliest possible stages in influencing decisions.
- to allow staff the opportunity to influence the vision, strategy, and goals of their School and the Institute.
- to develop effective communication processes and a culture of openness, allowing all staff to freely communicate ideas and concerns.
- to promote devolved authority and responsibility, providing staff with opportunities to influence decisions about their work and working lives.
- to encourage all staff to work together to provide a quality education service and workplace.
- to foster initiative.

MEMBERSHIP

- Management and all staff of the School, including academic, administrative, technical and other staff.
- Other persons may be invited to attend as appropriate, for example, library and other areas that link in with the School's activities.

MEETINGS FREQUENCY

The School Forum should meet at least once each semester, with provision to meet more frequently if necessary.

Dates of meetings should be agreed and scheduled at the beginning of each academic year, in advance, and circulated to all staff.

Meetings should not be cancelled or postponed except in very exceptional circumstances. Where postponement is absolutely necessary an agreed date for the next meeting should be agreed as soon as possible.

RECORD KEEPING

- Agenda: to be issued one week in advance of meeting.
Agenda items to be forwarded to secretary 10 days in advance of meeting
- Minutes: Minutes indicating decisions and actions to be issued to all staff within two weeks of each meeting and forwarded to the College Director for action where appropriate. An Aide Memoire or minutes should be recorded and available in the Office of the Head of School and published on the Staff Intranet.

CHAIR

The Head of School (or nominee) will chair the School Forum

COLLEGE BOARDS

F 3

A College Board is primarily a sub-committee of Academic Council within the College and shall have responsibility for developing and monitoring the implementation of academic policy matters and in particular academic quality assurance procedures set out in this handbook, in respect of courses and programmes within the College.

TERMS OF REFERENCE

Each College Board has the following responsibilities:

1. advising Academic Council on academic matters relevant to the work in its area;
2. monitoring the teaching, learning and research in the subject areas encompassed by the College for which it is primarily responsible;
3. carrying out such duties as agreed in conjunction with other colleges, in relation to joint programmes;
4. monitoring the academic progress and welfare of students registered on the programmes for which it is primarily responsible;
5. recommending to Academic Council regulations regarding programmes of study in its area;
6. recommending members of Validation Panels and Review Panels to the Academic Quality Assurance Committee, for each course and/or programme for which it is responsible;
7. approving documentation to be submitted by the College/School under the procedures for validation/review;
8. considering validation/review panel reports, School responses to such reports including revised documentation and submitting the College Board's response to the Academic Quality Assurance Committee in a timely manner;
9. approving internal and external examiners, and submitting names of approved external examiners to the Academic Council for each course and/or programme for which it is responsible;
10. approving examination results, before sending a report on the awards recommended to Academic Council and before sending a summary of the overall results to the Academic Council;
11. monitoring the functioning of all Programme Committees for which it is responsible, including the annual monitoring reports, which it forwards to the Academic Quality Assurance Committee;
12. monitoring and ensuring the implementation of programme Quality Enhancement Plans across the College;
13. carrying out such other functions as are considered appropriate subject to the approval of Academic Council;
14. preparing and submitting an annual report on its work to Academic Council.

Each College Board may establish sub-committees and working parties with some members external to its membership including from outside the Institute, subject to the approval of Academic Council and Governing Body. The College Director/Dean shall be responsible for reporting the decisions and views of the College Board to Academic Council sub-committees and for transmitting the relevant decisions and views of Academic Council and its sub-committees to the Board.

MEMBERSHIP

The membership of each College Board shall comprise the Director/Dean of the College who shall normally be Chairperson, Heads of School, Assistant Heads of School / Heads of Department, College Administrator, College Librarian, the Head of Learning Development, the College Head of Research, one member of academic staff from each School, one representative of the Technician staff, one representative of the Administrative staff, the Buildings Manager and three student representatives. A Quality Assurance Officer from the Office of the Academic Registrar is an ex officio member and will advise the College Board in relation to quality assurance and enhancement matters. With the approval of Academic Council up to two members may be co-opted and in addition other persons may be invited to attend as considered appropriate. In order to achieve cross-representation each of the other College Boards will nominate representatives to attend.

MEETINGS

Each College Board shall meet at least twice each semester and at such other times as required. An Aide Memoire or minutes should be recorded and available in the Office of the College Administrator and published on the Staff Intranet.

**APPENDIX 3 COMMITTEES OF ACADEMIC COUNCIL WITH ACADEMIC
QUALITY ASSURANCE RESPONSIBILITIES, AND THEIR TERMS OF
REFERENCE**

THE ACADEMIC QUALITY ASSURANCE COMMITTEE

AC1

The Academic Quality Assurance Committee shall be appointed by Academic Council and shall have general responsibility to Academic Council for developing and monitoring the implementation of the Institute's procedures for the validation, review and approval of programmes and programme modules.

TERMS OF REFERENCE

The Academic Quality Assurance Committee is a sub-committee of Academic Council established having the following responsibilities in relation to taught courses and other programmes:

1. advising Academic Council on matters related to academic standards having regard to section 11(3) sub-sections (a) and (b) of the DIT Act (1992);
2. being responsible to Academic Council for monitoring all matters relating to the standards of taught programmes, their quality, and the academic environment in which they operate;
3. keeping under review all academic quality assurance procedures of the Institute, as described in this handbook;
4. keeping under review procedures for ensuring the appropriateness of various forms of academic association with external organisations including the franchising of DIT courses and the accreditation of courses offered by other organisations;
5. considering reports from College Boards in relation both to annual monitoring reports on programmes and the monitoring and implementation of quality improvement plans in this respect (form Q 5 in Appendix 5);
6. liaising with other committees of Academic Council in relation all programmes;
8. carrying out such other functions as are considered appropriate subject to the approval of Academic Council;
9. preparing and submitting an annual report on its work to Academic Council.

The Academic Quality Assurance Committee may establish sub-committees and working parties some of whose members may be from outside the Committee or from outside the Institute, as approved by Academic Council and Governing Body. The Chairperson shall be responsible for reporting the decisions of the Committee to Academic Council and for transmitting the relevant decisions and views of Academic Council to the Committee.

MEMBERSHIP

(Members will not necessarily be members of Academic Council)

The Academic Quality Assurance Committee shall consist of the Director of Academic Affairs and Registrar, one College Director, two Quality Assurance Officers, one representative from Library Services, one representative from the Learning, Teaching & Technology Centre, a representative of the Directorate of Research and Enterprise, one representative from Access & Civic Engagement, two representatives from each College Board (not necessarily members of the College Board - one will be a structured post holder and one non-structured: total 8), one College Administrator, and three student

representatives, one of whom shall be a postgraduate student. The Heads of Learning Development are ex officio members.

The Chairperson shall normally be the Director of Academic Affairs or another person nominated by the President. With the approval of Academic Council up to two additional members from the staff of the Institute may be co-opted. Other persons may be invited to attend where appropriate.

MEETINGS

The Academic Quality Assurance Committee shall meet at least twice each semester and at such other times as required. Minutes should be recorded and available in the Office of the Academic Registrar and published on the Staff Intranet.

The Graduate Research School Board has responsibility for developing and monitoring the administration of the Institute's regulations for postgraduate studies through research.

TERMS OF REFERENCE

The Graduate Research School Board is a sub-committee of Academic Council established to assist in its work and having the following responsibilities:

1. Advising Academic Council on matters related to postgraduate and postdoctoral research and development work having regard to section 11(2) sub-section (d) of the DIT (1992) Act.
2. Promoting, facilitating and encouraging research within the Institute
3. Developing guidelines and procedures to assist in the allocation of internal funds for postgraduate research and development
4. Monitoring the Institute's Postgraduate Research Programmes of Study
5. Liaising with other sub-committees of Academic Council in relation to Postgraduate Study by Research
6. Liaising directly with appropriate external institutions, in matters relating to collaborative research and supervision of postgraduate studies
7. Carrying out such other functions as are considered appropriate subject to the approval of Academic Council
8. Preparing and submitting an annual report on its work to Academic Council.

The Board may establish sub-committees and working parties, some of whose members may be from outside the Committee or from outside the Institute, with the approval of Academic Council and Governing Body. The chairperson shall be responsible for reporting the decisions and views of the Committee to Academic Council and for transmitting the relevant decisions and views of Academic Council to the Committee.

MEMBERSHIP

(Members will not necessarily be members of Academic Council)

The Graduate Research School Board shall consist of the Director of Research and Enterprise, and Dean of the Graduate Research School (Chair), Director of Academic Affairs and Registrar, One College Director, Head of the Graduate Research School, Head of Research, Representative of Library Services, Representative of the Learning, Teaching and Technology Centre, Representative of the Quality Assurance Office, Two members appointed by each College Board (one should be the College Head of Research and one an active research supervisor), One College Administrator, Two Student Representatives (one nomination from the Student's Union and one

Postgraduate Research Student), One Postdoctoral Researcher, One Research Centre Representative, One Research Institute Representative.

The Chairperson shall normally be appointed by Academic Council. With the approval of Academic Council up to two additional members from the staff of the Institute may be co-opted. Other persons may be invited to attend where appropriate.

MEETINGS

The Graduate Research School Board shall meet at least twice each semester and at such other times as required. Minutes should be recorded and available in the Graduate Research School Office and published on the Staff Intranet.

The Learning, Teaching and Assessment Committee shall be appointed by Academic Council and shall have responsibility for advising on the development and enhancement of learning, teaching and assessment standards and practices within the Institute.

TERMS OF REFERENCE:

The Learning, Teaching and Assessment Committee is a sub-committee of Academic Council, having the following responsibilities in relation to learning and teaching within the Institute:

1. advising Academic Council on matters related to learning and teaching processes and practices within the Institute having particular regard to section 11(3) sub-section (k) of the DIT Act (1992);
2. developing the Institute's policy and strategy for optimising teaching, learning, and assessment methodologies and practices;
3. promoting and encouraging the development of effective and appropriate teaching methodologies within the Institute, including advanced and innovative teaching, learning and assessment methods;
4. developing and promoting induction programmes in teaching methodologies for new staff, as well as continuing education and refresher courses for existing teaching staff;
5. advising Academic Council on matters relating to assessments and examinations having particular regard to section 11(3) of the Dublin Institute of Technology Act (1992);
6. reviewing and monitoring the implementation of the Institute's General Assessment Regulations, and recommending appropriate modifications to these regulations;
7. advising on the development of a teaching research unit;
8. advising on learning and teaching support services including library, information technology, multimedia and others;
9. advising on other measures to assist in improving learning and teaching, such as an awards scheme for excellence in teaching;
10. carrying out such other functions as are considered appropriate subject to the approval of Academic Council;
11. preparing and submitting an annual report on its work to Academic Council.

The Learning, Teaching and Assessment Committee may establish sub-committees and working parties some of whose members may, with the approval of Academic Council and Governing Body, be from outside the Committee or from outside the Institute. The Chairperson shall be responsible for reporting the decisions and views of the Committee to Academic Council and to College Boards and Programme Committees where appropriate, and for transmitting the relevant decisions and views of Academic Council to the Committee.

MEMBERSHIP

(Members will not necessarily be members of Academic Council)

The Learning, Teaching and Assessment Committee shall consist of the Director of Academic Affairs & Registrar, one College Director, the Head of the Learning, Teaching and Technology Centre, one representative from Library Services, one representative from the Learning, Teaching and Technology Centre, one representative of the Directorate of Research and Enterprise, a representative from Access & Civic Engagement, two representatives from each of the College Boards (not necessarily members of the College Board - one will be a structured post holder and one non-structured: total 8), one College Administrator, one member from the Staff Development Office, and three student representatives. The Heads of Learning Development will be ex officio members.

The Chairperson shall normally be appointed by the Academic Council. With the approval of Academic Council up to two members of the staff of the Institute, may be co-opted. Other persons may be invited to attend as appropriate.

MEETINGS

The Learning, Teaching and Assessment Committee shall meet at least once each term and at such other times as required. Minutes should be recorded and available in the Office of the Head of the Learning, Teaching and Technology Centre and published on the Staff Intranet.

The Apprentice Education Committee shall be appointed by Academic Council and shall have responsibility to advise on matters relating to apprenticeship education.

TERMS OF REFERENCE

The Apprentice Education Committee is a sub-committee of Academic Council, established to assist in its work and having the following responsibilities:

1. making reports to Academic Council on matters relating to apprentice education and training;
2. making recommendations on the development of apprentice courses within the Institute and/or with external institutions, where appropriate, having regard to national and relevant international policy;
3. advising on the nomination of representatives to external bodies in relation to education, training and employment of apprentices;
4. advising on liaison with industry, commerce, external bodies, training organisations and other educational institutions in relation to the education, training and employment of apprentices;
5. preparing and submitting an Annual Report on its work to Academic Council.

The Apprentice Education Committee may establish sub-committees and working parties, some of whose members may be from outside the Committee or from outside the Institute, with the approval of Academic Council and Governing Body. The Chairperson shall be responsible for reporting the decisions and views of the Committee to Academic Council and for transmitting the relevant decisions and views of Academic Council to the Committee.

MEMBERSHIP

(Members will not necessarily be members of Academic Council)

The Apprentice Education Committee shall consist of the Director of Academic Affairs and Registrar, one College Director, the Academic Registrar, the Dean of Craft Education & Training, Heads of Schools which offer apprenticeship courses and the Assistant Heads of School / Heads of Departments from those Schools, two representatives from each relevant School (non-structured), one representative from the DIT National Skills Competition Committee, one College Administrator, and three student representatives. Heads of Learning Development are ex-officio members, where appropriate.

The Chairperson shall normally be appointed by the Academic Council. With the approval of Academic Council up to two members of the staff of the Institute, may be co-opted. Other persons may be invited to attend as appropriate.

MEETINGS

The Apprentice Education Committee shall meet at least twice each semester and at such other times as required. Minutes should be recorded and available in the Office of the Academic Registrar and published on the Staff Intranet.

The Library Committee shall be appointed by Academic Council and shall have responsibility to develop a strategy and advise on the implementation of measures for the development of library services and in general on information storage and retrieval issues throughout the Institute.

TERMS OF REFERENCE

The Library Committee is a sub-committee of Academic Council, having the responsibilities set out below:

1. developing the library policy and strategy for the Institute;
2. advising on improvements in library facilities and staffing, having regard to national and international developments;
3. promoting and encouraging optimum use of library, information and knowledge systems in all programmes within the Institute;
4. advising Academic Council and the Colleges on integrating the library resources into the learning and teaching processes;
5. carrying out such other functions as are considered appropriate subject to the approval of Academic Council;
7. preparing and submitting an Annual Report on its work to Academic Council.

The Library Committee may establish sub-committees and working parties, some of whose members may be from outside the Committee or from outside the Institute, with the approval of Academic Council and Governing Body. The Chairperson shall be responsible for reporting the decisions and views of the Committee to Academic Council and for transmitting the relevant decisions and views of Academic Council to the Committee.

MEMBERSHIP

(Members will not necessarily be members of Academic Council)

The Library Committee shall consist of the Director of Academic Affairs and Registrar, one College Director, the Head of Library Services, two Sub Librarians, two library staff members one of whom shall be a College Librarian, the Head of the Learning, Teaching and Technology Centre, a representative of the Directorate of Student Services, a representative of the Directorate of Research, Enterprise and Innovation Services, two representatives from each College Board (not necessarily members of the College Board - one will be a structured post holder and one non-structured: total 8), one College Administrator, the Chief Information Systems Officer, or nominee, and three student representatives, one of whom shall be a postgraduate student. The Heads of Learning Development are ex-officio members.

The Chairperson shall normally be appointed by the Academic Council. With the approval of Academic Council up to two members of the staff of the Institute, may be co-opted. Other persons may be invited to attend as appropriate.

MEETINGS

The Library Committee shall meet at least twice each semester and at such other times as required. Minutes should be recorded and available in the Head of Library Services Office and published on the Staff Intranet.

The Recruitment and Admissions Committee shall be appointed by Academic Council and shall have responsibility for reviewing admission standards and procedures and for co-ordinating the administration of the admissions system.

TERMS OF REFERENCE

The Recruitment and Admissions Committee is a sub-committee of Academic Council with the following responsibilities in relation to the admission of students to the Institute:

1. advising Academic Council on matters related to the admission of full-time, part-time and transfer students, having regard in particular, to section 11(3), sub-section (e) of the DIT Act (1992);
2. monitoring the Institute's admissions policy in relation to selection procedures, using Leaving Certificate or other external examination results, aptitude tests, interviews or other criteria as a basis for selection of candidates on an equitable basis, in relation to those applying to enrol on full-time and part-time undergraduate courses conducted by the Institute;
3. monitoring the Institute's advanced stage admissions and transfer policy and developing methods for otherwise facilitating students from other institutions transferring into undergraduate courses of the Institute, having regard to their academic standards and the maintenance of quality;
4. evaluating new or alternative qualifications as a basis for determining admission to the Institute having regard to the Institute's admissions policy and the procedures in other institutions;
5. monitoring the Institute's admissions system and preparing such reports as may be considered appropriate or as requested by Academic Council in relation to its operations having regard to procedures in the other institutions, changes in the CAO system or other relevant developments;
6. monitoring the Institute's admissions and registration policy and system in relation to postgraduate courses;
7. monitoring the Institute's admissions and registration policy and system in relation to postgraduate studies by research;
8. carrying out such other functions as may be considered appropriate, subject to the approval of Academic Council;
9. preparing and submitting an annual report on its work to Academic Council.

