



**CARLOW  
COLLEGE**  
ST. PATRICK'S

# Quality Assurance Policy: Appendices

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## Appendix 1: Template for Terms of References

### Template for Terms of References

All Terms of References drafted at Carlow College, St. Patrick's should follow the template outlined below (*italicised instructions should be discarded by the staff drafting the Terms of Reference*). Please note that all Terms of References should be accessible and clearly understood by the intended audience. As such, please make sure that the written style of the Terms of Reference is constructed in a manner that is free from jargon and utilises plain English. All Terms of Reference should be written using the following conventions: Time New Roman (font style); 12 point (font size); single-spaced (line spacing); 0 point (paragraph spacing before); 8 point (paragraph spacing after); heading should be provided in bold; headings / paragraphs should be numbered sequentially.



**CARLOW  
COLLEGE  
ST. PATRICK'S**

### Terms of Reference

*[Name of Committee / Council / Board]*

#### Section 1: Remit (Mandatory)

The purpose of this section is to provide the rationale for the creation of the committee/team/board/council and denote its area of activity within the College. This is generally a high-level statement and will reference relevant statutory guidelines or codes of best practice as they relate to the committee/team/council/board.

#### Section 2: Membership (Mandatory)

Please list the membership by providing the function title and mode of selection (e.g. Ex Officio or Nominated). Nominees are selected by the relevant committee/team/council/board. Please use the table provided below to complete the membership section.

Function	Mode of Selection

### **Section 3: Reporting Structure (Mandatory)**

*In the first instance, there should be a graphical presentation of the external reporting structures; the Quality Assurance Office can assist with the creation of all graphical presentations. In the second instance, detail the internal reporting structures of the committee/team/boards/council and the external reporting structure with other committees/teams/boards/council within the College.*

### **Section 4: Terms of Reference**

*The purpose of this section is to provide the scope of the committee/team/board/council. This section is significant in that it will a) denote the core objectives of the committee/team/board/council and b) will place key parameters on the work of the committee/team/board/council.*

*A common term of reference that every committee/team/board/council will have is:*

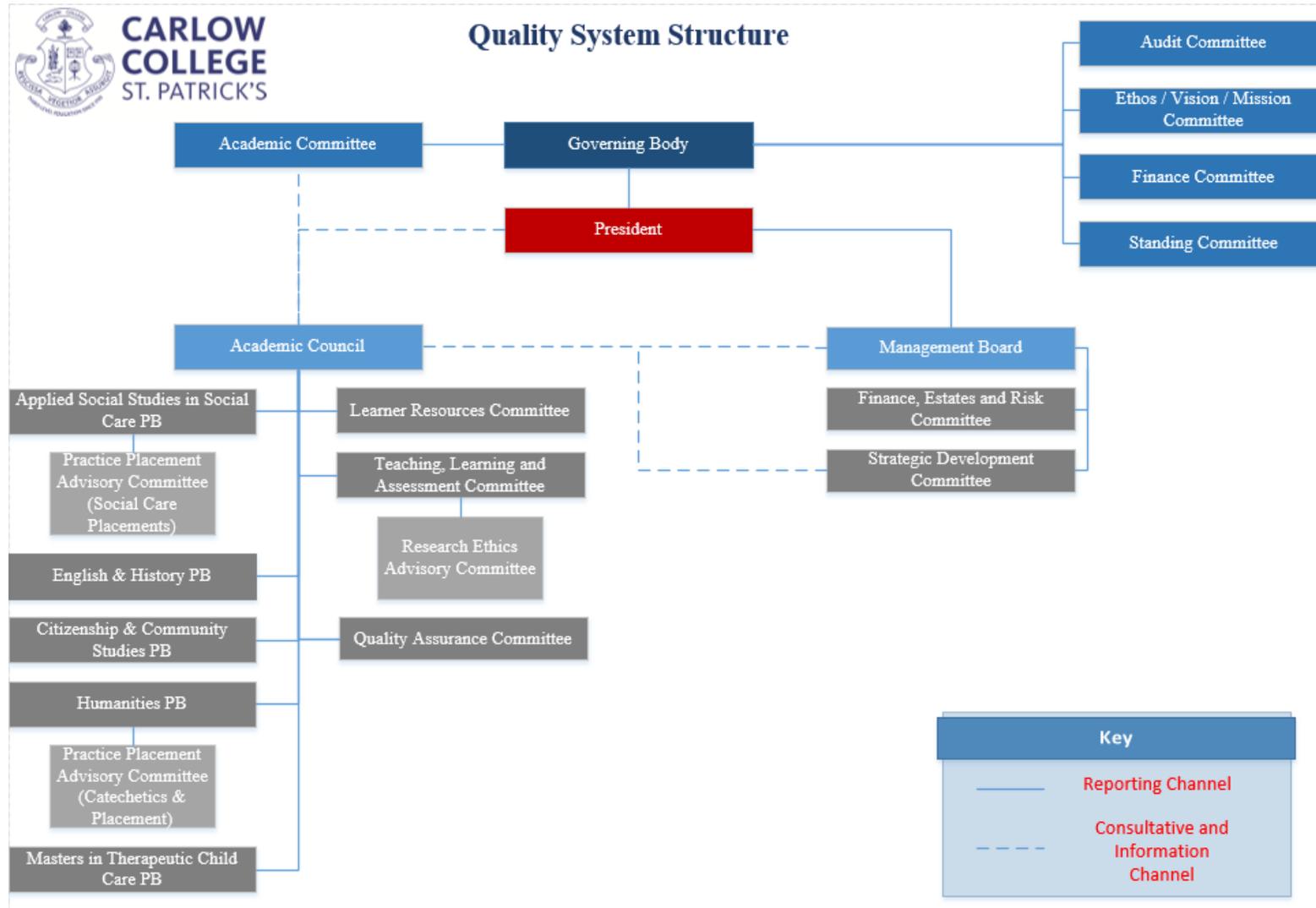
- *Create and keep records of meetings adhering to the Guidelines Regarding Keeping Records of Meetings.*
- *To develop the decision-making process within the committee/team/board/council.*

*Management Board and Academic Council, owing to their specific decision-making function, must have a constitution.*

### **Section 5: Frequency of Meetings (Mandatory)**

*Please denote the frequency of meetings (e.g. weekly/monthly/annually) and whether any meetings will take place outside of the academic term).*

## Appendix 2: Quality System Structure Chart



### **Appendix 3: Summary of the Quality System Structure Within Carlow College, St. Patrick's**

#### ***Governing Body***

The Governing Body is ultimately responsible for promoting the success of Carlow College, St. Patrick's by governing and directing its activities.<sup>1</sup> Its role is, in an overall capacity, to provide strategic guidance and to monitor the activities and effectiveness of the management of the College. The primary responsibilities of the Governing Body include:

- the development of the characteristic spirit of the College in accordance with its Catholic ethos and the fostering of scholarship and academic excellence, research and engagement with the educational sector;
- the governance of the affairs and finances of the College;
- the effective and efficient use of resources;
- the hearing of appeals concerning the expulsion of students in accordance with the regulations of the College;
- the promotion of co-operation with any other institution, authority or body for any purpose of the College;
- the undertaking of any responsibility which is necessary and appropriate to promote the development of the College.

In addition to the above stated responsibilities, the Governing Body is guided by: the College's Mission Statement; the religious tradition and Catholic ethos of the College; inclusivity and respect for other belief systems; collaboration with local statutory, civil and civic authorities and with other educational providers in promoting the educational, cultural, social and economic advancement of the geographical region served by the College; the student-friendly ethos of the College which promotes the personal, social, spiritual and cultural development of students and provides them with excellent support services; the global outreach of the College and the aspiration of the College to develop national and international partnerships to enhance its delivery of quality courses in the Humanities and Social Studies.

Membership to the Governing Body is constituted as follows:

- Bishop of Kildare and Leighlin (Chair) (1)
- President (1)
- Vice President / Bursar (1)
- Vice President for Academic Affairs / Registrar (1)
- Students' Union President (1)
- Representative of the Property Trustees (1)
- Academic Staff Member (1)

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<sup>1</sup> Complete details of the Governing Body can be found in the *Instrument of Governance* (22 November 2016).

- Support Staff Member (1)
- Diocesan priests (up to 5)
  - Nominated and appointed by the Bishop.
- Governors (up to 10)
  - Sourced by the Bishop in consultation with the Governing Body and appointed by the Bishop, and who shall be individuals who have the skills and experience desirable for undertaking the governance of the College.
- Governors (up to 4)
  - Appointed by the Governing Body at the discretion of the Governing Body who have the skills and experience desirable for undertaking the governance of the College.

As stated in the *Instrument of Governance*, the Governing Body shall comprise of no less than eight persons and no more than twenty persons. Moreover, there are five committees of the Governing Body:

- **Academic Committee** considers and advises the Governing Body on all academic matters and questions affecting the educational policies of the College;
- **Audit Committee** provides an independent and objective review of the financial reporting process; internal controls, including financial, operational and compliance controls, which shall include the identification, assessment and monitoring of operational and financial risks; process related to financial risks, corruption and waste and system of internal control; and internal and external audit processes;
- **Ethos, Vision and Mission Committee** maintains and develops the ethos, vision and mission of the College;
- **Finance Committee** reviews policies relating to the financial management of Carlow College and monitors the financial performance of the College;
- **Standing Committee** assists the Governing Body in fulfilling its decision-making duties by acting, where required, between meetings of the Governing Body.

The Governors present at a meeting of the Governing Body constitute a quorum when fifty per cent (50%), plus one, of the Governors are present; of whom one is either the Chairperson or Deputy Chairperson. The Governing Body meets three times each academic year: November, February and May.

### ***Property Trustees***

The lands comprising the College are held pursuant to a Deed of Trust dated 22 March 1876. The Property Trustees hold the legal title to the College (as well as to certain other lands) and are exclusively entrusted with all matters related to the real property of the College.

The Property Trustees make available the College campus, including the grounds, buildings and facilities for educational purposes in keeping with the charitable object and the spirit and tradition of the College. Like the Governing Body, the Trustees operate under the chairmanship of the Bishop of Kildare and Leighlin. Trustees are appointed by the Bishop representing Carlow College, St. Mary's (Knockbeg) and the Diocese of Kildare and Leighlin.

## ***Management Board***

The remit of the Management Board is to assist the President in the day-to-day management of the College. The Management Board of Carlow College assists the President in overseeing the overall integration, coherent management and effective co-ordination and delivery of the programmes of the College (Ref. *Instrument of Governance*, 10.1). The Management Board supports the President in the development of the characteristic spirit of the College in accordance with its Catholic ethos and the fostering of scholarship and academic excellence, research and engagement with the educational sector. The Board makes decisions on all matters of fundamental importance in accordance with relevant State legislation, and in alignment with policies and procedures as outlined by the Department of Education and Skills, Quality and Qualifications Ireland (QQI) and the Higher Education Authority (HEA). The President of the College, as Chairperson of the Board, bears responsibility for leading and coordinating the Management Board's work. As such, the work of the Management Board is reported by the President to the Governing Body.