The Recruitment and Admissions Committee may establish sub-committees and working parties some of whose members may, be from outside the Committee or from outside the Institute, with the approval of Academic Council and Governing Body. The Chairperson shall be responsible for reporting the decisions and views of the Committee to Academic Council and for transmitting the relevant decisions and views of Academic Council to the Committee.

MEMBERSHIP

(Members will not necessarily be members of Academic Council)

The Recruitment and Admissions Committee shall consist of the Director of Academic Affairs and Registrar, one College Director, the Academic Registrar, the Admissions Officer, two Quality Assurance Officers, one representative from Library Services, one representative from the Learning, Teaching & Technology Centre, a representative of the Graduate Research School, a representative of the Registrations office, a representative of the International office, a representative for apprentice programmes, two representatives from each College Board (not necessarily members of the College Board - one will be a structured post holder and one non-structured: total 8), one College Administrator, and three student representatives, one of whom shall be a postgraduate student. The Heads of Learning Development are ex officio members.

The Chairperson shall normally be the Director of Academic Affairs or another person nominated by the President. With the approval of Academic Council up to two additional members from the staff of the Institute may be co-opted. Other persons may be invited to attend where appropriate.

MEETINGS

The Recruitment and Admissions Committee shall meet at least once each semester and at such other times as required.

The Student Experience Committee shall be appointed by Academic Council and shall deal, at a strategic level, with non-academic issues relating to the DIT community and the student experience in DIT. It will advise on the implementation of measures for the development of a better student experience in DIT.

TERMS OF REFERENCE

The Student Experience Committee is a sub-committee of Academic Council, established to assist in its work and having the following responsibilities:

1. making reports to Academic Council on the provision of student support services.
2. considering annual reports from the services and raising specific issues on their behalf at Academic Council.
3. monitoring progress on relevant strategic plans.
4. encouraging improved levels of student engagement in campus life outside the classroom; fostering community in DIT; identifying and implementing ways of improving the student experience in DIT.
5. considering proposals and reports that enhance or impact on the quality of the student experience.
6. discussing, at a strategic level, matters affecting student support and development.
7. preparing and submitting an Annual Report on its work to Academic Council.

The Student Experience Committee may establish sub-committees and working parties, some of whose members may be from outside the Committee or from outside the Institute, with the approval of Academic Council and Governing Body. The Chairperson shall be responsible for reporting the decisions and views of the Committee to Academic Council and for transmitting the relevant decisions and views of Academic Council to the Committee.

MEMBERSHIP

(Members will not necessarily be members of Academic Council)

The Student Experience Committee shall consist of the Director of Student Services, the Director of Academic Affairs and Registrar, one College Director, the Manager of Campus Life, two Heads of Service in Campus Life, one staff member from Campus Life area, Student Retention Officer, Head of Disability, one representative from Access & Civic Engagement, one representative from Learning, Teaching and Technology Centre, one representative from each relevant College Board (non-structured), one College Administrator, and three student representatives.

The Chairperson shall normally be appointed by the Academic Council. With the approval of Academic Council up to two members of the staff of the Institute, may be co-opted. Other persons may be invited to attend as appropriate.

MEETINGS

The Student Experience Committee shall meet at least twice each term and at such other times as required. Minutes should be recorded and available in the Office of the Academic Registrar and published on the Staff Intranet.

Document history:

- *Initial Terms of Reference were agreed at LCPC 21/03/2017*
- *Suggested edits were proposed following from Academic Council 03/05/2017*
- *ORC requested review and completion on 15/06/2017*
- *These revised Terms of Reference were drafted in 4Q17 and 1Q18.*
- *These Terms of Reference approved at ORC 23/02/18*

Purpose of the LCPC Committee:

The purpose of the Linked / Collaborative Provider Committee (LCPC) is to ensure that:

- Relevant in-scope proposals are aligned and consistent with DIT strategy
- All relevant functions within DIT, both academic and non-academic, are involved in the analysis and approval of taught linked / collaborative initiatives
- Appropriate review is conducted to ensure compliance with DIT policy and procedures.

Date of Establishment of the LCPC Committee:

It was agreed, at the 173rd meeting of Academic Council on 26th June 2013, that “a *Partnership Committee, as provided for in the Draft Revised Chapter 14 “Collaborative Provision”, should be established with immediate effect*”. The first meeting of the LCPC took place on 23rd July 2013.

THESE REVISED TERMS OF REFERENCE WERE DEVELOPED IN RESPONSE TO A 1ST INTERIM REVIEW OF “INTERNATIONAL COLLABORATIVE PARTNERSHIPS” CONDUCTED IN 2015 UNDER THE REVIEW OF CONTRACTS AND OTHER AGREEMENTS BETWEEN THIRD PARTIES AND THE DUBLIN INSTITUTE OF TECHNOLOGY.

Scope of the LCPC:

With respect to taught programmes, the LCPC is responsible for **all** partnerships, linked provision, collaborative provision, and joint provision.

Monitoring of the linked / collaborative provision will be the responsibility of the Collaborative Partnership Monitoring Group (CPMG), which reports directly to ORC.

Management and operation of linked / collaborative provision, from recruitment through to graduation, will be the responsibility of the relevant and appropriate school(s) and function(s) of DIT.

Roles & Responsibilities:

Given the strategic importance of collaborative partnerships and the potential impact of this activity on the academic and financial reputation of DIT, the decision to approve or not approve all potential or ongoing linked providers should rest at the highest level, i.e. with the DIT Senior Leadership Team (SLT). The relevant process diagrams for linked and collaborative provision show the roles and decision points in the process.

Membership of LCPC:

SLT has responsibility for nominating, appointing and approving all members of LCPC, including its chair. Members will normally be appointed for a 3-year rotation.

It is intended that all relevant functions of DIT should be involved in the review and approval of proposed partnerships for taught linked/collaborative and joint provision. Some of the necessary steps in this approval process should be completed in advance of LCPC meetings (see Process Diagram “*Management of Collaborative Provision*” attached). As the LCPC is a subcommittee with derogated decision-making authority from SLT, its members should be sufficiently senior to discharge that responsibility.

Therefore, the membership of LCPC is as follows:

- Academic Registrar and Director, Academic Affairs, Digital & Learning Transformation (Chair)
- College Director (one)
- Director of Corporate Services
- Strategic Development Services Manager
- College Manager (one, coming from a different College than the College Director)
- Head, Academic Affairs & Assistant Registrar
- Vice-President, Education DITSU (advised by the DITSU Director of Student Academic Affairs)

No substitution is permitted for the above roles.

In addition, the following officers are requested to attend:

- Academic Affairs Operations Manager (providing advice and support to the LCPC)
- Quality Assurance Officers (acting as advisors on academic matters and QA to LCPC)

Others may be requested to attend for specific items. Requests to observe / attend LCPC should be made to the Chair.

Decisions to proceed cannot be made at LCPC in the absence of an approval in the areas of finance, legal matters, governance and risk management.

This approval process will be performed by a Finance, Due Diligence & Legal Standing Committee of LCPC. The purpose of this Finance, Due Diligence & Legal Standing Committee will be to conduct appropriate due diligence in the areas of finance, legal matters, governance and risk management.

Its role and membership is as follows:

Membership: DIT Risk Co-ordinator, Head of HR, Head of Finance, Management Accountant, Institute Secretary, Head of Student Administration.

Others may be requested to attend for specific items.

The Finance, Due Diligence & Legal Standing Committee will develop a template for reports on linked / collaborative proposals. The information contained in these reports should contain:

- Financial data, to include: cost benefit analysis, fee proposal, profit margin, fee collection process, proposed debt exposure limits etc.
- Report on the financial standing of the proposed partner
- Registrations data, such as confirmation that the proposal takes full cognisance of the support costs for registration, examination and conferring of students, cost of confirming PEL arrangements in place, library costs, etc.
- Student Registration process

- Status of Students regarding HEA recognition
- Review of any proposed MoU, MoA or contracts to allow for confirmation that there are no legal, governance or related issues.

This Finance, Due Diligence & Legal Standing Committee will, following this due diligence exercise, issue its report to the LCPC indicating approval or not for the partnership proposed.

The academic review process will examine the academic reputation and capacity of the proposed partner, arrangements for monitoring delivery, examination etc.

Secretariat:

The work of the LCPC will be managed by the Office of the Chair.

Frequency of Meetings:

Meetings will be held monthly during the academic year – September to June, and as necessary during the summer months.

Quorum:

At least 5 out of 7 members of the LCPC must be present in order for decisions to be taken by the committee.

Voting:

Decisions should be achieved by consensus. Where consensus cannot be obtained, a simple majority voting rule will apply.

Attendance:

Where a College is advancing a proposal, it can request that a designated representative be present to clarify and provide additional information on proposals. The LCPC can also request attendance of appropriate people.

Reporting:

The LCPC Committee report to Academic Council via the Academic Quality Assurance Committee (AQAC - a Sub-Committee of Academic Council), and it will report to ORC via the Academic & Research Sub-Committee (A&R - a Sub-Committee of the Operations and Resources Committee).

Functions of the LCPC:

The Linked / Collaborative Provider Committee considers all matters relevant to the recommendation for approval of proposed taught programmes via linked, collaborative and joint provision. Specifically, the LCPC will:

- Oversee the adherence to the DIT approval and reporting process for relevant proposals using a three-stage approach: *Proposal, Accreditation, Validation*, with approval to proceed considered holistically at each stage, incorporating academic elements and executive elements as appropriate:
 - **Proposal:** high-level profile of partner and nature of envisaged relationship
 - **Accreditation:** Standing, capacity and capability of potential partner evaluated in detail
 - **Validation:** programme-related and other academic requirements having been approved through AQAC and Academic Council, are collated with executive elements to present a full proposal for consideration
- Consider all completed proposals for taught programmes via linked, collaborative and joint provision and evaluate each proposal according to the agreed process and against the agreed criteria as set out in **CHAPTER 13 of DIT's QE Handbook - PROCEDURES FOR THE APPROVAL OF LINKED AND COLLABORATIVE PROVISION** (Academic Council – September 2017)
- Make decisions on proposals within the level of its delegated authority, or refer decisions to the ORC above its delegated authority. The LCPC will have devolved authority to provide approval for relevant proposals up to a total Euro value of €50,000 over a three-year period (normal length of time for MoU/MoA). ORC must explicitly approve all proposals above this amount.
- Make recommendations to the President, via ORC, to sign Memoranda of Understanding and Memoranda of Agreement in relation to academic programme provision, with due regard, in the case of Memoranda of Agreement, to the terms of the **L1 Authority to Bind DIT in Contractual Arrangements** policy and with the prerequisite of academic programme approval being in place.
- The Committee may request additional documentation in order to facilitate a recommendation decision
- Consider and discuss issues arising out of linked, collaborative and joint provision.
- Notify the Collaborative Partnerships Monitoring Group of additions/updates to list of approved taught linked, collaborative and joint providers.
- Make recommendations as appropriate to the Academic Quality Assurance Committee or Academic & Research Committee regarding the ongoing approval of or discontinuation³ of linked, collaborative and joint provision.

Reporting tools:

1. Minutes: Standard presentation, recording agenda items, actions and updates.

2. Specific Item Reports:

- Items that require specific consideration at ORC will be addressed by the LCPC Chair to the Chair of ORC for their inclusion on the agenda for the next meeting of ORC
- Items that require specific consideration at Academic Council will be addressed by the LCPC Chair to the Academic Quality Assurance Sub-Committee (AQAC) for inclusion on the agenda for the next meeting of AQAC.

Self- Assessment:

Annually at one meeting, the LCPC shall conduct a review and assessment of its work for that year, and will report on this to ORC.

Review of these Terms of Reference:

The terms of reference will be reviewed biennially, with the first review occurring in Spring 2019.

Documents relevant to operation of LCPC:

1. DIT Quality Enhancement Handbook, Chapter 13
2. Process Diagram "*Management of Collaborative Provision*"
3. "Guidelines – Strategic Partnerships", Memo from the Office of the President, approved by ORC, 4 October 2012.
4. "Sector Specific Quality Assurance (QA) Guidelines", QQI, July 2016
5. Terms of Reference for Collaborative Partnership Monitoring Group, adopted by ORC on 30 July 2015

**APPENDIX 4 GUIDELINES FOR GOOD PRACTICE IN ACADEMIC
QUALITY ASSURANCE**

The Institute offers undergraduate courses and programmes leading to awards of the Institute and of professional bodies at Apprentice, Higher Certificate, Diploma, Bachelor Ordinary Degree and Bachelor Honours Degree levels. The Institute also offers postgraduate courses and programmes at Postgraduate Diploma, Master and Doctoral Degree levels. Also offered by DIT are many courses leading to membership of professional bodies and for continuous professional development.

An Apprentice certificate level programme is normally in one of the state-designated trade/craft areas and entails an overall three year programme divided into phases, some of which are spent on the job, some in a Foras Áiseanna Saothair (FÁS) Training Centre and some in the Institute. Some involve another state agency, the Council for Education, Recruitment and Training (CERT/Fáilte Ireland).

A Higher Certificate programme attracts 120 ECTS credits and is normally of two years full-time duration or of an equivalent part-time duration. Such programme are expected to have an applied orientation and to include suitable coverage of relevant aspects of the technology and techniques appropriate to the discipline. About two thirds of the curriculum are of a technical or applied nature and about one third is given to academic and support subjects. Where appropriate, one third of the curriculum should be allocated to laboratory or other practical work. A Higher Certificate programme is at level 6 on the National Framework of Qualifications.

An Ordinary Degree programme attracts 180 ECTS credits and is normally of either three years full-time or of one year full-time post-Certificate duration. Alternatively such a programme may be provided on an equivalent part-time basis. An Ordinary Degree programme reaches a significantly higher standard than a Certificate programme, perhaps in a more specialised area of study, entailing a significant input of both theoretical knowledge and project work, especially at the final year stage. An ordinary degree programme is at level 7 on the on the National Framework of Qualifications. Many of the Institute's Ordinary degree programmes offer an exit award of a Higher Certificate to those students of the programme who have accumulated 120 ECTS credits.

A programme leading to an honours Degree award attracts between 180 and 240 ECTS credits and is normally the academic outcome of a four-year full-time programme of study or its equivalent. Alternatively such a programme may be provided on an equivalent part-time basis. Such a programme should be comparable in standard and in duration to programmes leading to similar awards in universities in Ireland and internationally. Degree-level programmes have a significant conceptual orientation with learning outcomes that develop comprehension, analysis, synthesis, practical application of knowledge and research techniques. An honours Degree is at level 8 on the National Framework of Qualifications.

A Postgraduate Diploma is normally the academic award for successful completion of a one-year full-time programme of study, or its equivalent on a part-time basis, at a level above that of an honours Degree. In general the subjects studied and/or research pursued for a Postgraduate Diploma develop logically from the discipline of the student's primary Degree. Postgraduate Diploma programmes may also be of a conversion

nature, leading to knowledge and skill development at a high level, but in a discipline distinct from the student's undergraduate work. Postgraduate Diploma programmes are at level 9 on the National Framework of Qualifications.

A taught Master's Degree level programme is normally of one or one and a half years' full-time study, or its equivalent on a part-time basis, for holders of honours primary Degrees and requires the preparation of a dissertation on a project related to the taught subject content of the programme. Taught Masters programmes are at level 9 on the National Framework of Qualifications.

Postgraduate research leading to a Postgraduate Diploma (Research), a Master's Degree or a Doctoral Degree is undertaken by a postgraduate student with an honours primary degree, under the supervision and guidance of a full-time member of staff. Such postgraduate research work is scholarly work in a discipline closely related to the undergraduate discipline of the student, and is at a higher academic level and for a more sustained period than can be achieved in an undergraduate course. The work culminates in the writing of a thesis. The thesis for the *Postgraduate Diploma (Research)*, normally completed after one year's work, is a minor one which should show competence in research methodology, knowledge of the context of the work and critical appreciation of the results of the work. The thesis for a *Master's Degree*, completed after one and a half or two years' work, should show independent thought and work, a scholarly approach, and a critical appreciation of the context and significance of the work. The thesis for a *Doctoral Degree*, normally completed after three years' work, should show evidence of original, independent work of significance and make an important contribution to the existing body of knowledge in the subject, and should show critical ability and capacity for further independent research. Both of these latter theses should comprise material which is publishable in the refereed professional literature. Postgraduate Research Diploma and Masters programmes are at level 9 on the NQAI grid and Doctoral Degree programmes are at level 10 on the National Framework of Qualifications.

Other programmes of study including short CPD diploma and postgraduate diploma programmes and CPD certificate programmes/courses of fewer than 105 contact hours in a year, are aimed at preparing candidates for membership of professional bodies and at the professional development of those in employment. Many of these programmes/courses can lead to credits which can be accumulated towards awards of the Institute.