The Management Board is constituted by *ex officio* members who sit on the Board by nature of their function within the College. The Management Board may also include such other persons as the President may invite to sit on the Board (Ref. *Instrument of Governance* 10.2). In accordance with the Instrument of Governance, the President nominates four staff members to sit on the Board for a term of three years. The highest elected student official of the Carlow College Students' Union has *ex officio* status on the Management Board. Carlow College is committed to gender equality. As such, the College will uphold and reflect these values in the composition of the Management Board by having at least 40% of each gender represented on the Board.

Members to the Management Board are as follows:

- President (Chair) (1)
- Vice President / Bursar (1)
- Vice President for Academic Affairs / Registrar (1)
- Director of Operations (1)
- Quality Assurance Officer (1)
- Head of Student Services (1)
- Assistant Registrars (2)
- Students' Union President (1)
- Staff Members (4)

The Academic Council has a consultative and information channel to the Management Board to plan and co-ordinate the educational work of the College. There are two committees that report to the Management Board:

- **Strategic Development Committee** informs and advises the Management Board on the delivery of the Strategic Plan of the College and options for the future positioning and development of the College.
- **Finance, Estates and Risk Committee** ensures that the College is compliant with both national and international benchmarks related to three principal areas: finance, estates

and risk. As a registered ‘charitable organisation’ Carlow College has a legal requirement to comply with the *Charities Act 2009*; an important function of this Committee is to ensure compliance to this Act.

In managing the College, the Management Board’s primary terms of reference are to assist the President:

- to manage and direct the activities of the College and manage and direct the staff of the College in the implementation of such activities;
- to plan and develop the educational work of the College;
- to undertake any responsibility which is necessary and appropriate to promote the strategic development of the College;
- to oversee the internal organisation, direction, management and discipline of the College;
- to develop proposals to the Governing Body about the characteristic spirit and development of the College;
- to manage the budgets and resources of the College;
- to promote co-operation with any other institution, authority or body for any purpose of the College;
- to oversee the selection, registration, suspension and withdrawal of students in accordance with the regulations of the College;
- to review, advise and approve agreed recommendations from the Strategic Development Committee and the Estates Development Committee;
- to create and keep records of meetings adhering to the *Guidelines Regarding Keeping Records of Meetings*;
- to develop the decision-making process within the Management Board.

The Management Board meets twice a month during the academic year. Meetings may be called when necessary outside of the academic year.

### ***Academic Council***

The Academic Council is responsible for the governance and management of the academic affairs of the College. It sets in place the academic governance framework and oversees the establishment, maintenance and development of quality assurance policies and procedures for all educational programmes within the College. It reports to the Academic Committee of the Governing Body. The Academic Council conducts its work in accordance with relevant State legislation and with policies and procedures as outlined by the Department of Education and Skills, Quality and Qualifications Ireland (QQI) and the Higher Education Authority (HEA).

The Academic Council is appointed by the President under devolved authority from the Governing Body (Ref. *Instrument of Governance*, 11.3). The Vice President for Academic Affairs / Registrar chairs meetings of the Academic Council. If the President, an *ex officio* member, is in attendance, the President will act as Chair. The Academic Council is constituted by *ex officio* members who sit on the Council by nature of their function within the College:

- President (1)
- Vice President for Academic Affairs / Registrar (Chair) (1)
- Vice President / Bursar (1)
- Assistant Registrars (2)
- Programme Board Chairs (5)
- Head of Student Services (1)
- Chair of the Library Committee (1)
- Chair of the Research Ethics Committee (1)
- Chair of the Teaching, Learning and Assessment Committee (1)
- Chair of the Quality Assurance Committee (1)
- Academic Staff Representative (1)
- Student Representative (1)

The highest elected official of the Carlow College Students' Union has *ex officio* status on the Academic Council. Elected members serve for a term of three years, with the possibility of further terms. Depending on the agenda, others may be invited to be present for part, or all, of a meeting.

Five Programme Boards and four committees have a reporting channel directly to the Academic Council:

- Programme Boards
  - Applied Social Studies in Social Care
  - Citizenship & Community Studies
  - English & History
  - Humanities
  - Masters in Therapeutic Child Care
- Committees
  - **Learner Resources Committee** endeavours to support learners' academic success by providing a variety of learner resources, professional services and supports to enhance the learner experience and to assist learners in meeting the many demands of both their personal and academic lives.
  - **Teaching, Learning and Assessment Committee** articulates, develops, and promotes teaching, learning and assessment practice in the College consistent with best national and international practice and in-line with the strategic goals of the College.<sup>2</sup>

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<sup>2</sup> The Research Ethics Advisory Committee (REAC) is a sub-committee of the Teaching, Learning and Assessment Committee. REAC ensures that all individuals involved in research projects via Carlow College are

- **Quality Assurance Committee** develops, maintains and monitors quality assurance policies and procedures within the College by ensuring that the quality system conforms to both national and international standards.

The Academic Council's primary terms of reference are:

- to oversee and assure the quality and standards of academic matters in the College, particularly where programmes and activities lead to the award of degrees;
- to plan, co-ordinate, develop and supervise the educational work of the College, maintaining high academic standards and safeguarding the educational ethos of the College;
- to oversee the development and maintenance of academic-related Quality Assurance policies and procedures;
- to establish and oversee the academic governance framework: constitute, reconstitute and discontinue committees;
- to oversee assessment and examination procedures and ratify the appointment of external examiners;
- to promote and recognise excellence in teaching and research;
- to make recommendations for the awards of scholarships, prizes, bursaries and other awards which recognise academic excellence;
- to exercise related functions which will facilitate the administration of the academic affairs of the College;
- to create and keep records of meetings adhering to the *Guidelines Regarding Keeping Records of Meetings*;
- to report resolutions to Management Board and the Academic Committee of the Governing Body.

The Academic Council meets monthly in term time and at least twice a term. The Vice President for Academic Affairs / Registrar may convene additional meetings as circumstances and need arise.

### ***Programme Boards***

Each academic programme at Carlow College has a programme board which meets at least four times during the academic year. The primary function of the Programme Board is to oversee operational control and programme monitoring along with programme planning and development. The remit of the Programme Board includes monitoring and responding to: learner enrolment, progression, attrition and completion data (supplied by the Admissions Office); learner feedback; external examiner reports and recommendations; graduate progression to employment or other educational programmes; and evaluations of the programme by learners, academic staff and stakeholders.

Membership to Programme Boards varies from programme-to-programme, but the following functions in the College have ex officio status across all Programme Boards:

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familiar with, and adhere to, the appropriate ethical guidelines, policies and procedures laid down by their disciplinary or professional body.

- Programme Board Chair (1)
- Programme Administrator (1)
- Head of Student Services (1)
- Representative of Teaching, Learning and Assessment Committee (1)
- Lecturers on the Programme<sup>3</sup>
- Learner Representatives for each stage of the programme (4)

Two programmes within the College have sub-committees that have a reporting channel directly to the relevant Programme Board: the Applied Social Studies in Social Care Programme and the Humanities Programme.

- Applied Social Studies in Social Care Programme
  - **Practice Placement Advisory Committee (Social Care Placements)** is responsible for the management and delivery of the professional practice placement component of the degree programme in accordance with good practice nationally.
- Humanities Programme
  - **Practice Placement Advisory Committee (Catechetics & Placement)** is responsible for the coherent management and effective co-ordination and delivery of the Teaching Placement Module.

The Programmes Boards' primary terms of reference are:

- create and keep records of meetings adhering to the *Guidelines Regarding Keeping Records of Meetings*.
- to develop the decision-making process within the Programme Board.
- discuss pre-circulated reports from the Academic Resource Office, Teaching, Learning and Assessment Committee, Dissertation Coordinator (as applicable).
- consider data on enrolment, progression, attrition and completion supplied by the Admissions Office and implement changes to address issues highlighted by these data on a programme level as well as making recommendations for institution-wide solutions.
- consider and respond to learner feedback on the programme as raised by learner representatives and/or Academic Advisor
- highlight issues as they develop during the delivery of any programme or module.
- consider recommendations of external examiners and implement changes to address issues highlighted by these data on a discipline and programme level.
- make suggestions for new External Examiners.
- serve as an initial discussion point for new programme proposals and refer completed Preliminary Programme Proposal Forms to the Office of the Registrar.

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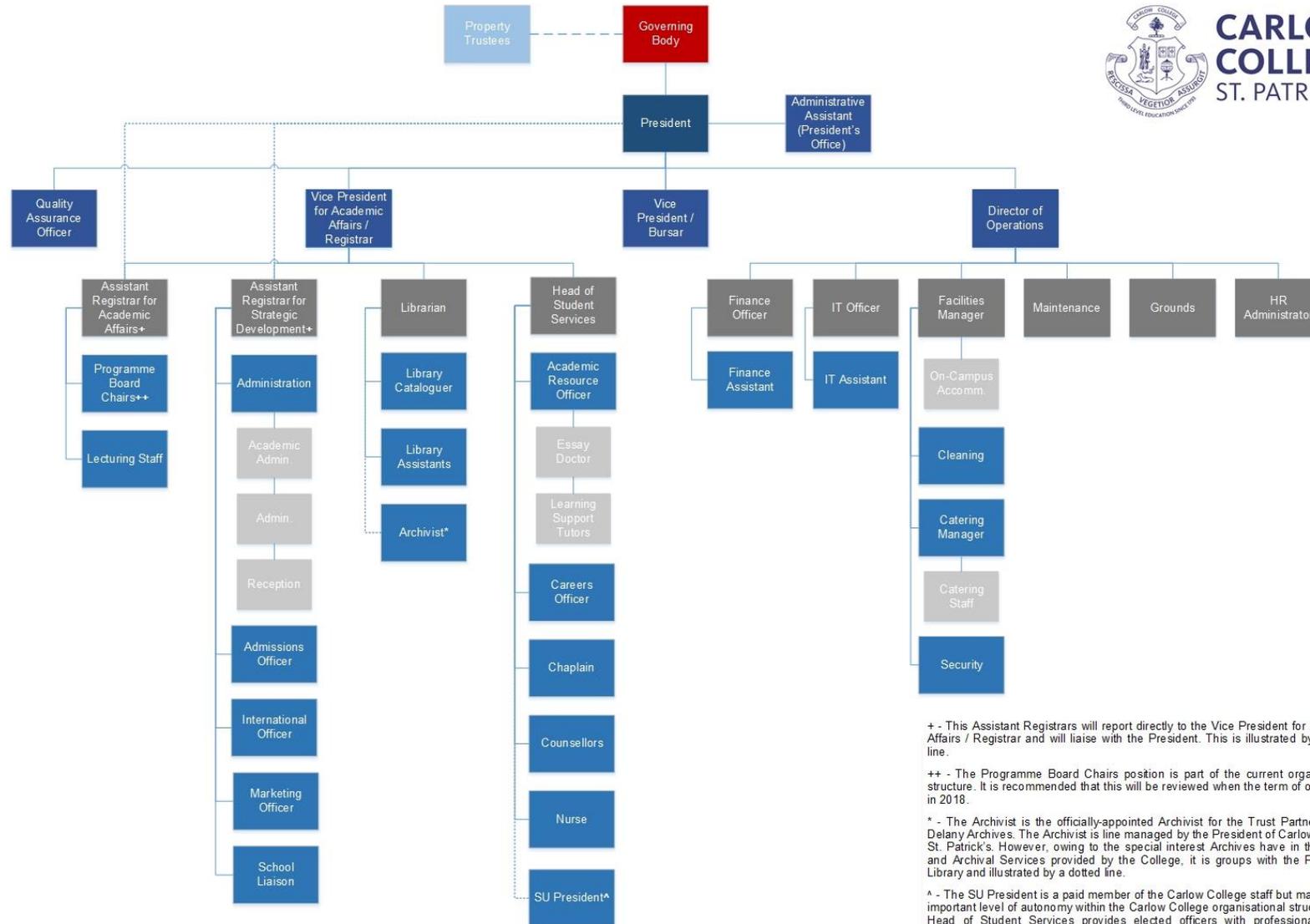
<sup>3</sup> Please see the Governance section of the Carlow College website for programme-specific terms of references.