GENERAL PRINCIPLES UNDERLYING THE INSTITUTE'S EDUCATIONAL PROVISION G 2

The fundamental educational policies and practices of the Institute encompass the following broad elements:

- clear criteria with regard to the admissions requirements and procedures, clear criteria with regard to students transferring from other programmes and with regard to the process for seeking and granting exemptions, including recognition of prior learning;
- curricula and teaching programmes which are well organised, clearly focused and based on up-to-date scholarship;
- syllabuses with clear, explicit and achievable learning outcomes, which are appropriate to the level of the award in question, and which meet the needs of students in equipping them for employment and/or further study;
- teaching methods which employ a range of effective ways of promoting and examining learning, and which provide students with a variety of learning opportunities and experiences;
- a stimulating student experience which is enhanced by effective academic and personal support;
- examination methods and arrangements which are clear, consistent and at the relevant level, and which are effective in measuring the achievement by the students of the appropriate learning outcomes in each subject area;
- regular, clear feedback to students through assessments and opportunities for discussion with staff, to help students monitor their own progress;
- student progress and standards of achievement which are at least comparable with the best achieved by students on similar programmes elsewhere in Ireland and internationally;
- learning and teaching in a safe, well-designed and supportive environment which includes adequate technical and administrative back-up, accommodation, equipment, library resources, e-learning support where appropriate, computer services and general student support;
- teaching staff sufficient in number and appropriate quality to deliver the curricula, with an effective policy of recruitment, induction and professional development;
- means of systematically taking into account student and external (e.g. external examiners', employers', professional and regulatory bodies') views on the curriculum, its delivery and outcomes, aimed at achieving student and employer satisfaction;

- a clear framework in which the Institute measures, evaluates and ensures success in meeting its overall aims, objectives and intended learning outcomes in the programmes being delivered.

DOCUMENTATION REQUIRED FOR VALIDATION EVENT (NEW PROGRAMME) G 3

The programme documentation required for a validation event should be presented in parts as follows:

Sample Student Handbooks for each stage of the programme (see Appendix G6)

Work Placement Handbook, if applicable (see Appendix G8)

Supporting Information as follows:

i. Overview of Programme

- a. Title of Programme, Award Sought, NQAI Level
- b. [Award Type Descriptor](#)
- c. Admission requirements and procedures, procedures for non-standard applicants, advanced stage transfer procedures etc

ii. Market demand and support

- a. Documentation showing demand for the programme
- b. Support from other Schools and Faculties and from external organisation(s)

iii. Accommodation/resources available to run programme

- a. How is programme to be accommodated?
- b. Specialised equipment and facilities available in Schools involved, laboratory and lecture room accommodation, relevant library stock, computer facilities, media resource
- c. Extent of e- learning support available to the programme
- d. Additional facilities and equipment required to run new programme

iv. Staff

- a. Listing of staff teaching on programme, with their qualifications and the subjects taught by each of them, (Detailed curricula vitae for all staff teaching on the programme should be supplied in a separate document.)
- b. Research, development and general scholarship activities within the Schools involved, especially those which underpin the programme and help to support its future development
- c. Staff professional development

v. Programme development plan

- a. Detailed plans for the development of programme, giving time-scale, etc.
- b. Learning and teaching enhancement
- c. Relationships with professional and academic bodies, programme advisory boards etc

vi. Collaborative Provision (if applicable)

- a. Brief description of each partner and nature of relationship

- b. Roles and responsibilities of each partner
- c. Rights and entitlements of learners from each partner site

(A) VALIDATION PANEL

The Validation Panel is required to make impartial judgement on the standard, content and conduct of the proposed programme and on its comparability with other programmes elsewhere in Ireland and/or internationally

The general issues considered and evaluated by the Validation Panel encompass the following:

i. Programme background and structure

- a. principles and philosophy underpinning the programme (market, national relevance), features;
- b. rationale for the development of the programme;
- c. relationship of the programme to the College/School plans and the Institute plans;
- d. aims;
- e. expected intellectual development and learning experience of a student taking the programme;
- f. programme learning outcomes aligned to the appropriate NQF level under the headings of knowledge, know-how and skill, and competences
- g. Consistency between programme and module learning outcomes

ii. Resources

- a. facilities and resources available to the course and their adequacy to ensure the standard proposed;
- b. lecture rooms, laboratories, library, journals, IT access, other infrastructural support.

iii. Admission criteria

- a. clarity of the student admission criteria, and of the criteria for student progression from one stage of the programme to the next;
- b. projected student numbers;
- c. admission of mature students, advanced entry candidates, students with disabilities and international students, procedures for the recognition of prior learning

iv. Curriculum design and content

- a. module learning outcomes written correctly, at an appropriate level and in a manner reflecting the students' progression and development;
- b. appropriateness and effectiveness of the teaching methods, learning and assessments/examinations to the standard of the proposed award;
- c. alignment of the learning and teaching methods to the aims and learning outcomes within each module;
- d. coherence, consistency and standards
- e. alignment of the assessment methods and criteria to the learning outcomes;
- f. appropriateness and progression of curriculum content throughout the programme;

- g. appropriateness of the academic standard in the final stage of the programme to the proposed award, ie does the accumulation of the module learning outcomes lead to the attainment of the overall programme learning outcomes?
- h. arrangements for online and/or off-campus assessment procedures where appropriate.

v. Staff

- a. staffing available for programme delivery;
- b. research, scholarly work and staff development activities which underpin the standard of the programme and help to ensure the maintenance of standards;
- c. liaison with other Schools and Colleges, with other third level institutions in Ireland and internationally;
- d. engagement with industry, community, public agencies and professional and societal bodies.

vi. Programme management and quality assurance

- a. mechanisms for managing the programme through the Programme Committee and Year Co-ordinators;
- b. student support, counselling and tutoring arrangements, student handbook for the programme;
- c. aspects of programme which foster study skills, independent learning, individual responsibility and professional behaviour in students;
- d. International links and EU dimensions in the programme;
- e. mechanisms for monitoring the programme to maintain the standard of teaching, learning and student performance, including student feedback questionnaires and staff feedback schemes;
- f. mechanisms for innovation and improvement of the curriculum and ongoing reviews of the programme;
- g. long-term programme development plan and how it is proposed to put it into action.

(B) REVIEW PANEL

The general issues considered and evaluated by the Review Panel encompass all of the issues considered by a Validation Panel but with a definite emphasis on the following:

- a. quality and comprehensiveness of the self-study of the programme
- b. consideration of issues that triggered programme review (if applicable)
- c. principles and philosophy underpinning the self-study and their relevance to the programme
- d. evidence of programme improvements in annual monitoring reports and quality action plans
- e. logic and potential impact of the detailed recommendations arising from the self-study
- f. appropriateness of the proposed changes to the programme to fulfil these recommendations
- g. overall health and sustainability of the programme and procedures for academic quality assurance within it.

Date:

- 14.30 Preliminary private meeting of Panel
- 15.00 Introduction of members of Panel to the Director/Dean of College, senior staff from the School(s) responsible for the programme, Chairperson of the Programme Committee and other staff, as appropriate
- 15.30 Visit facilities available to the programme
- 17.00 Private meeting of Panel to review in detail documentation submitted and discuss matters to be raised at subsequent meetings with various groups
- 18.30 Dinner

Date:

- 09.00 Meeting of panel
- 09.15 Meeting with Programme Committee to discuss specific matters raised by the Panel
- 11.00 Meeting with group of current students from each year of the programme
- 11.30 Meeting with group of graduates of the programme
- 12.30 Lunch
- 14.00 Meeting with staff teaching on programme to discuss syllabuses, teaching methods and assessment issues
- 15.00 Further meeting with Programme Committee, as necessary
- 15.30 Private meeting of Panel to consider draft report
- 17.30 Oral presentation of findings of Panel to Director, senior staff, Chairperson of Programme Committee and other staff as appropriate

The student handbook prepared by the Programme Committee for distribution in hard copy for stage 1 students and either electronically or in hard copy for other students of the programme, should not be voluminous but should contain the following items:

WELCOME

Welcome by Chairperson of the Programme Committee

General Overview of Programme

Introduction to the Institute and brief outline of its facilities.

INDUCTION / REGISTRATION

Instructions on how to finalise Registration and obtain student card

List of staff involved with the programme, an outline of their role and contact details

Details of the programme calendar and specific class timetables (or link and instructions on how to access web timetables), locations and attendance requirements

Link to Module descriptors on the Module Catalogue (or if inaccurate the module descriptors) which includes a list of essential and recommended readings

Details on optional / electives, the various module pathways and prerequisites required.

Details on supervision arrangements (if applicable)

Availability and application procedures for exemptions

Information on laboratory safety, usage of computer facilities, library, other facilities

Details on how to access the e-learning support available for the programme.

Communication arrangements for the programme

Health & Safety

ASSESSMENT & FEEDBACK

General schedule of examinations and assessments, relative weightings of courses/modules and award classification, Regulations for progression through the programme

Submission Guidelines for assessments and guidelines for writing academic assignments and authenticating student work

Assessment regulations for the programme and applicable penalties

Assessment criteria for each module

Details on how feedback will be given from assessments

Procedures for viewing examination scripts and for re-checks, re-marks and appeals

QUALITY ASSURANCE AND PROGRAMME MANAGEMENT

Programme management: Programme Committee, Programme Tutors, staff/student meetings, School Board, College Board, examination boards, internal and external examiners, annual monitoring, review

Student feedback, staff/student meetings, student representatives on Programme Committee, student survey questionnaire

Programme quality assurance and enhancement procedures.

GUIDANCE TO STUDENT

Planning study programme and study techniques

School/College support and Institute-level support for individual student needs, ie mature students, students with disabilities etc

Relevant student clubs and societies.

CAREER OPPORTUNITIES / TRANSFER AND PROGRESSION

Recognition of the programme by appropriate professional bodies and details on exemptions if applicable

Progression Opportunities within DIT

Details on the Career Service

FREQUENTLY ASKED QUESTIONS

.....

DOCUMENTATION REQUIRED FOR REVIEW EVENT (EXISTING PROGRAMME) G 7

The programme documentation required for a review event should be presented in parts as follows:

Student Handbooks for each stage of the programme (see Appendix G6)

Work Placement Handbook, if applicable (see Appendix G8)

Supporting Information as follows:

PART A SELF-STUDY OF THE PROGRAMME BY THE PROGRAMME COMMITTEE

I. CRITICAL RE-APPRAISAL OF ALL ASPECTS OF THE PROGRAMME

This self-study should be a fundamental and comprehensive review and re-appraisal of all aspects of the programme. It should be derived at least partly from the annual monitoring reports of the programme for the period since the initial validation or the previous periodic review. It is not a description but rather an evaluation of the effectiveness of various aspects of the programme, giving due recognition to problem areas as well as good features and achievements. The self-study results in a thorough but concise report which aims to be an objective statement of the views of the Programme Committee on the overall quality of the learning and teaching on the programme.

The following aspects of the programme should be critically evaluated in the self-study report.

- **Aims and objectives of the programme and its relevance to aims of School, College and Institute:**
 - Relevant industry, community, commercial, professional and societal developments
 - Impact of government and European Union policies and regulations
 - Internationalisation strategies
 - Graduate destinations
 - Feedback from employers and other external stakeholders
 - Market Demand and Support
 - Development of Graduate Attributes
- **Access, transfer and progression arrangements**
 - Admission requirements and standards of those admitted
 - Intake policy and procedures
 - Transfers into programme at advanced stages including the use of RPL

Numbers progressing through the programme and student progression data

- **Induction, programme structure and curriculum design**
 - Induction/orientation
 - Programme delivery
 - Curriculum structure including streams, core and optional modules
 - Staff teaching on programme, their qualifications, involvements and achievements, staff development
 - Teaching, learning and assessment strategies
 - Retention and student support strategies.

- **Programme resources ,**
 - Library, IT and other learning resources
 - Use of Virtual Learning Environment
 - Technical and administrative support
 - Student placement for work experience
 - Community Engagement arrangements and their impact on the programme
 - International student exchanges, ERASMUS, LEONARDO, etc.

- **Assessment and Student Performance**
 - Assessment and feedback strategy
 - Scheduling of assessments
 - Moderation of marking processes
 - Student Presence Data
 - Summary of Examination Performance Data
 - External examiners' reports (all external examiner reports should be provided to the Panel in advance of the review)

- **Quality assurance arrangements and programme management**
 - Operation of Programme Committees, including number of meetings, attendance, minutes
 - Programme management including Year Tutors, Co-ordinators
 - Programme advisory board if applicable
 - Annual monitoring process (all Q5s should be provided to the Panel in advance of the review)
 - Arrangements for monitoring the implementation of the Programme Quality Action Plan

- **Student handbook and other information channels to students**
 - Provision of student handbooks and communication with students
 - Feedback from students including all external and internal monitoring processes
 - Local and central support for students with specific needs
 - Relevant student societies

- **Staff Profile**
 - Staff professional development
 - International staff exchanges, COMETT, TEMPUS, etc.
 - Research underpinning the programme

Completion of LTTC accredited and non-accredited provision
Staff scholarship and professional, and societal engagement.

For Programmes Delivered with Collaborative provision the following information should also be provided.

- Brief description of each partner and nature of relationship
- Roles and responsibilities of each partner
- Rights and entitlements of learners from each partner site

II. RECOMMENDATIONS ARISING FROM RE-APPRAISAL

Details of any changes to the programme curriculum, should be listed with the rationale for introducing them.

III. PROGRAMME DEVELOPMENT PLAN

- Detailed plans for the future development of programme, giving time-scale
- Staff professional development plans
- Learning and teaching enhancement plans
- Plans for improved annual monitoring of programme

The student handbook prepared by the Programme Committee for distribution (electronically or in hard copy) among the students prior to commencement of the workplacement:

INTRODUCTION

General overview of workplacement, its role and contribution to the student's programme of study

Learning Outcomes to be achieved on placement

Student Conduct on Workplacement

Monitoring of student on Work placement

Assessment of student on work placement / Assessment criteria

Frequently asked questions

NEW AWARD PROGRAMME PROPOSAL**Q1A**

To be forwarded by the Head of School to the College Executive and Board.
 To be forwarded by the College Director to the Director of Academic Affairs & Registrar.
 For major awards and where there is a third party involvement the Director of Academic Affairs & Registrar will forward to the Director of Finance for comment and then to the Academic & Research Sub-Committee and then to SLT for approval

PART 1 INSTITUTE DETAILS

Proposing College	
Supporting Colleges (if any)	
Head of School responsible	
Programme proposer(s)	
Telephone No	
Email	

PART 2 PROGRAMME DETAILS

Proposed Award Title	
Type of Award (e.g. Major, Minor, Supplemental, Special Purpose)	
Proposed Starting Date	
Full-time / Part-Time	
Mode of Delivery – Face to face, Blended, Online?	
Is this a New Programme?	
Programme Code and Title if an existing Programme	
ECTS Credits	
Duration	
NFQ Level	
Classifications of Award	
Dual / Joint Award sought from other awarding body (if any)	
Delivery partner details (if any)	

Has partner been accredited previously by DIT	
Professional / External Accrediting Body	

PART 3 COHERENCE WITH DIT STRATEGY

Describe how this programme aligns with DIT's Strategic Plan including HEA Compact targets?
Describe how research student numbers will be enhanced in addressing the balance of additional Level 8 or 9 students
Describe how this programme aligns with DITs current programme portfolio?
Describe how this programme aligns with the School's current portfolio?
Describe how the programme might incorporate relevant research in DIT? (If Applicable)
Outline the perceived demand for the programme, and evidence to support this, in the context of the existing competitive environment
Outline what feedback has been received from relevant external stakeholders and detail any supports which will be made available
Specify with details if this programme provides progression from, or is a prerequisite for, another programme
Outline any additional support being provided for this programme (e.g. External funding, provision of resources)

PART 4 ENROLMENT

What are the planned student numbers in each year of the programme over the next five years

	20xx		20xx		20xx		20xx		20xx	
	EU	NonEU	EU	NonEU	EU	NonEU	EU	NonEU	EU	NonEU
Year 1										
Year 2										
Year 3										
Year 4										

PART 5 SUMMARY PROGRAMME DESCRIPTION

Aims *
Learning Outcomes*
Noteworthy features
Admissions Criteria

*N.B These may change as the programme is developed

PART 6 RESOURCE IMPLICATIONS OF NEW PROGRAMME

How and where will the programme be accommodated?
How will these resources be provided and how will these impact on other programmes?
What equipment and other special resources (if any) are needed for this programme? Please include the estimated costs and time scale
LIBRARY RESOURCES: <i>If it is intended that DIT Library resources will be offered to students, this MUST be discussed with the relevant College Librarian and details outlined below.</i>
Is it intended that existing DIT Library resources are to be offered to students? <input type="checkbox"/> Yes <input type="checkbox"/> No
If YES, give details:
Is it expected that additional or new DIT Library resources will be required? <input type="checkbox"/> Yes <input type="checkbox"/> No
If YES, give details: Estimated costs of additional/new books, journals, databases etc. in €: _____

Signed: _____		Date: _____		
_____ College Librarian				
Library location: _____				
Summary of proposed curriculum (student contact) hours per week*				
	Year 1	Year 2	Year 3	Year 4
Lectures				
Lab / Workshop				
Tutorial				
Other (Specify)				
Total				

Total Teaching Hours Required				
	Year 1	Year 2	Year 3	Year 4
Of which existing DIT W/T				
New DIT W/T				
Contract DIT pro-rata staff				
Part-time DIT casual				
Linked/Collaborative Provider				

Summary of Programme Costs				
	Year 1	Year 2	Year 3	Year 4
Teaching Staff				
Technical Support				
Admin Support				
Class Materials				
Accommodation				
Equipment				
Library Books, Journals, Databases etc. (initial and ongoing cost)				
Partner Liaison Hours (if applicable)				
Travel and Subsistence				

Note: For Collaborative/Linked Provision, please provide a summary of total costs plus a breakdown of partner costs and DIT costs

Estimated Unit Cost			
Year 1	Year 2	Year 3	Year 4

PART 7 PROGRAMME COSTING TEMPLATE (TO BE INSERTED HERE)

*Available from the Finance Office

PART 8 FOR COLLABORATIVE/LINKED/JOINT PROVISION (IF APPLICABLE)

Details of other programmes previously validated for provider (if applicable)	
Outline of proposed Protection of Enrolled Learner arrangements (please include projected costing to DIT if arrangements are invoked)	
Please provide proposed schedule of fees to be charged to the partner and included in the MoA	

PART 9 CONFIRMATION OF SUPPORT

Signature
Head of School Date

Signature
College Finance Advisor Date

Signature
Director of College Date

Signature
Collaborating Director (if any) Date

PART 10 APPROVAL

Signature
Director of AA & R Date

Signature
Director of Corporate Services Date

Date of SLT Approval:

**Nomination of External Member of Programme Validation / Review Panel
Q2A**

[To be forwarded by the College Director/Dean (following approval by the College Board) to the Academic Quality Assurance Committee]

Code and title of programme

School.....