- discuss annual Programme Monitoring Reports and other evaluations
- make recommendations for actions which are then brought forward to the Office of the Registrar and/or Academic Council by the Programme Board Chair.

The Programme Board should meet at least five times during the period 1 September to 15 June. At least two of these meetings should take place within the teaching period to facilitate student representation. A meeting of the Programme Board can take place whenever it is deemed necessary by the PBC but sufficient notice must be given to enable attendance by the student representatives and lecturers. The five mandatory meetings should be scheduled for:

- the first week in September;
- during Autumn mid-term;
- the first week of the second term/semester;
- the week preceding or following the Easter Break;
- the week following the external exam board meeting.

## Appendix 4: Organisational Chart



+ - This Assistant Registrars will report directly to the Vice President for Academic Affairs / Registrar and will liaise with the President. This is illustrated by a dotted line.

++ - The Programme Board Chairs position is part of the current organisational structure. It is recommended that this will be reviewed when the term of office ends in 2018.

\* - The Archivist is the officially-appointed Archivist for the Trust Partners of the Delany Archives. The Archivist is line managed by the President of Carlow College, St. Patrick's. However, owing to the special interest Archives have in the Library and Archival Services provided by the College, it is groups with the PJ Brophy Library and illustrated by a dotted line.

^ - The SU President is a paid member of the Carlow College staff but maintains an important level of autonomy within the Carlow College organisational structure. The Head of Student Services provides elected officers with professional advice, managerial expertise and support as well as continuity with the Union; hence, this is illustrated by a dotted line.

## **Appendix 5: Summary of Functions Within Carlow College, St. Patrick's**

### ***President***

The President is the chief officer at Carlow College, St. Patrick's. Since 1793, Presidents of the College have been appointed by the Bishop of Kildare and Leighlin. In accordance with the new *Instrument of Governance* (22 November 2016), future Presidents of the College will be appointed by the Bishop following a recommendation by the Governing Body.

The President is responsible to the Governing Body, with the support of the College's Management Board, for administering the College and for its day-to-day executive management. The President carries out this function consonant with the intentions of the Governing Body, the policies of the Governing Body and quality assurance best practice. In particular, the President has responsibility for:

- implementing the decisions of the Governing Body;
- managing and directing the activities of the College;
- directing and liaising with College staff in the implementation of the College's activities;
- determining with appropriate committees appointed by the Governing Body the resources, human and physical, to implement accredited courses and programmes;
- making proposals to the Governing Body about the characteristic spirit and development of the College;
- the internal organisation, direction, management and discipline of the College;
- the annual estimates of income and expenditure for consideration by the Finance Committee and approval by the Governing Body;
- managing the budget and resources within the estimates approved by the Governing Body;
- representing the College in external bodies and discussions;
- chairing all interview boards for academic appointments; and
- appointing all staff.

The external functions of the President include liaising with the Department of Education and Skills, Quality and Qualifications Ireland (QQI), and educational bodies at local, national and international level.

### ***Vice President / Bursar***

The Vice President / Bursar is a designated person with a senior function who assists the President in directing the College's activities.

### ***Vice President for Academic Affairs / Registrar***

The Vice President for Academic Affairs / Registrar provides academic leadership and is charged with advancing the teaching, quality assurance, research, student services and

experience through the promotion of academic and programmatic excellence. The Vice President for Academic Affairs / Registrar is responsible for:

- providing leadership to the academic community of Carlow College;
- leading education policy formulating and implementation;
- having a lead and significant role in strategic direction of the College;
- academic planning;
- liaising with accrediting agencies and representing the College in academic business;
- overseeing policies and programmes which place the learner experience at the heart of Carlow College's mission;
- liaising with the Assistant Registrar for Strategic Development in relation to learner recruitment, admissions and registration;
- representing the College's interests in appropriate national and international fora; and
- overseeing the academic quality assurance strategy, policies and procedures.

The Vice President for Academic Affairs / Registrar is Chair of the Academic Council and submits annual academic reports to the Academic Committee of the Governing Body.

### ***Director of Operations***

The Director of Operations leads and manages the operational systems, policies and procedures within the College related to the following offices: Finance, Facilities, Grounds, Human Resources, Information Technology and Maintenance.

The Director of Operations is responsible for:

- ensuring that Carlow College has robust policies and procedures related to its legislative responsibilities (e.g. health and safety, employment, finance and human resources);
- leading and managing all financial projects for the College, ensuring ongoing continued improvements and efficiency;
- preparing / monitoring annual budgets and audits, preparing financial reports for the Governing Body and engaging with relevant regulatory bodies like the Charities Regulatory Authority (CRA);
- increasing and enhancing the effectiveness of support functions within the College;
- overseeing the effective execution of IT infrastructural development to support student and staff requirements; and
- having a lead and significant role in strategic direction of the College.

The Director of Operations is Chair of the Finance, Estates and Risk Committee. This function also submits annual institutional reports to the Finance and Audit Committees of the Governing Body.

### ***Quality Assurance Officer***

The Quality Assurance Officer ensures that Carlow College has a robust / fit-for-purpose quality system that complies with relevant quality assurance legislation and regulatory agencies like Quality and Qualifications Ireland (QQI). The Quality Assurance Officer is responsible for:

- developing an integrated quality assurance system for all College programmes and offices;
- developing, implementing and managing appropriate policies and procedures, operational guidelines and ongoing monitoring and reporting structures for quality assurance;
- assisting the College in the provision of relevant and timely advice, information and support on matters relating to: assessment processes, processing of certification, teaching / training materials, training aids, methodologies and practices to meet the quality assurance requirements of certifying agencies;
- providing proactive support to the President and Office of the Registrar during engagements with regulatory agencies, acting as a reviewer, as required, and contributing significantly to preparations for Quality and Qualifications Ireland (QQI) and institutional audits / reviews; and
- acting as a catalyst for change and improvement in quality assurance.

The Quality Assurance Officer is Chair of the Quality Assurance Committee.

### ***Assistant Registrar for Academic Affairs***

The Assistant Registrar for Academic Affairs is a member of the Office of the Registrar and has as a pivotal role in providing oversight and guidance to Programme Board Chairs and daily operations within our academic programmes.

The Assistant Registrar for Academic Affairs is responsible for:

- assisting the Vice President for Academic Affairs / Registrar in the daily operational activities for the Office of the Registrar by being the first point of contact for staff and learner queries and requests;
- line-managing the Programme Board Chairs and lecturing staff including carryout the annual Performance Management Review
- liaising with the HR department and Director of Operations to ensure the resource needs of the academic programmes are met.
- providing leadership in the area of programme (re-)validation and new programme design / development;
- promoting and facilitating leading-edge research, including collaborative and interdisciplinary research, in the areas related to the goals of the College;
- collating, reviewing and monitoring monthly reports from Programme Board Chairs and drafting the annual Cross Programme Review Report (CPRR); and

- leading the Teaching, Learning and Assessment Strategy as a dedicated member of the Teaching, Learning and Assessment Committee.

The Assistant Registrar for Academic Affairs is Chair of the Teaching, Learning and Assessment Committee.

### ***Assistant Registrar for Strategic Development***

The Assistant Registrar for Strategic Development is a member of the Office of the Registrar and has as a pivotal role in developing strategy, policies and procedures, recruitment activities and providing oversight and guidance to the following offices: Administration, Admissions, International, Marketing and School Liaison.

The Assistant Registrar for Strategic Development is responsible for:

- assisting the Vice President for Academic Affairs / Registrar with education policy formulation and implementation in the area of strategic development;
- leading and implementing the Marketing and Student Recruitment Strategy to provide clear data and guidelines for all staff on the yearly marketing and recruitment cycle, including current strategies, measures for effectiveness, target markets, future growth plans and branding, utilising student and alumni narratives to inform our marketing documents;
- conducting research and consulting with staff in the design and development of new programmes;
- pursuing opportunities to continue to learn best practices in programme writing through research, professional development and other learning opportunities; and
- collaborating with key external stakeholders in originating and implementing a range of innovative for a for identifying and addressing key developmental challenges and methods to generate alternative funding for the College.

The Assistant Registrar for Strategic Development is Chair of the Strategic Development Committee.

### ***Librarian***

The Librarian provides strategic leadership for library and research services which is inclusive of maintenance of the PJ Brophy Library and its collections.

The Librarian is responsible for:

- implementing and reviewing library and information policies and procedures;
- promoting and marketing the profile of library services, both internally and externally, using a range of technology and approaches, including social media, conferences, college open days and publications;
- preparing and managing budget / costs for library and information services, technology and media;
- developing, delivering and evaluation information literacy sessions and supporting materials, including via e-learning opportunities;

- establishing and maintaining effective working relationships with staff and library users; and
- managing and ensuring an accurate inventory of resources.

The Librarian is a member of Academic Council, Teaching, Learning and Assessment Committee and Learner Resources Committee.

### ***Head of Student Services***

The Head of Student Services is charged with providing proactive and responsive leadership / management of student services operations and development. In particular, the Head of Student Services provides oversight and guidance to the following offices: Academic Resource, Careers, Chaplaincy, Counselling, Health and the Students' Union.

The Head of Student Services is responsible for:

- developing, coordinating and assessing a comprehensive student activities programme of educational, recreational, social and cultural programmes which appeal to a diverse audience at the College and in the community;
- managing and improving the Student Services operational systems, policies and procedures;
- collaborating with all areas of the College to establish an effective and comprehensive set of inclusive services to support students across the College;
- leading the orientation and induction programme for new and returning students; and
- developing and reviewing the Student Services strategy.

The Head of Student Services is a member of: Management Board, Academic Council, Learner Resources Committee, Teaching, Learning and Assessment Committee and the Quality Assurance Committee.

### ***Programme Board Chairs***

Programme Board Chairs have both programme / management functions and have local authority for decision-making in the management of their programme(s).