Nominee

Academic/professional qualifications

Position

Place of work/address

.....

.....

Telephone no. fax no.

Email

Summary of relevant experience of nominee

.....

.....

.....

Has nominee indicated her/his willingness to be nominated ?

Is School satisfied that this nomination will not present a conflict of interest?

Signature Date

Head of School

Signature Date

Director of College

Date of College Board at which approved

Date

Nomination of External Member of a School Review Panel **Q 2B**

[To be forwarded by the College Director/Dean (following approval by the College Board) to the Academic Quality Assurance Committee]

Name of School

Nominee

Academic/professional qualifications

Position

Place of work/address

.....

.....

Telephone no. fax no.

Email

Summary of relevant experience of nominee

.....

.....

.....

Has nominee indicated her/his willingness to be nominated ?

Is School satisfied that this nomination will not present a conflict of interest?

Signature Date

Head of School

Signature Date

Director of College

Date of College Board at which approved Date

Part 1 Programme details

Proposed title/Existing title and code	
MODE AND DURATION of programme	
ECTS	
DIT award(s) sought	
Classifications of award(s)	
School responsible	
Professional body accreditation and relevant dates (where applicable)	
External provider type (where applicable)	
Delivery location	

Part 2 Programme approval information

Date of initial approval (of Q1A) by SLT's Academic and Research Committee/SLT	
Date of validation/review event	
Date of approval by Academic Council and Governing Body	
Proposed date of commencement	

Part 3 Programme background/structure***Background******Stated aims and learning outcomes of the programme******Programme structure******Entry Requirements******Student assessment***

In accordance with DIT's General Assessment Regulations

Derogations from the General Assessment Regulations, including rationale for derogation and view of the Panel:

Part 4 Validation Details and Membership of Panel

Schedule of meetings

Panel Membership

Documentation submitted

Part 5 Summary of Panel findings against key questions

Note: the Panel's findings (ie yes/no) and any additional comments against each of the key questions should be recorded below. Where a 'no' is recorded, an associated condition or recommendation should be included in Part 6, Findings of the Panel.

Is the market demand and need for the programme clear and articulated?	
Are the aims, objectives and learning outcomes of the programme well-founded and clearly formulated?	
Are the entry requirements clear and appropriate?	
Are the arrangements for access, transfer and progression in accordance with Institute policy and NFQ?	
Are the programme learning outcomes at the appropriate level as set out by the NFQ requirements?	
Do the individual modules 'add up' to a coherent programme?	
Are Graduate Attributes embedded within the programme?	
Will the accumulation of the module learning outcomes result in the attainment of the programme learning outcomes?	
Is there appropriate use of student-centred learning, teaching and assessment strategies, including the First Year Framework for Success checklist, which recognise the needs of diverse student groups?	
Do the curricula and teaching schemes in each module descriptor give realisable substance to the module's aims, objectives and learning outcomes?	
Are the assessment methods and criteria aligned to the learning outcomes in each module?	
Are facilities and resources, including staff, in place to support the delivery of the programme at the standard proposed?	
Is there parity between off-campus/on-campus delivery (if applicable)?	
Are the roles and responsibilities of each partner clearly specified (if applicable)?	

Part 6 Recommendations of the Panel

- **Overall recommendations of the Panel**

- **Conditions**

Note: Conditions are attached where the Panel agrees that changes must be made to the programme / programme documentation prior to the commencement of the programme. Conditions must be set where issues are identified that relate directly to academic standards or to Institute regulations or procedures. It should be clear what is required in order to meet the condition, and the associated timeline.

A new programme cannot run unless the Panel has received a response to its report and has indicated that it is happy that conditions are met, and the report of the Panel is then adopted by Academic Council.

- **Recommendations**

Note: recommendations are attached where the Panel considers that the programme would benefit from particular changes, or from a review of certain aspects of the programme over a period of time, with changes made if required. While recommendations are advisory in nature, there is an expectation that all recommendations are responded to and acted upon as appropriate.

- **Observations**

The Panel may also make observations.

Part 1 Programme details

Code and title

Award.....

Classifications of award (if any)

Period of approval.....

Date(s) of validation/review event(s)

Part 2 Detail of Approval

This programme has been approved by the Academic Council.

Date of Academic Council Approval

Signature
Director of Academic Affairs

.....
Date

[Prepared by the Programme Committee for consideration by the School Executive. Forwarded by the Head of School to the College Board (and College Executive if there are resource implications).

Part 1 Programme details

Code and title

Academic Year under Consideration:
(Please include programme Commencement Month and End Month)

Chairperson of Programme Committee

E-Mail address of Chairperson identified above

School where programme resides

Date of validation or previous review of programme / school

Dates of Programme Committee meetings
[copies of Aides Memoire/Minutes should be appended]

Part 2 Previous Programme Action Plan

Please reproduce previous programme action plan here

Commentary

Summary of Programme Modifications Approved (if applicable)

Part 3 Stakeholder Inputs

External examiner recommendations (please attach external examiner report)

Summary of feedback from students / staff

Summary of recommendations received from programme advisory boards, professional bodies or College/School/Programme Reviews (if applicable)

Part 4 Significant developments or special circumstances affecting the year (if applicable)

Part 5 Resource Issues

Commentary on Staff Recruitment / Staff Professional Development / Equipment / Accommodation and other resources issues affecting programme delivering (If applicable)

Part 6 Partnership / Professional Arrangements (if Applicable)

Commentary on partnership arrangements

Part 7 Performance Indicators for the year under review

Admissions statistics for the year under review

	First Year Student Group	Second Year Student Group	Third Year Student Group	Fourth Year Student Group	Fifth Year Student Group
Projected intake numbers					
Actual intake numbers					
Numbers who presented at examinations					
CAO points spread in recent intake (if applicable)					

First destination statistics (of the previous year's graduates) Available as an Infoview Report in Banner.

Number of graduates who gained employment	
Number of graduates seeking employment:	
Number of graduates undertaking further study	
Number of graduates not seeking employment/further study	

Examination statistics for the year under review

Please attach the relevant summary of supplemental and sessional examination results (template attached) for the year under review and detail the overall pass rates for previous years (available from the College Administrator).

Comments of the Programme Committee on the statistics, identifying, where possible, causal factors.

Student attrition

Sessional and overall pass rates

Overall comments

Part 8 Examples of Best Practice

Details

Part 9 Academic Council Theme

Summary of Discussion on Academic Council Theme

Part 10 Programme Action Plan (summarise issues arising in parts 2 - 6)

Please indicate the issues to be addressed by the Programme Committee or School so that the School may incorporate these actions as appropriate into the School Action Plan.

Issues to be addressed	Actions Required	Responsibility
		PC / School
		PC / School
		PC / School

Part 11 Programme Committee Comments

Additional Comments (if applicable)

Signature

Chairperson of Programme Committee **Date**

Part 12 School Executive Consideration

Response to Actions required at School level (see part 7)

Actions Required	Actions Taken

Signature

Head of School

Date

This form must be returned to the programme chair (when part 9 has been completed) and forwarded by Head of School to College Board (and College Executive if resources are required) for approval.

Date Received by College Board: _____

Academic Year :

College :
School :
Department :
Course Title :
Duration of Course:
Course Code :

Sessional <input type="checkbox"/>	<input type="checkbox"/>	Semester 1 <input type="checkbox"/>
Supplemental <input type="checkbox"/>	<input type="checkbox"/>	Semester 2 <input type="checkbox"/>
Semester 1 Supplemental		<input type="checkbox"/>
Semester 2 Supplemental		<input type="checkbox"/>

(4 as appropriate)

									Award Year					
[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]	[10]	[11]	[12]	[13]	[14]	[13]
Year of Course	Number registering on the Course	Number registering for examination	Number presenting for examination	Number passing all subjects / elements	Number gaining exemptions	Number referred in all subjects	Number ineligible to continue	Others not included in results summary	Number gaining Hons 1 or Distinction	Number gaining Hons. 2.1 or Merit 1	Number gaining Hons .2.2 or Merit 2	Number gaining Hons .3	Number gaining pass	Date of Examination Board
					Code: RF	Code: RP	Code: IG	Code: WD, AB, IC						
1														
2														

3														
4														
5														

Date of Academic Council meeting : _____

SURVEY OF STUDENTS BY LECTURER

*This form should be given to each student at the end of a module.
This form is also available electronically in Webcourses*

Student Survey Questionnaire

Q 6A

The purpose of this survey is to obtain the views of students on their experience this year. The feedback will enable the lecturer to review the module delivered.

You are kindly requested to signal whether you agree or disagree with a series of statements issues relating to the presentation of a module as you experience it, and then return the completed form to the lecturer concerned, who retains it.

The Scale is as follows: 1-Strongly Disagree, 2-Disagree, 3-Neither Agree or Disagree, 4-Agree, 5-Strongly Agree.

No personal comments in relation to other students or staff members should be made.

Please DO NOT sign your name on the form.

Part 1 Programme Details

1.1	Programme Code/Year	
1.2	Module	
1.3	Date	

Part 2 Effectiveness of Communication

Please tick appropriate box

1-Strongly Disagree, 2-Disagree, 3-Neither Agree or Disagree, 4-Agree, 5-Strongly Agree.

		1	2	3	4	5	N/A
2.1	Lecturing staff are good at explaining the subject matter in this module	•	•	•	•	•	•
2.2	Lecturing staff are enthusiastic about the subject matter	•	•	•	•	•	•
2.3	The pace of lecturers was right for me	•	•	•	•	•	•
2.4	The lecturers encourage the class to ask questions	•	•	•	•	•	•
2.5	The level of class interaction was appropriate	•	•	•	•	•	•

Comments on above

--

Part 3 Organisation and Management

Please tick appropriate box

1-Strongly Disagree, 2-Disagree, 3-Neither Agree or Disagree, 4-Agree, 5-Strongly Agree.

		1	2	3	4	5	N/A
3.1	The module was delivered in a coherent sequence	•	•	•	•	•	•
3.2	There was an appropriate balance in time allocated to the different components in this module	•	•	•	•	•	•
3.3	Any changes to the timetable for this module have been communication effectively (in advance etc)	•	•	•	•	•	•
3.4	The workload for this module was reasonable	•	•	•	•	•	•

Comments on above

--

Part 4 Assessment and Feedback

Please tick appropriate box

1-Strongly Disagree, 2-Disagree, 3-Neither Agree or Disagree, 4-Agree, 5-Strongly Agree.

		1	2	3	4	5	N/A
4.1	Methods of Assessment for this module are well-balanced	•	•	•	•	•	•
4.2	The criteria used for marking assessments were available in advance	•	•	•	•	•	•
4.3	The criteria used for marking assessments are clear	•	•	•	•	•	•
4.4	Constructive feedback has	•	•	•	•	•	•

	been prompt and effective						
4.5	Feedback on my work and progress has helped me clarify things I did not understand	•	•	•	•	•	•

Comments on above

Part 5 Academic Support

Please tick appropriate box

1-Strongly Disagree, 2-Disagree, 3-Neither Agree or Disagree, 4-Agree, 5-Strongly Agree.

		1	2	3	4	5	N/A
5.1	I received sufficient guidance and support to enable me to successfully complete this module	•	•	•	•	•	•
5.2	I have been able to contact lecturers when I needed to	•	•	•	•	•	•
5.3	There are sufficient notes and study aids available for this module	•	•	•	•	•	•
5.4	Any online resources provided for this module are useful	•	•	•	•	•	•

Comments on above

Part 6 Learning Resources

Please tick appropriate box

1-Strongly Disagree, 2-Disagree, 3-Neither Agree or Disagree, 4-Agree, 5-Strongly Agree.

		1	2	3	4	5	N/A
6.1	Library Resources (required texts, reading materials, databases etc) for this module are sufficient	•	•	•	•	•	•

6.2	The IT Resources necessary for this module are sufficient	•	•	•	•	•	•
6.3	Laboratories, equipment and studio facilities for this module are sufficient	•	•	•	•	•	•
6.4	Lecture rooms and tutorial rooms for this module are sufficient	•	•	•	•	•	•

Comments on above

--

Part 7 General evaluation and suggestions Please tick appropriate box

No personal comments in relation to other students or staff members should be made.

7.1	What did you like about this module? ----- ----- -----
7.2	What aspects of this module did you find difficult? ----- ----- -----
7.3	How can this module be improved? ----- ----- -----

**ANNUAL REVIEW OF MODULE
TO BE COMPLETED BY LECTURER**

LECTURER FEEDBACK

Q6B

The primary objective of completing module monitoring forms is to provide a formal process of reflection on the delivery of the module with the goal of enhancing future delivery. The feedback will enable the Programme Committee to review the programme and improve the programme delivery.

No personal comments in relation to students or staff members should be made.

Part 1 Programme Details

1.1	Programme Code(s)/Year	
1.2	Module	
1.3	Date	
1.4	School (primarily responsible)	

Part 2 Student Details

Provide commentary on

2.1	Student Participation

2.2	Student Performance

Part 3 Summary of Student Feedback Received

Provide Commentary On

3.1	Effectiveness of Communication
3.2	Organisation and Management

3.3	Assessment and Feedback

3.4	Academic Support

3.5	Learning Resources

3.6	General evaluations and suggestions

Part 4 Module Delivery	Provide Commentary on
-------------------------------	------------------------------

4.1	Evaluation of Past Changes (if Applicable)

4.2	New changes proposed for module

4.3	Aspects of Good Practice which may be useful for other modules

4.3	Other Comments (If Applicable)

**SURVEY OF STUDENTS BY HEAD OF SCHOOL
(OR ASSISTANT HEAD OF SCHOOL)**
This form is administered electronically by Student Retention Office

PROGRAMME SURVEY QUESTIONNAIRE

Q6C

The purpose of this survey is to obtain the views of students on their experience in the School ofthis year.

The feedback will enable the School to review the programme and improve the service it provides.

You are kindly requested to assign a rating to a range of issues relating to the presentation facilities and content of programme components as you experience it, and then return the completed form to the Head of Department (or Assistant Head of School) concerned.

We ask that you respond to the questions of this survey by giving careful and serious thought to each question. No personal comments in relation to other students or staff members should be made.

Please do not sign your name on this form

Part 1 Programme Details

1.1	Programme Code/Year	
1.2	Date	

Part 2 Student Details

Please tick appropriate box

2.1	Attendance at classes	>90% •	50-90% •	<50% •
2.2	Average weekly hours of self study	>20 •	50% •	1-10 •
2.3	Do you have a part-time job?	Yes •	No •	
2.4	Weekly hours worked in job	>20 •	10-20 •	<10 •
2.5	Hours worked in job during	Daytime •	Night-time •	Weekend •

Part 3 Organisation and content of programme Please tick appropriate box

There are four options available for each question in parts 3 to 6 which are graded from 1 to 4; of these 4 is the highest rating.

		1	2	3	4	Not applicable
3.1	Structure of programmes	•	•	•	•	•
3.2	Content of programme	•	•	•	•	•
3.3	Effectiveness of programme induction programme	•	•	•	•	•
3.4	Balance between theory and practical work	•	•	•	•	•
3.5	Overall workload	•	•	•	•	•
3.6	Distribution of workload between the modules	•	•	•	•	•
3.7	Effectiveness of timetabling	•	•	•	•	•
3.8	Time allocated to different modules	•	•	•	•	•
3.9	Integration of modules into overall programme	•	•	•	•	•

Part 4 Resources available to Programme Please tick appropriate box

There are four options available for each question in parts 3 to 6 which are graded from 1 to 4; of these 4 is the highest rating.

		1	2	3	4	Not applicable
4.1	Lecture/tutorial rooms	•	•	•	•	•
4.2	Laboratories	•	•	•	•	•
4.3	Equipment range	•	•	•	•	•

4.4	Equipment quality	•	•	•	•	•
4.5	Library facilities	•	•	•	•	•
4.6	Availability of required reading materials	•	•	•	•	•
4.7	Availability of laboratories; equipment; etc	•	•	•	•	•
4.8	Availability of facilities for private discussion with lecturers	•	•	•	•	•

Part 5 Effectiveness of communication**Please tick appropriate box**

This is intended to give you an impression of the programme year and not any individual module.

There are four options available for each question in parts 3 to 6 which are graded from 1 to 4; of these 4 is the highest rating.