Programme Board Chairs have responsibility for:

- liaising with the Assistant Registrar: Academic Affairs and the Office of the Registrar in the effective planning, delivery, review and updating of academic programmes;
- overseeing the organisation, the delivery of lectures and tutorials, the corrections of essays and assignments, the provision of exam papers and the delivery of results;
- ensuring that learner feedback is regularly sought and acted upon;
- assisting in the reviewing of the syllabus and in the maintenance of adequate staffing;
- providing mentoring and support to new and existing lecturers and tutors
- contributing to the preparation of the College Prospectus, programme leaflets and website content;

- playing a leading role in Open Day, Mature Student Interviews and Induction events and ensuring participation from their programme lecturers;
- consulting with the Office of the Registrar to ensure an equitable and economically viable division of work, including examinations' corrections; and
- working closely with Student Support Services to promote a learner-centred ethos within the College.

Programme Board Chairs chair Programme Boards and submit annual Programme Board Monitoring Reports to the Office of the Registrar. They meet monthly as a group with the Assistant Registrar for Academic Affairs and submit regular reports. They attend Academic Council meetings at which they are expected to submit a report

### ***Lecturing Staff***

Lecturing staff take a prominent and active role in the College through the development and delivery of programmes and modules at undergraduate level. Lecturers may also fulfil a variety of associated functions in the College (e.g. Academic Advisors, Exams Officer, Essay Doctor). However, their primary responsibilities are:

- lecturing / tutoring;
- providing learner consultation and feedback in a timely manner;
- setting module assessments and marking assessments within the required timeline;
- supervising undergraduate dissertations;
- moderating research papers, minor theses and supervising research theses;
- assisting with programme and module design, coordination and development;
- promoting interdisciplinary co-operation across their specialised module / programme;
- contributing to the promotion of the College's programmes; and
- maintaining knowledge and updating oneself of the developments within their areas of expertise and the publishing of material in same.

Lecturing staff may serve on Programme Boards and/or other committees within the College. They report directly to the Assistant Registrar for Academic Affairs.

## Appendix 6: Policy on Policies



### TITLE: *POLICY ON POLICIES*

<b>Effective Date</b>	13 June 2018	<b>Version</b>	03
<b>Approved By</b>	Management Board	<b>Date Approved</b>	13 June 2018
		<b>Review Date</b>	13 June 2021 <i>or as required</i>
<b>Superseded or Obsolete Policy / Procedure(s)</b>		<b>Owner</b>	
01 Policy on Policies (23 November 2016)		Quality Assurance Office	

#### 1: Purpose of the Policy

The *Core Statutory Quality Assurance (QA) Guidelines* (2016) benchmark as a national standard that ‘the quality assurance system is fully documented; there are robust, documented policies and associated procedures for the assurance of the quality and standards of provision.’<sup>4</sup> This policy addresses this national standard by creating a transparent and comprehensive quality system for policy initiation, development, approval, implementation and monitoring / review.

By using a consistent policy development system, it is possible to assemble policies that are:

- appropriately developed and regularly monitored / reviewed;
- accessible to staff and the public (as required) in usable formats;
- consistent with the Mission of Carlow College, St. Patrick’s;
- compliant with applicable laws and national / international benchmarks of best practice; and
- promote a culture of quality across the College community.

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<sup>4</sup> *Core Statutory Quality Assurance (QA) Guidelines* (Dublin: Quality and Qualifications Ireland, 2016), p. 9. In addition to the above stated guidelines, this Policy used as national and international benchmarks the following policies: *Policy on the Formulation and Issuance of University Policies* (Dublin: Dublin City University, 2015); *Quality Manual* (Carlow: IT Carlow, 2015); *University Secretariat: Policy Framework* (Dublin: University College Dublin, 2016); *Policy on Policies* (Washington DC: America University, 2009); *Policy Framework* (Manchester: University of Salford, 2015).

This policy also seeks to ensure that all policies are periodically reviewed to ensure that they are fit-for-purpose and remain effective.

## **2: Definitions**

*Approving Committee(s):* the two Approving Committees at Carlow College, St. Patrick's are the Management Board and Academic Council. Policies considered college-wide will be approved by Management Board whereas all academic policies will be approved by Academic Council. In some cases, policies might be approved by both committees.

*Associated Documentation:* procedures / guidelines / codes of practice / handbooks / forms which provide specific instructions for carrying out defined tasks.

*Policy:* a statement of management philosophy and direction, established to provide guidance and assistance to the College community in the conduct of college affairs.

*Procedure:* a guideline or series of steps necessary to implement a policy. College procedures:

- should link to a corresponding college policy;
- should comply with best practice and relevant legal requirements;
- should illustrate the sequence of steps necessary to carry out defined tasks;
- should be reviewed and updated by the policy owner to ensure that the procedures are 'fit-for-purpose'.

*Policy Initiator:* the member of the College community that brings the policy draft, or policy idea, to the Quality Assurance Officer.

*Policy Owner:* the College personnel responsible for leading development and maintenance of a policy and associated documentation.

*Stakeholder:* members of the College community affected by the policy.

*Sub-Group:* key stakeholders tasked with developing and implementing the policy.

## **3: Scope of Policy**

This policy applies to all members of the Carlow College, St. Patrick's community to whom a College policy can apply. College policies can apply to all, or some, members of the College community, including: Governing Body; faculty, including visiting faculty; staff members, including visiting staff members; students and outside agencies that fulfil a function for Carlow College, St. Patrick's. Each College policy should set forth, in the 'Scope of Policy' section, the intended party(ies) which are to comply with the provisions outlined in the policy.

## **4: Policy Statement**

College policies and associated documents shall be:

- a) developed according to the process set out in this policy;
- b) presented in a standard and common format;
- c) formally approved by an appropriate committee;
- d) accessible to staff and the public (as required) in usable formats;

- e) compliant with applicable laws and national / international benchmarks of best practice;
- f) clearly marked as policies and separated from associated documentation such as procedures, guidelines and forms which provide specific instructions for carrying out defined tasks.