		1	2	3	4	Not applicable
5.1	Presentation of lectures	•	•	•	•	•
5.2	Planning and logic of lectures	•	•	•	•	•
5.3	Standard of notes given	•	•	•	•	•
5.4	Usefulness of additional handouts	•	•	•	•	•
5.5	Availability of reference material (text and electronic)	•	•	•	•	•
5.6	Recommended texts	•	•	•	•	•
5.7	Adequacy of tutorials	•	•	•	•	•
5.8	Practical work	•	•	•	•	•
5.9	Project supervision	•	•	•	•	•
5.10	Feedback on performance on continuous assessment	•	•	•	•	•

Part 6 General evaluation and suggestions**Please tick appropriate box**

No personal comments in relation to other students or staff members should be made.

6.1	Good features of the programme ----- ----- -----
6.2	Did you receive the full schedule of lectures/practicals? ----- ----- -----
6.3	Weakness of the programme ----- ----- -----
6.4	Suggestions for improvement ----- ----- -----
6.5	How did your previous education prepare you for this programme? ----- -----

Part 5 Comments by Head of School

Comments on proposal

.....

.....

Signature
Head of School Date

Part 5 Comments by Director of College

Comments

.....

.....

Signature
Director of College Date

NOTIFICATION OF APPROVED PROGRAMMES NOT RUNNING IN CURRENT ACADEMIC YEAR

Q 8

[To be prepared by Head of School for submission to College Board annually in November]

Part 1 Course details

Code	Programme Title	Dates Run	Is it proposed to Temporarily Suspend or Permanently Discontinue Programme Delivery	Reason for Suspension / Discontinuation	Confirmation of Programme Delivery Arrangements for existing students (if applicable)

Part 2 Comments by Head of School

Comments

.....

Signature Date

Head of School Date

Part 3 Comments by Director of College

Comments

.....

Signature

.....

Director of College

.....

Date

[To be prepared by Head of School for submission to College Board]

Part 1 Course details

Programme Code(s)	
Programme Title	
Delivery Mode	
Proposed Re-commencement Date	
Reason for Suspension of Delivery of Programme	
Reason for Re-Commencement of Delivery of Programme	
Summary of any proposed changes to approved programme curriculum	

Part 2 Comments by Head of School

Comments Signature Date
Head of School	

Part 3 Comments by Director of College

Comments..... Signature Date
Director of College	

**APPENDIX 6 FORMS USED IN RELATION TO EXAMINATION
ADMINISTRATION AND MONITORING**

EXTERNAL EXAMINER NOMINATION
FOR ACADEMIC YEARS _____

E 2

[To be forwarded by Programme Chair, through Head of School, to College Board]

Part 1 Details of programme

Code and title

Part 2 Details of external examiner

Name

Academic/professional qualifications

Position

Place of work/Address

Telephone no. fax no.

Email

Summary of relevant experience

[Replacement for]

Part 2 (continued)

Subject(s)/module(s) and years of programme to be examined.....

.....
.....

Period for which examiner is to serve.....

.....

Other details

.....
.....
.....

Has the nominee indicated her/his willingness to act? Yes No

Signature
Programme Chair Date

Signature
Head of School Date

Signature
Director of College Date

REPORT OF EXTERNAL EXAMINER**E 3****[To be submitted by the external examiner to the Head of School by 20th June annually]****NOTE: No personal comments in relation to students or staff members should be made.****Part 1 Details of programme**

Programme Code and Title	
Academic Year	
Subject(s)/ module(s) and Year(s) of programme examined	
Details of Duties undertaken	
Date(s) of Visits	

Part 2 Examiner's report on Programme

Did you receive the Student Handbook and programme learning outcomes? Yes / No

Please comment on (if applicable):

Timeliness, presentation, standard of questions, appropriateness in respect to learning outcomes being measured of examination papers / assessment briefs
Marking Schemes and Worked Solutions
Structure and organisation of the examination
Presentation of Student Work
Was the quality of student work in line with your expectations for a programme of this level
Overall performance / Academic Standard of candidates in relation to their peers nationally and internationally

--

Part 2 (continued)

Your general opinion of the programme and the quality, fairness and consistency of the assessment strategies used in measuring the stated module learning outcomes and overall programme learning outcomes
Suggestions to improve the assessment of students on the programme
Suitability of Learning and Teaching Methods Used
Aspects worthy of recommendation / Examples of Best Practice
Feedback received from the School on implementation of previous recommendations
If this is your first year of appointment, please comment on the adequacy of briefing materials. Is there any additional information which you would have liked to receive?
Other Comments / Observations

Any matters you wish to bring to the attention of the Programme Committee and School
Any matters you wish to bring to the attention of the College / Institute

[Please comment on other relevant issues, adding further pages as required.]

Part 3 External Examiner Details

Name	
Address	
Year of appointment as examiner	

In relation to the General Data Protection Regulation (GDPR) 2016, Academic Affairs' Privacy Notice is available at: <http://www.dit.ie/qualityassuranceandacademicprogrammerecords/gdpr/>

I understand that the above information and personal data being submitted to the Institute's Examination Board, Head of School and College Board, for the purpose the carrying out of my duties as External Examiner. I understand that the above personal data will also be shared with the School Administrator for administration purposes. I understand that report forms will be retained on file in electronic and/or hard copy format by Colleges for the period specified in the relevant data retention schedule, following which they will be confidentially destroyed.

Signature: _____ Date: _____
 External Examiner

General comments including special circumstances impacting on classgroup, exceptional or poor performance in particular subjects or elements of examination, or overall results, etc.

Comments by Programme Chair

.....
.....
.....
.....

Signature

.....
Programme Chair

.....
Date

Comments by Head of School

.....
.....
.....
.....

Signature

.....
Head of School

.....
Date

Comments by Director of College

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.....
.....
.....
.....

Signature

.....
Director of College

.....
Date

**APPENDIX 7 GUIDELINES FOR GOOD PRACTICE IN ACADEMIC QUALITY
ENHANCEMENT**

CODE OF PRACTICE FOR VALIDATION/REVIEW EVENTS

Academic Council at its meeting on 3 June 1998 reaffirmed the Code of Practice as previously agreed regarding programme validation/review panels as follows:

- i. Requests to the Academic Quality Assurance Committee for the establishment of Validation/Review Panels shall normally be considered by the Committee when the procedures in this regard within the College, as set out in the Handbook for Academic Quality Enhancement, have been complied with and when the relevant documentation for the validation/review event is available. Such documentation shall be in accord with the requirements specified in the Handbook and should be available not less than one month in advance of the event. Confirmation of compliance with these matters shall be provided in writing, on behalf of College Board, by the relevant College Director to the Academic Quality Assurance Committee.
- ii. Validation/Review events shall be scheduled to take place between the beginning of October and the end of April of each academic year.
- iii. The conditions/recommendations specified in reports from Validation/Review Panels must be responded to by the College Board as required by Quality Assurance procedures and, where possible, implemented within a reasonable time frame as set out in the Panel's report.

**APPENDIX 8 MODULE DESCRIPTOR & MODULE/PROGRAMME
AMENDMENTS**

M1: MODULE DESCRIPTOR TEMPLATE

Module Code	Pre-requisite Module codes	Co-Requisite Modules code(s)	ISCED Code	Subject Code	ECTS Credits	NFQ Level (CPD)#
Module Title						

This Header should be repeated on each page of the Module

School Responsible	
---------------------------	--

Module Overview:
In this section a brief description of the general rationale for, and purpose of, the module should be provided, indicating at whom the module is aimed and if, for example, it is an introductory, basic, intermediate or advanced module. This section should also include if there are discrete module elements / components.

Learning Outcomes (LO): (to be numbered)	
For a 5ECTS module a range of 4-10 LOs is recommended	
On Completion of this module, the learner will be able to	
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

Indicative Syllabus:
Indicative syllabus covered in the module and / or in its discrete elements

Learning and Teaching Methods:
Statements about the various types of learning and teaching methods that are used in the delivery of the module

Total Teaching Contact Hours	
Total Self-Directed Learning Hours	

Module Delivery Duration:
Indicate if the module is normally delivered for example over one semester or less, or over one academic year etc.

Assessment		
Assessment Type	Weighting (%)	LO Assessment (No.)
Module Specific Assessment Arrangements (if applicable)		
(a) Derogations from General Assessment Regulations		
(b) Module Assessment Thresholds		
(c) Special Repeat Assessment Arrangements		

Essential Reading: (author, date, title, publisher)
Supplemental Reading: (author, date, title, publisher)

Version No:		Amended By	
Commencement Date		Associated Programme Codes	

Modules that are to be offered as Stand-Alone CPD Programmes must have an NQF level assigned

*Details of the assessment schedule should be contained in the student handbook for the programme stage.

Date of Academic Council approval

M2: MODULE AMENDMENT TEMPLATE

Module Code:
Module Title:
Date Change to be Implemented from:
Programme(s) to offer the module:
Indicate which of CMIS / Banner / Coursewise will need updating:
Field on module template for proposed modifications:
Original:
Proposed Amendment
Rationale

Programme Committee(s) Date Approved: _____

Head of School Signature: _____

College Board Date Approved / Noted: _____

Academic Quality Assurance Committee Date Approved / Noted: _____

M3: PROGRAMME AMENDMENT TEMPLATE

Programme Code	
Programme Title	
School	
Original	
Proposed Amendment	
Date the change is to be implemented	
Rationale	
Please indicate which systems will need to be update: CMIS / Banner / Coursewise	

Head of School Signature: _____

Date Approved / Noted by College Board: _____

M4: PROPOSAL TO VALIDATE EXISTING MODULES AS CPD MINOR AWARD

Module Code	Module Title	ISCED Code	Programmes Associated With	Level & ECTS	CPD Award Title	Pre-requisites / Entry Criteria	Fee	Financial and Resourcing Arrangements Agreed by School Executive

M5: ISCED CODES

ISCED CODES			
Code	Discipline	Code	Discipline
10	Basic / broad general programmes*	520	Combined Engineering & Engineering Trades
80	Literacy and numeracy	521	Mechanics and metal work
90	Personal skills	522	Electricity and energy
142	Education science	523	Electronics and automation
143	Training for pre-school teachers	524	Chemical and process
144	Training for teachers at basic levels	525	Motor vehicles, ships and aircraft
145	Training for teachers with subject specialisation	540	Combined Manufacturing and Processing
146	Training for teachers of vocational subjects	541	Food processing
210	Combined Arts	542	Textiles, clothes, footwear, leather
211	Fine arts	543	Materials (wood, paper, plastic, glass)
212	Music and performing arts	544	Mining and extraction
213	Audio-visual techniques and media production	580	Combined Architecture and building
214	Design	581	Architecture and town planning
215	Craft skills	582	Building and civil engineering
220	Combined Humanities	500	Combined Engineering, Manufacturing and Construction
221	Religion	620	Combined Agriculture, forestry and fishery
222	Foreign languages	621	Crop and livestock production
223	Mother tongue	622	Horticulture
225	History and archaeology	623	Forestry
226	Philosophy and ethics	624	Fisheries
200	Combined Arts & Humanities	641	Veterinary
310	Combined Social and behavioural science	600	Combined Agriculture & Veterinary
311	Psychology	720	Combined Health
312	Sociology and cultural studies	721	Medicine

313	Political Science and civics	723	Nursing and caring
314	Economics	724	Dental Studies
320	Combined Journalism and Information	725	Medical diagnostic and treatment technology
321	Journalism and reporting	726	Therapy and Rehabilitation
322	Library, information, archive	727	Pharmacy
340	Combined Business and Administration	760	Combined Social Services
341	Wholesale and retail sales	761	Child Care and youth services
342	Marketing and advertising	762	Social work and counselling
343	Finance, banking, insurance	700	Combined Health and Welfare
344	Accounting and taxation	810	Combined Personal Services
345	Management and administration	811	Hotel, restaurant and catering
346	Secretarial and office work	812	Travel, tourism and leisure
347	Working life	813	Sports
380	Law	814	Domestic services
300	Combined Social Science, Business and Law	815	Hair and beauty services
420	Combined Life Science	840	Transport services
421	Biology and biochemistry	850	Combined Environmental Protection
422	Environmental Science	851	Environmental protection technology
440	Combined Physical Science	852	Natural environments and wildlife
441	Physics	853	Community sanitation services
442	Chemistry	860	Combined Security Services
443	Earth Science	861	Protection of persons and property
460	Combined Maths and Statistics	862	Occupational health and safety
461	Mathematics	863	Military and defence
462	Statistics	800	Combined Services
481	Computer Science	900	Balanced Combination across difference Fields of Education
482	Computer Use	910	Balanced Comb 'Humanities & Arts' & 'Soc Sciences Bus & Law'
400	Combined Science, Mathematics and Computing		

M6 SUBJECT CODES

SUBJECT Codes					
Group A	Humanities	Group F	General Arts	Group O	Medicine, Dentistry & Paramedical Studies
A01	History	F01	General Year Arts	O01	Medicine
A05	Economic & Social History	Group H	Biological Sciences	O10	Dentistry
A10	History of Art & Design	H01	Biology	O20	Radiography
A15	History & Philosophy of Science	H02	Analytical Biology	O30	Remedial Linguistics
A20	Archaeology	H05	Botany/Plant Science	O40	Human Nutrition/Dietetics
A25	Philosophy/Metaphysics	H10	Zoology	O50	Occupational Therapy
A30	Theology/Religious Studies/Biblical Studies	H15	Genetics	O60	Physiotherapy
A99	Other Humanities	H20	Microbiology	O70	Nursing Studies
Group B	Creative Arts	H25	Biotechnology	O99	Other Medical Studies
B01	Fine Art	H30	Molecular Biology & Biophysics	Group P	Engineering & Technology
B10	Design Studies including Fashion/Textile/Industrial/Crafts/Ceramics/Graphics	H35	Biochemistry	P01	General Engineering
B20	Music (as an Arts subject)	H40	Pharmacology	P05	Civil/Structural Engineering
B30	Music Degree	H45	Physiology	P10	Mechanical Engineering
B40	Drama/Theatre Studies	H50	Anatomy	P15	Aeronautical Engineering
B50	Cinematics/Film Studies	H55	Nutrition	P20	Computer Engineering
B60	Photography	H60	Pathology	P25	Electronic/Electrical Engineering/Instrumentation/Robotics
B99	Other Creative Arts	H65	Pharmacy	P30	Production/Industrial

					Engineering
Group C	Language & Related Studies	H70	Medical Technology	P35	Chemical Engineering
C01	Linguistics	H75	Marine Science/Aquaculture/Fishery Science	P40	Agriculture
C03	Comparative Literature	H99	Other Biological Sciences	P45	Minerals Technology
C06	English	Group J	Physical Sciences	P50	Metalurgy
C09	American Studies	J01	Chemistry	P55	Ceramics & Glass
C11	Irish	J02	Analytical Chemistry	P60	Polymers & Textiles
C13	Welsh	J03	Applied Chemistry	P65	Other Materials Technology
C16	Celtic Studies/Civilisation/Folklore	J04	Food Chemistry	P70	Manufacturing Technology, Computer Aided Manufacturing
C21	Latin	J10	Materials Science	P75	Maritime Engineering/Technology
C22	Classical Greek	J11	Polymer Science	P80	Quality Assurance/Control
C23	Classics/Classical Civilisation	J20	Physics/Experimental Physics/Applied Physics	P99	Other Engineering & Technologies
C29	Other Ancient Languages	J30	Hydrology	Group R	Law
C31	French	J40	Natural Science	R01	Law/Legal Studies
C33	German	J50	Geology	R10	European Law
C35	Italian	J60	Geophysics	Group S	Agricultural Studies
C36	Spanish	J70	Oceanography	S01	Agriculture
C37	Portuguese	J80	Environmental Science	S10	Forestry
C38	Other European Languages	J90	Environmental Health	S20	Horticulture
C39	European Studies	J99	Other Physical Sciences	S30	Landscape Horticulture
C41	Scandinavian Languages	Group K	General Science	S40	Equine Studies
C43	Russian	K01	General Year Science	S99	Other Agricultural Subjects
C47	Slavonic & East European Languages	Group M	Mathematical & Computer Studies	Group T	Veterinary Medicine

C51	Latin American Languages	M01	Mathematics	T01	Veterinary Science
C61	Chinese	M10	Logic	T10	Veterinary Nursing
C65	Japanese	M20	Statistics	T99	Other Veterinary Subjects
C69	Other Asian Languages	M40	Operational Research	Group V	Architecture, Building & Planning
C71	Modern Middle Eastern Languages	M50	Mathematical Physics/Applied Mathematics	V01	Architecture
C81	African Languages	M60	Computer Studies/Computer Science/Computer Applications	V10	Building/Construction
C99	Other or Unspecified Modern Languages	M99	Other Mathematical Sciences	V20	Building/Construction Economics, Quantity Surveying
Group D	Social Studies	Group N	Commerce, Business & Admin Studies	V30	Environmental Technologies
D01	Economics	N01	Business, Commerce & Management Studies	V40	Regional & Urban Planning
D10	Sociology	N10	Public Administration	V99	Other Architectural/Building/Planning
D20	Social Policy and Administration	N20	Financial Management/Banking, Treasury	Group W	Food Sciences
D30	Applied Social Work	N30	Accountancy	W01	Food Science & Technology
D40	Anthropology	N31	Accountancy & Actuarial Studies	W10	Food Business
D50	Psychology/Applied Psychology	N32	Accountancy & MIS	W20	Meat Science
D51	Counselling & Careers Work	N40	Marketing & Market Research	W30	Dairy Science
D52	Community & Youth Work	N41	Marketing & Languages	W99	Other Food Sciences
D60	Geography	N50	Industrial Relations/Personnel Management	Group X	Education
D70	Politics	N60	Hotel/Catering/Leisure/Institutional	X01	Education

			Management		
D80	Social Science Degree with CQSW	N61	Tourism/Heritage Management		
D90	Social Science Degree without CQSW	N70	Arts Administration		
D99	Other Social Studies	N80	Land & Property Management/Property Economics		
Group E	Communications & Documentation	N99	Other Business & Administrative Studies		
E01	Librarianship				
E10	Information Science				
E20	Communication Studies				
E30	Media Studies				
E40	Journalism				

be retained on file in electronic and/or paper format in Academic Affairs for 5 years, following which they will be confidentially destroyed.

Signed: _____ **Date:** _____
Student

OFFICIAL USE ONLY

Complaint received by Head of School on: _____

Acknowledgement sent on: _____

Action Taken:

APPENDIX 10 – AWARD TYPE DESCRIPTORS

[Major Award-type Descriptor H – Advanced Certificate](#)

[Major Award-type Descriptor I – Higher Certificate](#)

[Major Award-type Descriptor J – Ordinary Bachelor Degree](#)

[Major Award-type Descriptor K – Honours Bachelor Degree](#)

[Major Award-type Descriptor L – Higher Diploma](#)

[Major Award-type Descriptor M – Masters](#)

[Major Award-type Descriptor N – Postgraduate Diploma](#)

[Major Award-type Descriptor O – Doctoral Degree](#)

[Major Award-type Descriptor P – Higher Doctorate](#)

[Minor Award-type Descriptor](#)

[Special Purpose Award-type Descriptor](#)

[Supplemental Award-type Descriptor](#)

AWARD-TYPE DESCRIPTOR H

Title	Advanced Certificate
Purpose	This is a multi-purpose award-type. The knowledge, skill and competence acquired are relevant to personal development, participation in society and community, employment, and access to additional education and training.
Level	6
Volume	Large
Knowledge - breadth	Specialised knowledge of a broad area
Knowledge - kind	Some theoretical concepts and abstract thinking, with significant depth in some areas
Know-how and skill - range	Demonstrate comprehensive range of specialised skills and tools
Know-how and skill - selectivity	Formulate responses to well-defined abstract problems
Competence - context	Utilise diagnostic and creative skills in a range of functions in a wide variety of contexts
Competence - role	Exercise substantial personal autonomy and often take responsibility for the work of others and/or for the allocation of resources; form, and function within, multiple, complex and heterogeneous groups
Competence – learning to learn	Learn to take responsibility for own learning within a managed environment
Competence - insight	Express an internalised, personal world view, reflecting engagement with others
Progression & Transfer	Transfer to a programme leading to a Higher Certificate (award-type i). Progression to a programme leading to an Ordinary Bachelor Degree (award-type j) or to an Honours Bachelor Degree (award-type k).
Articulation	

AWARD-TYPE DESCRIPTOR I

Title	Higher Certificate
Purpose	This is a multi-purpose award-type. The knowledge, skill and competence acquired are relevant to personal development, participation in society and community, employment, and access to additional education and training.
Level	6
Volume	Large
Knowledge - breadth	Specialised knowledge of a broad area
Knowledge - kind	Some theoretical concepts and abstract thinking, with significant underpinning theory
Know-how and skill - range	Demonstrate comprehensive range of specialised skills and tools
Know-how and skill - selectivity	Formulate responses to well-defined abstract problems
Competence - context	Act in a range of varied and specific contexts, taking responsibility for the nature and quality of outputs; identify and apply skill and knowledge to a wide variety of contexts
Competence - role	Exercise substantial personal autonomy and often take responsibility for the work of others and/or for the allocation of resources; form, and function within, multiple, complex and heterogeneous groups
Competence – learning to learn	Take initiative to identify and address learning needs and interact effectively in a learning group
Competence - insight	Express an internalised, personal world view, reflecting engagement with others
Progression & Transfer	Transfer to programme leading to an Advanced Certificate (Award-type h) Progression to a programme leading to an Ordinary Bachelor Degree (award-type j) or to an Honours Bachelor Degree (award-type k).
Articulation	

AWARD-TYPE DESCRIPTOR J

Title	Ordinary Bachelor Degree
Purpose	This is a multi-purpose award-type. The knowledge, skill and competence acquired are relevant to personal development, participation in society and community, employment, and access to additional education and training.
Level	7
Volume	Large
Knowledge - breadth	Specialised knowledge across a variety of areas
Knowledge - kind	Recognition of limitations of current knowledge and familiarity with sources of new knowledge; integration of concepts across a variety of areas
Know-how and skill - range	Demonstrate specialised technical, creative or conceptual skills and tools across an area of study
Know-how and skill - selectivity	Exercise appropriate judgement in planning, design, technical and/or supervisory functions related to products, services, operations or processes
Competence - context	Utilise diagnostic and creative skills in a range of functions in a wide variety of contexts
Competence - role	Accept accountability for determining and achieving personal and/or group outcomes; take significant or supervisory responsibility for the work of others in defined areas of work
Competence – learning to learn	Take initiative to identify and address learning needs and interact effectively in a learning group
Competence - insight	Express an internalised, personal world view, manifesting solidarity with others
Progression & Transfer	Progression to programme leading to an Honours Bachelor Degree (Award-type k) or to a Higher Diploma (Award-type l) Progression internationally to some second cycle (i.e. " Bologna masters") degree programmes.
Articulation	

AWARD TYPE DESCRIPTOR K

Title	Honours Bachelor Degree
Purpose	This is a multi-purpose award-type. The knowledge, skill and competence acquired are relevant to personal development, participation in society and community, employment, and access to additional education and training.
Level	8
Volume	Large
Knowledge - breadth	An understanding of the theory, concepts and methods pertaining to a field (or fields) of learning
Knowledge - kind	Detailed knowledge and understanding in one or more specialised areas, some of it at the current boundaries of the field(s)
Know-how and skill - range	Demonstrate mastery of a complex and specialised area of skills and tools; use and modify advanced skills and tools to conduct closely guided research, professional or advanced technical activity
Know-how and skill - selectivity	Exercise appropriate judgement in a number of complex planning, design, technical and/or management functions related to products, services, operations or processes, including resourcing
Competence - context	Use advanced skills to conduct research, or advanced technical or professional activity, accepting accountability for all related decision making; transfer and apply diagnostic and creative skills in a range of contexts
Competence - role	Act effectively under guidance in a peer relationship with qualified practitioners; lead multiple, complex and heterogeneous groups
Competence – learning to learn	Learn to act in variable and unfamiliar learning contexts; learn to manage learning tasks independently, professionally and ethically
Competence - insight	Express a comprehensive, internalised, personal world view manifesting solidarity with others
Progression & Transfer	Transfer to programmes leading to Higher Diploma (Award-type l). Progression to programmes leading to Masters Degree or Post-graduate Diploma (Award-types m or n), or in some cases, to programmes leading to a Doctoral Degree (Award-type o). Progression internationally to second cycle (i.e. "Bologna masters") degree programmes
Articulation	

AWARD-TYPE DESCRIPTOR L

Title	Higher Diploma
Purpose	This is a multi-purpose award-type. The knowledge, skill and competence acquired are relevant to personal development, participation in society and community, employment, and access to additional education and training.
Level	8
Volume	Medium
Knowledge - breadth	An understanding of the theory, concepts and methods pertaining to a field (or fields) of learning
Knowledge - kind	Detailed knowledge and understanding in one or more specialised areas, some of it at the current boundaries of the field
Know-how and skill - range	Demonstrate mastery of a complex and specialised area of skills and tools; use and modify advanced skills and tools to conduct closely guided research, professional or advanced technical activity
Know-how and skill - selectivity	Exercise appropriate judgement in a number of complex planning, design, technical and/or management functions related to products, services, operations or processes, including resourcing
Competence - context	Use advanced skills to conduct research, or advanced technical or professional activity, accepting accountability for all related decision making; transfer and apply diagnostic and creative skills in a range of contexts
Competence - role	Act effectively under guidance in a peer relationship with qualified practitioners; lead multiple, complex and heterogeneous groups
Competence – learning to learn	Learn to act in variable and unfamiliar learning contexts; learn to manage learning tasks independently, professionally and ethically
Competence - insight	Express a comprehensive, internalised, personal world view manifesting solidarity with others
Progression & Transfer	Progression to programmes leading to Masters Degree or Post-graduate Diploma (Award-types m or n)
Articulation	From an Ordinary Bachelor Degree (Award-type j) , or from an Honours Bachelor Degree (Award-type k), into a new field of learning

AWARD-TYPE DESCRIPTOR M

Title	Masters Degree
Purpose	This is a multi-purpose award-type. The knowledge, skill and competence acquired are relevant to personal development, participation in society and community, employment, and access to additional education and training.
Level	9
Volume	Large
Knowledge - breadth	A systematic understanding of knowledge at, or informed by, the forefront of a field of learning
Knowledge - kind	A critical awareness of current problems and/or new insights, generally informed by the forefront of a field of learning
Know-how and skill - range	Demonstrate a range of standard and specialised research or equivalent tools and techniques of enquiry
Know-how and skill - selectivity	Select from complex and advanced skills across a field of learning; develop new skills to a high level, including novel and emerging techniques
Competence - context	Act in a wide and often unpredictable variety of professional levels and ill defined contexts
Competence - role	Take significant responsibility for the work of individuals and groups; lead and initiate activity
Competence – learning to learn	Learn to self-evaluate and take responsibility for continuing academic/professional development
Competence - insight	Scrutinise and reflect on social norms and relationships and act to change them
Progression & Transfer	Progression to programmes leading to Doctoral Degree (Award-type O), or to another Masters Degree or to a Post-graduate Diploma (Award-types m or n).
Articulation	

AWARD-TYPE DESCRIPTOR N

Title	Post-graduate Diploma
Purpose	This is a multi-purpose award-type. The knowledge, skill and competence acquired are relevant to personal development, participation in society and community, employment, and access to additional education and training.
Level	9
Volume	Medium
Knowledge - breadth	A systematic understanding of knowledge, at, or informed by, the forefront of a field of learning
Knowledge - kind	A critical awareness of current problems and/or new insights, generally informed by the forefront of a field of learning
Know-how and skill - range	Demonstrate a range of standard and specialised research or equivalent tools and techniques of enquiry
Know-how and skill - selectivity	Select from complex and advanced skills across a field of learning; develop new skills to a high level, including novel and emerging techniques
Competence - context	Act in a wide and often unpredictable variety of professional levels and ill defined contexts
Competence - role	Take significant responsibility for the work of individuals and groups; lead and initiate activity
Competence – learning to learn	Learn to self-evaluate and take responsibility for continuing academic/professional development
Competence - insight	Scrutinise and reflect on social norms and relationships and act to change them
Progression & Transfer	May exempt from part of the programme leading to a Masters Degree (Award-type m)
Articulation	

AWARD-TYPE DESCRIPTOR O

Title	Doctoral Degree
Purpose	This is a multi-purpose award-type. The knowledge, skill and competence acquired are relevant to personal development, participation in society and community, employment, and access to additional education and training.
Level	10
Volume	Large
Knowledge - breadth	A systematic acquisition and understanding of a substantial body of knowledge which is at the forefront of a field of learning
Knowledge - kind	The creation and interpretation of new knowledge, through original research, or other advanced scholarship, of a quality to satisfy review by peers
Know-how and skill - range	Demonstrate a significant range of the principal skills, techniques, tools, practices and/or materials which are associated with a field of learning; develop new skills, techniques, tools, practices and/or materials
Know-how and skill - selectivity	Respond to abstract problems that expand and redefine existing procedural knowledge
Competence - context	Exercise personal responsibility and largely autonomous initiative in complex and unpredictable situations, in professional or equivalent contexts
Competence - role	Communicate results of research and innovation to peers; engage in critical dialogue; lead and originate complex social processes
Competence – learning to learn	Learn to critique the broader implications of applying knowledge to particular contexts
Competence - insight	Scrutinise and reflect on social norms and relationships and lead action to change them
Progression & Transfer	
Articulation	

MAJOR AWARD-TYPE DESCRIPTOR P

Title	Higher Doctorate
Purpose	This award is largely recognises excellent and distinguished contributions to learning. It may be used for career progression to advanced levels of academia and research.
Level	10
Volume	Large
Knowledge - breadth	The systematic development of a large and coherent body of knowledge which is at the forefront of a field of learning
Knowledge – kind	The creation and interpretation of seminal knowledge, through original research, or other advanced creative scholarship that is of a quality to satisfy review by peers
Know-how and skill – range	Bring to publication the output of scholarly work in the production or application of knowledge in a form that admits to scholarly assessment
Know-how and skill - selectivity	Respond to abstract problems that expand and redefine existing procedural knowledge
Competence - context	Make a substantial and sustained contribution to the application of knowledge and skill, perhaps in novel contexts
Competence – role	Acts as a recognised leading authority, influencing others in a field of learning over a period of time
Competence – learning to learn	Learn to critique the broader implications of applying knowledge to particular contexts
Competence - insight	Scrutinise and reflect on social norms and relationships and lead action to change them
Progression & Transfer	None
Articulation	This award is never based on a provider’s programme and, as such, is not subject to validation but is assessed by the awarding body for each individual learner. Normally, the learner already holds a first doctorate or equivalent for some period of time prior to becoming a candidate for the higher doctorate

MINOR AWARD-TYPE DESCRIPTOR

Class of Award	Minor award
Purpose	Multi-purpose award-type that recognises attainment of part of a major award and which has relevance in its own right.
Level	Generally, the same level as the major award to which it is linked
Volume	Variable - smaller than the major award of which it is a part
Comprehensiveness	Variable
Knowledge - breadth	Variable
Knowledge - kind	Variable
Know-how and skill - range	Variable
Know-how and skill - selectivity	Variable
Competence - context	Variable
Competence - role	Variable
Competence – learning to learn	Variable
Competence - insight	Variable
Progression & Transfer	Transfer to programmes leading to attainment of a part of one or more major awards Transfer to programmes leading to special purpose awards
Articulation	
Link to other Awards	Learning outcomes form part of those of a major award

SPECIAL PURPOSE AWARD-TYPE DESCRIPTOR

Class	Special Purpose
Purpose	To meet specific, relatively narrow focused legislative, regulatory, economic, social or personal learning requirements
Level	Any Level – best-fit
Volume	Variable - between small and medium
Comprehensiveness	Usually limited to a small number of sub-strands
Knowledge - breadth	Variable
Knowledge – kind	Variable
Know-how and skill – range	Variable
Know-how and skill - selectivity	Variable
Competence - context	Variable
Competence – role	Variable
Competence – learning to learn	Variable
Competence - insight	Variable
Progression & Transfer	Transfer to programmes leading to major or minor awards at the same level or above Transfer to programmes leading to supplemental awards at the same level Transfer/progression to programmes leading to related special purpose awards at the same level or above
Articulation	
Link to other Awards	Learning outcomes may form part of those of a major award, minor award or supplemental award

SUPPLEMENTAL AWARD-TYPE DESCRIPTOR

Class	Supplemental
Purpose	For learners who have already obtained a major or special purpose award. May be for refreshing/updating and continuous education and training with respect to an occupation/profession.
Level	Generally, the same level as the major or special purpose award to which it is linked
Volume	Variable - between small and medium
Comprehensiveness	Variable
Knowledge - breadth	Variable
Knowledge - kind	Variable
Know-how and skill - range	Variable
Know-how and skill - selectivity	Variable
Competence - context	Variable
Competence - role	Variable
Competence – learning to learn	Variable
Competence – insight	Variable
Progression & Transfer	Progression to programmes leading to major awards at the next level in a related field of learning
Articulation	From major or special purpose award at the same level
Link to other Awards	Learning outcomes are closely linked to those of a major award or of a special purpose award – they generally reflect a deepening of learning, up-dating or specialisation

APPENDIX 11 – COLLABORATIVE PROVISION

C1 Registration Data Requirements

C2 Outline Collaborative Provider Reporting Form

C3 Sample Report Template on the appropriateness of the collaborating institutions' facilities, equipment, learning resources for the delivery and support of the programme

C4 Outline Proposal for partnership arrangement with external organisation/Institution

C5 Proposed Self-Study Document (for National Private Higher Education Institution)

C6 Proposed Self-Study Document (for Industry/Professional Bodies)

C7 Proposed Self-Study Document (for International Higher Education Institution)

C8 Template for the Due Diligence Report on Proposed International Collaborative Provision

C9 Template for the Due Diligence Report on Proposed National Collaborative Provision

C10 Flow charts:

- **Articulation Agreement Flow chart**
- **Student Mobility for Students on DIT Programmes Flow chart**
- **Bespoke Provision delivered by DIT Flow chart**
- **Establishment of Contract of Service for Delivery of New Programme Flow chart**
- **Approval of Joint, Dual and Multiple Awards Flow Chart**

C1 - REGISTRATION DATA REQUIREMENTS

- First Name
- Middle Name (if applicable)
- Last Name
- PPS Number
- Date of birth (dd-mm-yyyy format)
- Gender
- Email address (personal email)
- Contact phone number
- Home Address
- Nation of Birth
- Nation of Citizenship
- Domiciliary (*i.e.* country in which the student lived for the last 12 months prior to registering on the programme – this may differ from citizenship)
- Relevant Programme Code(s) and Modules selected (if applicable)

C2 – OUTLINE COLLABORATIVE PROVIDER REPORTING FORM

Date	
Collaborative Provider Name	
Programme(s)	
Collaborative Provider Liaison Person	
DIT School(s)	
DIT Academic Liaison Person	

Students Recruited to the Programme

Projected Student Numbers	Students Registered			
	Year 1	Year 2	Year 3	Year 4

Commentary on the Recruitment of Students:

Student Assessment

Please attach summary of student assessment performance to date within the current academic year

Commentary on Student Performance in Assessments

Programme Overview

Outline any issues which are adversely affecting the delivery of the programme or which you would like to bring to the attention of the Institute.

C3 Sample Report Template on the appropriateness of the collaborating institutions' facilities, equipment, learning resources for the delivery and support of the programme

	Requirements	Collaborative Provides Resources	Comments
Facilities			
- Lecture Rooms	School to detail the requirements as indicated in the module descriptors based on predicted student numbers.		
- Computer Laboratories	Adequate general computing facilities or access via Wifi if BYOD policy based on predicted student numbers School to detail specialist facilities for specific programme Provision of appropriate technical Assistance to resolve issues if they occur		
- Group Work Space	School to detail requirements as per the assessment requirements of the programme		
- Specialist Laboratories	School to detail the requirements per programme.		
-			
-			
Equipment			
- Specialist Laboratory Equipment	School to detail the requirements per programme		
- Software	School to detail the requirements per programme		
-			

-			
Learning Resources			
- Physical Library	School to list Reading material to be available per programme Reasonable Opening Hours Accessible Provision of quiet Study Space Access to Photocopying facilities		
- Virtual Library	School to list Reading material to be available per programme Accessible Compliance with copyright legislation in relevant jurisdiction		
- E-Learning Platform	Accessible and appropriate		
- Specialist Resources	Please list specialist resources required for each programme:		
-			
-			
Student Support			
- Pre-registration Information	To be provided with accurate and timely information in relation to programmes of study and student services which is compliant with the 2012 QQI Act.		
- Accommodation	For full-time students: Provision of information on the accommodation available in the vicinity and provision of advice on a range of issues including contracts, landlord and neighbour disputes and public health regulations		
- Health Services	For full-time students: Provision of appropriate confidential medical services to facilitate access to a		

	<p>practitioner within 7 days of initial request (absolute emergencies at much shorter notice) during the academic session only;</p> <ul style="list-style-type: none"> • Support/Advice on a wide range of medical and health awareness issues 		
- Counselling	<p>For full-time students: Provision of appropriately confidential counselling services which includes support/help on a wide range of emotional/personal/social/academic issues on an individual and group basis</p>		
- Careers Advice	<p>For full-time students:</p> <ul style="list-style-type: none"> ·Provision of up to date, accurate and comprehensive information on education, training and employment opportunities • opportunities to receive careers education as part of your formal study • duty advisers available most week days to answer individual queries • access to a Careers Library and employment opportunities during the first year after students leave, until students find their first fulltime job or register for a full-time course at another educational institution • confidential careers interviews via an appointment system for final year students. • opportunities for national 		

	<p>companies to carry out the first stage of their recruitment processes within the Institute (wholetime students only);</p> <ul style="list-style-type: none"> • access to computerised career development packages; • access to a Careers website containing a comprehensive range of career planning materials and links to other useful resources 		
- Year Tutors	To be provided with a year tutor who undertakes the duties specified in the Handbook for Academic Quality Enhancement.		
- Support for students with a disability	<p>Access to a range of services, on validation of disability, either delivered individually or in a group setting, necessary to facilitate full access to and participation on DIT approved programmes;</p> <ul style="list-style-type: none"> • the completion of an Educational Needs Assessment, within 3 weeks of registration, examining in detail the range of disability related supports required to fully access and participate on DIT programmes; • if applicable, facilitation of the completion, at least within 4 weeks of receiving relevant funding documentation from the National Office for Equity of Access to Higher Education, of applications to the Fund for Students with 		

	<p>Disabilities; 11</p> <ul style="list-style-type: none"> • timely co-ordination, with Academic Departments, of the agreed examination and/or assessment disability related accommodations or alterations; • availability of information on services, in appropriate accessible formats, to all individuals and learners with disabilities 		
- Student Representation	To be facilitated to elect a class representative and be provided with access to an appropriate student representative body. This representative body voices students' opinions, and participates in relevant decision making committees.		
- Catering	Provide students with appropriate access to adequate catering facilities whilst on campus.		
- Pastoral Supports	Provision of appropriate pastoral supports.		
- Sports, Social, Cultural & Recreational Facilities	For Full-time Students: The opportunity to participate in, and information about, a wide range of sports, social, cultural and recreational activities; • sports and recreational facilities which will provide a balance between individual and organised group activities; • facilities for students to participate in representative matches and authorised absence from classes for participants; •		

	accurate information about the facilities available and their opening hours where applicable.		
-			

C4

OUTLINE PROPOSAL FOR PARTNERSHIP ARRANGEMENT WITH EXTERNAL ORGANISATION/INSTITUTION

*[To be submitted to College Leadership Team by
School(s) on behalf of external organisation(s) proposing partnership arrangement]*

Proposing external partner(s):

Partner contact(s)

Partner School(s):

School contact(s)

Type of collaboration:

Joint /Dual/ DIT awards:

The potential partner institution/organisation

Brief Description of Partner organisation including:

Nature of Business – Product / Service offerings, market positioning and competitors

Corporate Structure, location, age and Brief history

Public and Legal standing, including details of owners / directors and Senior Management Team

Background

Brief outline of the following if applicable:

Previous programme delivery and accreditations and details of awarding bodies

Previous work done with DIT (could include Research, Work placement, Student Mobility etc.)

Programme Details

Brief Description of the types of programme(s) to be delivered under the arrangement, including proposed titles, proposed start date, mode of delivery and location

An overview of the role of the partner and the role of DIT under the headings:

- Programme Development
- Marketing, Recruitment and Selection
- Teaching and Assessment
- Programme Management
- Student Services
- Facilities

Rationale

There should be statements providing rationale for developing the partnership and a brief outline of the possible benefits, financial or other, that might accrue from the partnership to

the School/College/Institute. This can include potential income value, opportunities for student placements and or exchanges, staff/knowledge exchange, whether the partner is a key player in the discipline field that will enhance DIT's reputation, advance DIT's Engagement focus and/or offer opportunities for research collaboration.

Protection of Enrolled Learners

If appropriate, what arrangements are proposed in relation to ensure compliance with protection of enrolled learners (PEL).

Signed: _____
CEO of Partner

Institute Academic Strategy

Briefly outline how the proposal supports the Institute's Academic Strategy (for School comment only)

Benefits to DIT

Briefly outline the benefits of this proposed arrangement to DIT

Proposed Financial Model

Briefly outline the proposed financial model that will apply to this arrangement.

Signed:

_____ Date of School Approval: _____
Head of School

Approval to proceed to next stage:

_____ Date of CLT Approval: _____
Director and Dean of College

PROPOSED SELF-STUDY DOCUMENT (FOR NATIONAL PRIVATE HIGHER EDUCATION INSTITUTION)

The self-study document must address all of the following items. Should any item not be included, a rationale for its exclusion must be provided

- Introduction to the proposed linked / collaborative provider, including:
 - brief history
 - mission statement
 - details of ownership
 - summary of activities
 - written statement covering legal status of institution
- Corporate structure and shareholdings, including overall holding company name (if applicable)
- Membership of Board/Governing Body and management structure of institution, including terms of reference of main committees
- Three recent years' audited accounts and annual general reports and/or Business Plan (if applicable) and VAT number (if applicable)
- Overview of learning resources available at institution, including staff accommodation, computer facilities, laboratories, library facilities
- Policy on staff recruitment and details of staff numbers, and qualifications and experience of teaching staff
- Staff development policy and practice
- Summary of the curriculum currently on offer including a listing of all higher education provision by award, award title and level (NFQ equivalent), including programmes offered in partnership with other higher education institutions.
- Quality assurance arrangements currently in place, to include procedures for the development, validation, management and monitoring of academic programmes, student feedback, management and administration of student assessment
- Systems in place for student support and information provided to students
- Health and Safety arrangements in place including details of applicable Insurance.
- Details of ability to comply with Irish Data Protection requirements, Freedom of Information Requirements and Equality Requirements and other relevant legislative requirements,
- Description of research activities if applicable

Appendices, to include relevant documentation such as:

Strategic Plan
Institutional Regulations
Institutional Quality Assurance procedures
Data Privacy Policy
Information Security Policy
Prospectus
Student Charter
Student Handbook

PROPOSED SELF-STUDY DOCUMENT (FOR INDUSTRY / PROFESSIONAL BODIES)

The self-study document must address all of the following items. Should any item not be included, a rationale for its exclusion must be provided

- Introduction to the proposed linked / collaborative provider, including:
 - brief history
 - mission statement
 - details of ownership
 - summary of activities
 - written statement covering legal status of organisation
- Corporate structure and shareholdings, including overall holding company name
- Membership of Board and management structure of organisation, including terms of reference of main committees if applicable
- Three recent years' audited accounts and annual general reports and/or Business Plan
- VAT number
- Overview of learning resources available at organisation, including staff accommodation, computer facilities, laboratories, library facilities
- Policy on staff recruitment and details of staff numbers, including qualifications and experience, for staff managing and/or delivering academic programmes.
- Staff development policy and practice.
- Summary of the curriculum currently on offer (if applicable) including programmes offered in partnership with other higher education institutions.
- Quality assurance arrangements in place
- Systems in place for student support and information provided to students
- Health and Safety arrangements in place including details of applicable Insurance
- Details of ability to comply with Irish Data Protection requirements, Freedom of Information Requirements and Equality Requirements and other relevant legislative requirements.

If proposed provision is to be delivered Internationally the following additional information should be supplied:

- Overview of Education Provision in proposed jurisdiction
- Overview of applicable legal requirements for operating in that jurisdiction

- Overview of Quality Assurance requirements for operating in that jurisdiction
- National arrangements for Protection of Enrolled Learners (if applicable)

Appendices, to include relevant documentation such as:

Strategic Plan
Organisational Regulations
Organisational Quality Assurance procedures
Data Privacy Policy
Information Security Policy

PROPOSED SELF-STUDY DOCUMENT (FOR INTERNATIONAL HIGHER EDUCATION INSTITUTION)

The self-study document must address all of the following items. Should any item not be included, a rationale for its exclusion must be provided

- Introduction to the proposed linked / collaborative provider, including:
 - brief history
 - mission statement
 - details of ownership
 - summary of activities
 - written statement covering legal status of institution

- Overview of Education Provision in proposed jurisdiction
- Overview of applicable legal requirements for operating in that jurisdiction
- Overview of Quality Assurance requirements for operating in that jurisdiction
- National arrangements for Protection of Enrolled Learners
- Corporate structure and shareholdings or funding arrangements including overall holding company name (if applicable)

- Membership of Board/Governing Body and management structure of institution, including terms of reference of main committees

- Three recent years' audited accounts and annual general reports and/or Business Plan (if applicable) and VAT number (if applicable)

- Overview of learning resources available at institution, including staff accommodation, computer facilities, laboratories, library facilities

- Policy on staff recruitment and details of staff numbers, and qualifications and experience of teaching staff

- Staff development policy and practice

- Summary of the curriculum currently on offer including a listing of all higher education provision by award, award title and level (NFQ equivalent), including programmes offered in partnership with other higher education institutions.

- Quality assurance arrangements currently in place, to include procedures for the development, validation, management and monitoring of academic programmes, student feedback, management and administration of student assessment

- Systems in place for student support and information provided to students

- Health and Safety arrangements in place including details of applicable Insurance.

- Details of ability to comply with Irish Data Protection requirements, Freedom of Information Requirements and Equality Requirements and other relevant legislative requirements.

- Description of research activities if applicable

Appendices, to include relevant documentation such as:

Strategic Plan
Institutional Regulations
Institutional Quality Assurance procedures
Data Privacy Policy
Information Security Policy
Prospectus
Student Charter
Student Handbook

C8

TEMPLATE FOR THE DUE DILIGENCE REPORT ON PROPOSED INTERNATIONAL COLLABORATIVE PROVISION

Criteria	Evidence (Documentary and other)	Risks Identified (detail) and Level (High /Key/ Tolerable /Low)	School's comments	CLT Comments
How well the education objectives of the potential partner organisation align with those of DIT				
Compatibility of the two organisations' mission, vision and strategy				
Experience (if any) of working with this partner				
The public and legal standing of the potential partner	If unclear, the advice of the Institute Secretary should be requested.			
The financial stability of the potential partner	Accounts documents to be submitted to Finance and Finance requested to provide a statement on the financial stability of the partner based on evidence provided.			
The proposed financial	Programme costing template			

arrangements/costings of collaboration	to be attached. Finance Advisor to review proposed arrangements and costings and sign off the programme costing template.			
<p>The ability of the potential partner to provide the following resources to deliver the partnership objectives and within DIT's quality framework:</p> <ul style="list-style-type: none"> -human resources including appropriately qualified and experienced staff -physical resources, in terms of accommodation, facilities and equipment -organisational resources including quality assurance including assessment processes, student support services, -teaching & learning and student experience 				
The ability of the partner to comply with Irish Data Protection requirements, Freedom of Information Requirements and Equality Requirements				
The ability of the potential partner to provide an appropriate and				

safe working environment for students and staff, where applicable				
Legal considerations to be considered for the jurisdiction				
Quality Assurance Framework in operation in local jurisdictions				

I confirm that this has been added to the College's Risk Register and attach a copy of the completed risk register template.

Signed: _____
Head of School

Date: _____

Signed: _____
College Director

Date: _____

TEMPLATE FOR THE DUE DILIGENCE REPORT ON PROPOSED NATIONAL COLLABORATIVE PROVISION

Criteria	Evidence (Documentary and other)	Risks Identified (detail) and Level (High /Key/ Tolerable /Low)	School's comments	CLT Comments
How well the education objectives of the potential partner organisation align with those of DIT				
Compatibility of the two organisations' mission, vision and strategy				
Experience (if any) of working with this partner				
The public and legal standing of the potential partner in Ireland	If unclear, the advice of the Institute Secretary should be requested.			
The financial stability of the potential partner	Accounts documents to be submitted to Finance and Finance requested to provide a statement on the financial stability of the partner based on evidence provided.			
The proposed financial	Programme costing template			

arrangements/costings of collaboration	to be attached. Finance Advisor to review proposed arrangements and costings and sign off the programme costing template.			
<p>The ability of the potential partner to provide the following resources to deliver the partnership objectives and within DIT's quality framework:</p> <ul style="list-style-type: none"> -human resources including appropriately qualified and experienced staff -physical resources, in terms of accommodation, facilities and equipment -organisational resources including quality assurance including assessment processes, student support services, -teaching & learning and student experience 				
The ability of the partner to comply with Irish Data Protection requirements, Freedom of Information Requirements and Equality Requirements				
The ability of the potential partner to provide an appropriate and				

safe working environment for students and staff, where applicable				
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I confirm that this has been added to the College's Risk Register and attach a copy of the completed risk register template.

Signed: _____
Head of School

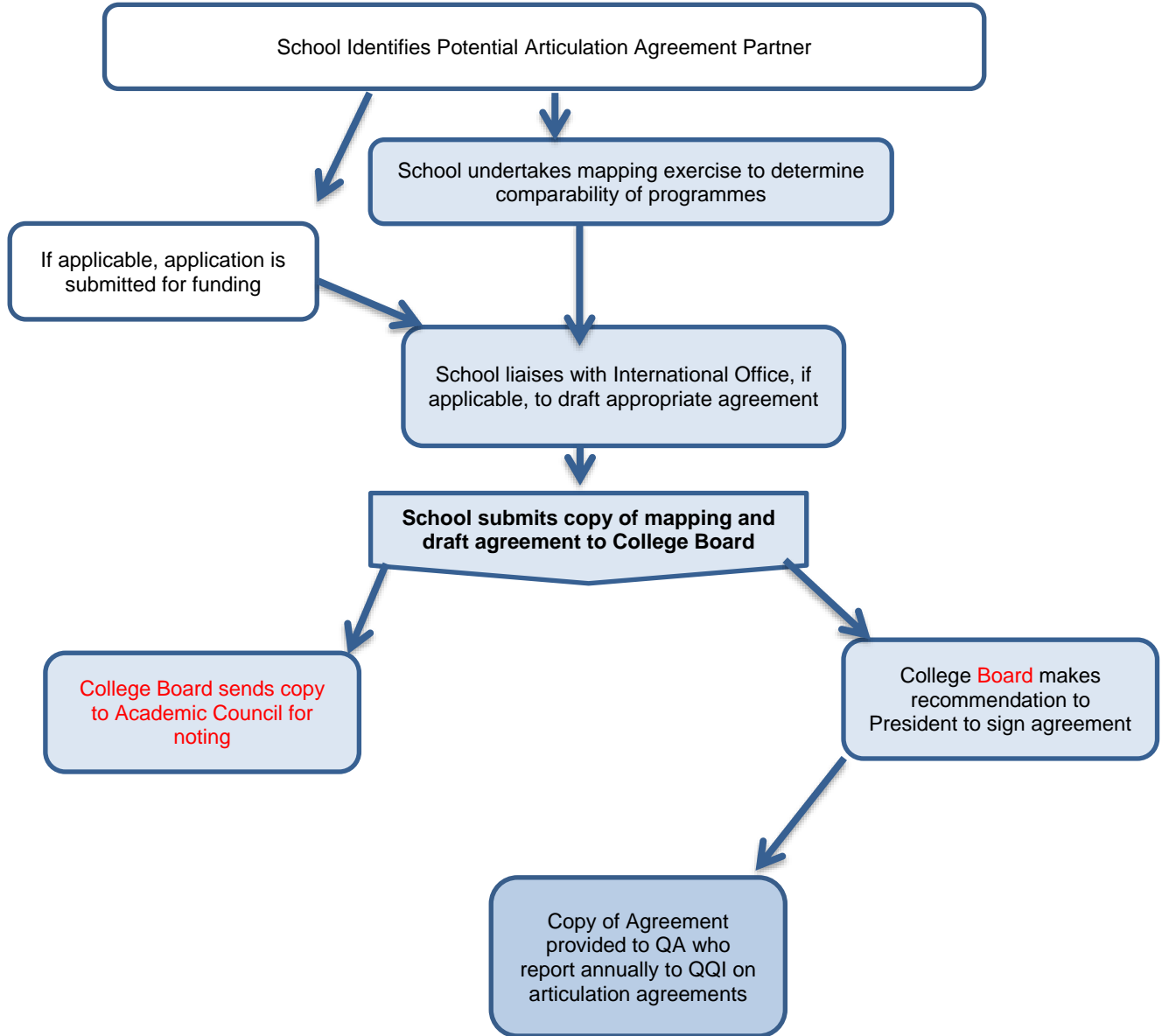
Date: _____

Signed: _____
College Director

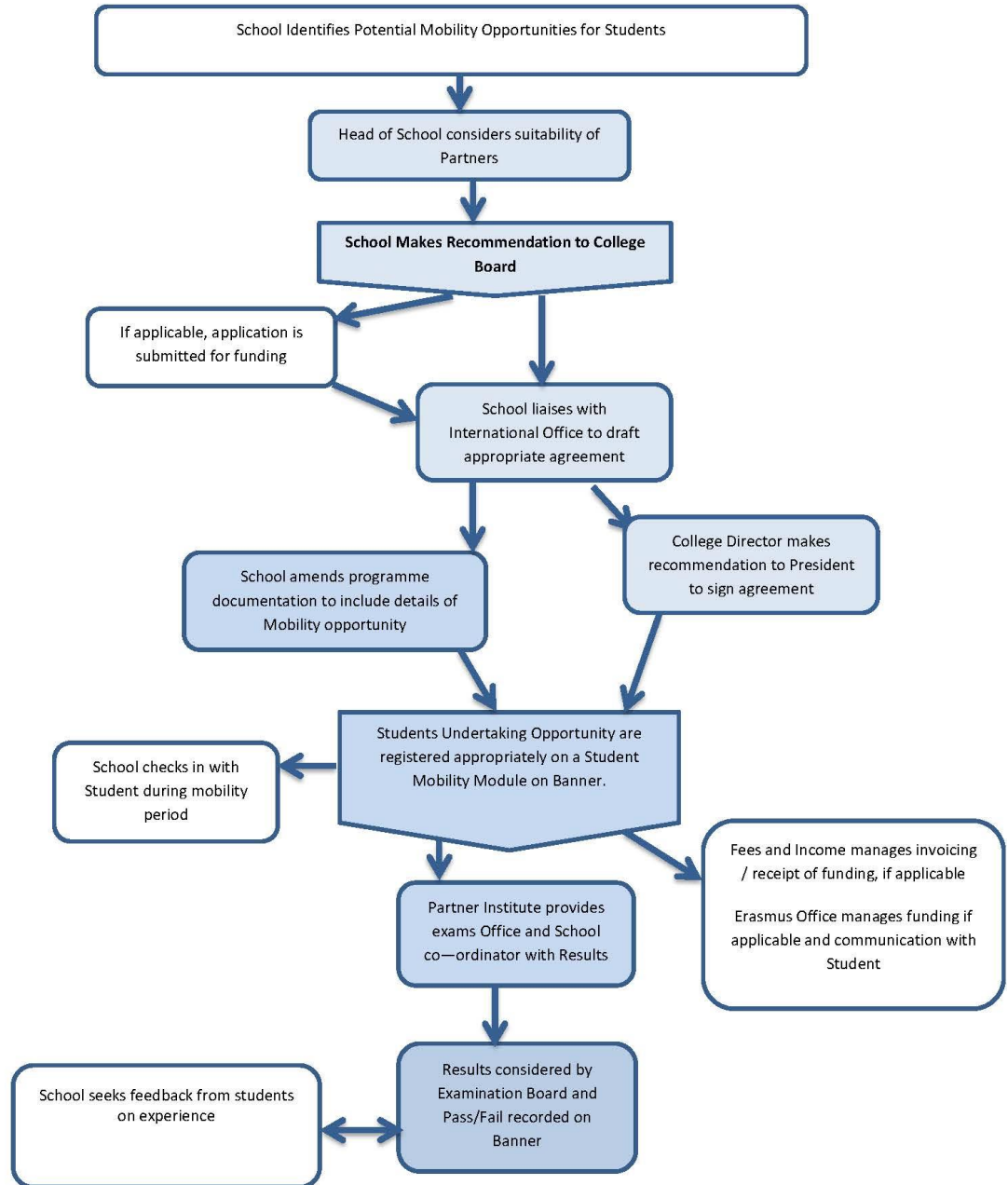
Date: _____

C10 FLOW CHARTS FOR COLLABORATIVE PROVISION

Articulation Agreement

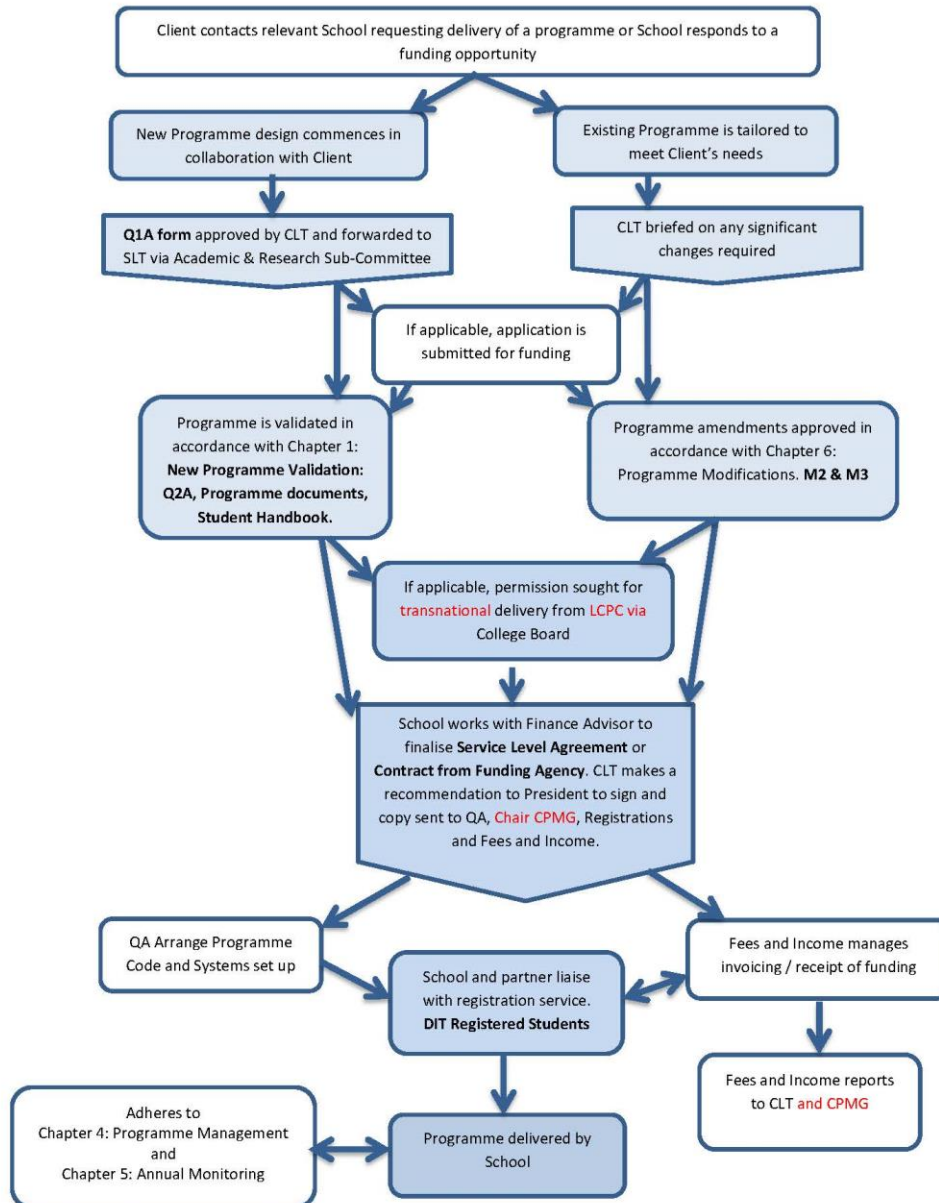


Student Mobility for Students on DIT Programmes

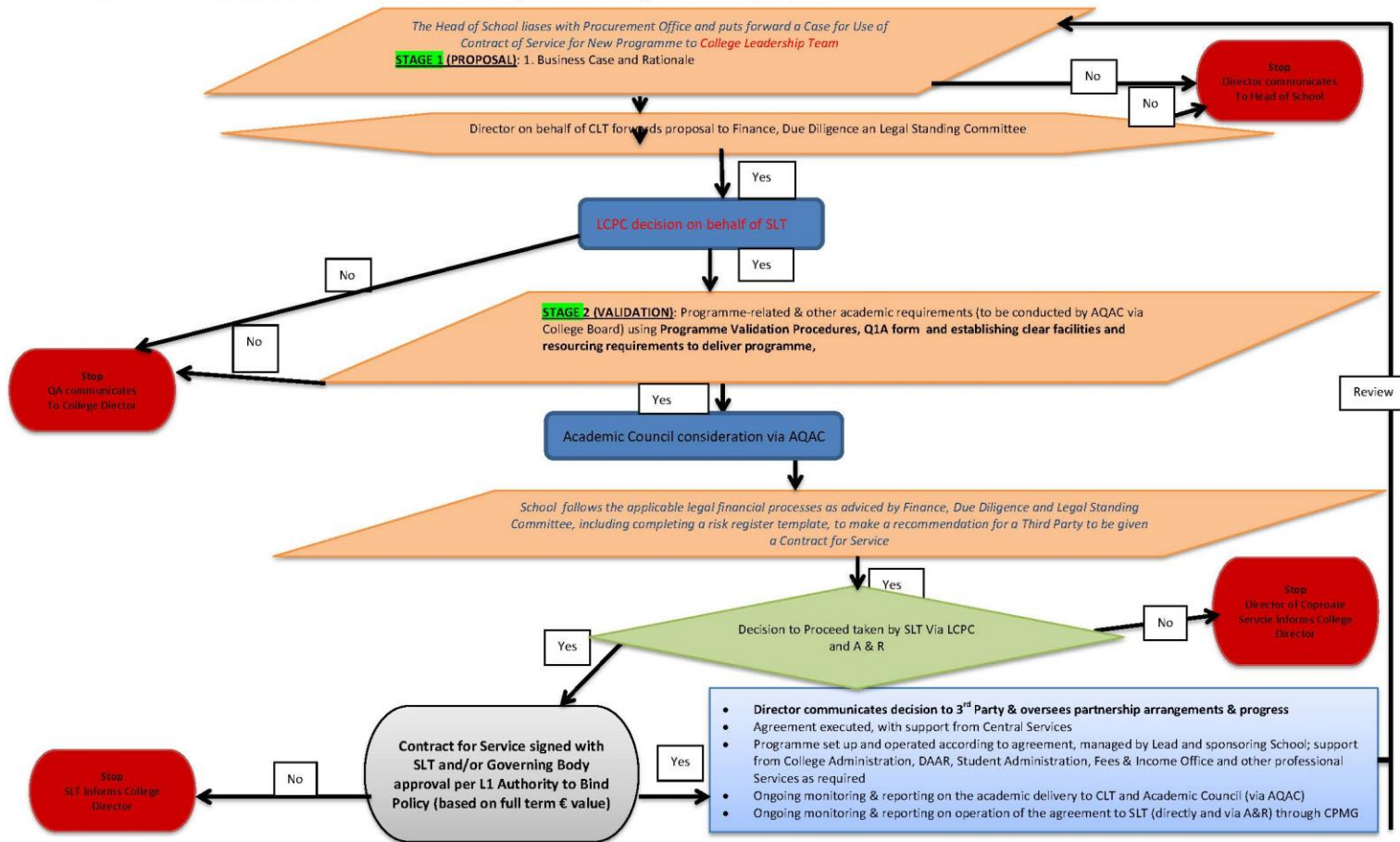


Bespoke Provision delivered by DIT

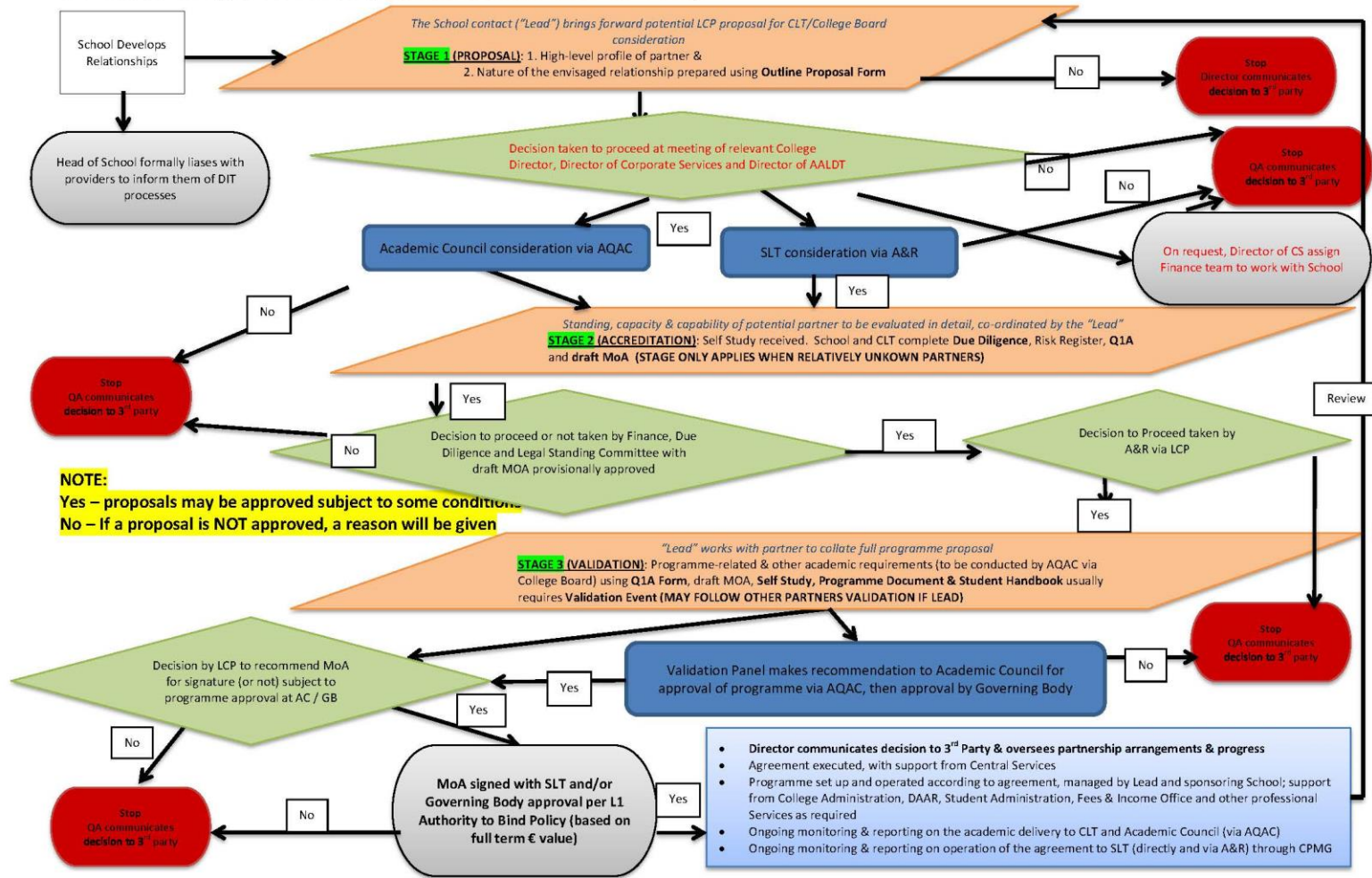
Definition: This occurs when DIT develops and delivers a programme of study for a Client or Client group, specifically tailored for a specific group of students and under which arrangement the partner pays DIT for its services.



Establishment of Contract of Service for Delivery of New Programme 07/03/18



Flow Chart for Approval of Joint, Dual and Multiple Awards– 7/03/18



NOTE:
 Yes – proposals may be approved subject to some conditions
 No – If a proposal is NOT approved, a reason will be given