Policies and associated documentation approved prior to the effective date of this policy will be designated a review date and amended to comply with the standards outlined in this Policy.

#### *4.1: Stages of Policy Development*

The procedural framework for developing policies and associated documents will follow five key stages:

1. **Initiation Stage:** The Policy Initiator brings the proposed policy/policy idea to the Quality Assurance Officer. The Quality Assurance Officer's main role during the Initiation Stage is to: identify the Approving Committee(s) of the proposed policy, identify the policy owner and main stakeholders and create a Sub-Group numbering no more than five members to oversee development and implementation of the proposed policy. Being cognisant of workload allocation, before a member of staff is asked to serve on a Sub-Group, their Line Manager will be consulted.
2. **Development Stage:** The first task of the Sub-Group is to either draft a policy or explore all aspects of the proposed policy and consult with relevant stakeholders affected by the proposed policy. During the Development Stage, the Sub-Group will complete the *Policy Consultation and Communication Plan* (see Appendix B). Once the policy is drafted, the Sub-Group will submit the proposed policy to the Quality Assurance Officer who will then publish the proposed policy internally for comments on the Staff Portal for one week<sup>5</sup>; following the one-week timeframe, the Sub-Group will review and respond to all comments related to the proposed policy; the Sub-Group will document this correspondence on Section 3 of Appendix B. It is important to note that if a designated office (e.g. HR, Data Protection, Quality Assurance, Office of the Registrar etc.) within the College provides feedback through the Staff Portal, the feedback provided should be responded to directly; the policy cannot move to the Implementation/Preliminary Approval Stage unless this feedback is responded to.
3. **Implementation/Preliminary Approval Stage:** After reviewing comments related to the proposed policy, the Sub-Group will complete the *Policy Implementation Document* (see Appendix C) indicating the proposed timeline for implementing the proposed policy; the tasks to be implemented should denote those tasked with implementing or applying the policy and illustrated in the 'Roles and Responsibilities' section of the policy. The Sub-Group formally brings the proposed policy and associated documentation to the Quality Assurance Officer who will then bring them to the Approving Committee(s) and the Approving Committee(s) approves the policy for a probationary period; the probationary period is determined by the 'Implementation Task List' of the *Policy Implementation Document*.

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<sup>5</sup> For policies requiring learner feedback, they will be published on Moodle for one week and every registered learner will receive an email requesting feedback.

Following Preliminary Approval, the Quality Assurance Officer will publish the policy internally and, during the probationary period, the Sub-Group will review the implementation of the policy and document the outcome. Once all implementation tasks are completed, the Sub-Group will send the *Policy Implementation Document* to the Quality Assurance Officer who will affix it to the policy. If during the Implementation Stage the policy requires further consideration, the policy will be sent back to the Approving Committee(s).

4. Approval Stage: Once a policy has reached permanent status, the Quality Assurance Officer will also determine whether the policy should be published externally on the College website.
5. Monitoring & Review Stage: The Policy Owner is responsible for monitoring the policy and ensuring that all associated documentation is updated as required. All policies at Carlow College, St. Patrick's will be reviewed every three years from the date of approval; unless changes are required owing to legal, statutory and / or organisation.

#### *4.1: Policy Format*

A standard format will be used to ensure that every policy and associated documentation are consistent in both form and style. Although not every policy will contain all format elements, all College policies will be written and maintained following the format outlined below (see Appendix A: *Template for College Policies*):

1. Document Control (Mandatory)
2. Purpose of Policy (Mandatory)
3. Definitions (Optional)
4. Scope of Policy (Mandatory)
5. Policy Statement (Mandatory)
6. Roles and Responsibilities (Mandatory)
7. Associated Documentation (Optional)
8. Referenced Policies (Optional)
9. Monitoring and Review (Mandatory)

#### *4.2: Publication of Policies*

To ensure that College policies and associated documentation are accessible, every policy and associated document will be available in a usable format on the Staff Portal located under the relevant office. Moreover, all policies and associated documentation related to the general student population will be available in a usable format on Moodle, accessible under the relevant academic office. Carlow College, St. Patrick's is committed to transparency and will endeavour to publicly post on its website all policies and associated documentation not deemed to be confidential or for staff use only.

### **5: Roles and Responsibilities**

All individuals who are responsible for the drafting, updating, approval and distribution of College policies shall comply with this policy. The Quality Assurance Officer at Carlow

College, St. Patrick's is the Policy Owner of this Policy and will, along with the Quality Assurance Team, oversee the monitoring and review of this Policy.

**6: Associated Documentation**

1. Template for College Policies
2. Policy Consultation and Communication Plan
3. Policy Implementation Document
4. Stages of Policy Development

**7: Monitoring and Review**

After the initial six-month probationary period, where the policy development process is tested, this Policy will be reviewed three years after the effective date.

## Appendix 6.1: Template for College Policies

### Appendix 1: Template for College Policies

*All policies drafted at Carlow College, St. Patrick's should follow the template outlined below (italicised instructions should be discarded by the staff drafting the policy). Please note that all policies should be accessible and clearly understood by the intended audience. As such, please make sure that the written style of the policy is constructed in a manner that is free from jargon and utilises plain English. All policies should be written using the following conventions: Time New Roman (font style); 12 point (font size); single-spaced (line spacing); 0 point (paragraph spacing before); 8 point (paragraph spacing after); heading should be provided in bold; headings / paragraphs should be numbered sequentially.*

#### **Document Control (Mandatory)**

*All policy documents within the College should contain the official document control header, which will provide the following information (see template below):*



#### **TITLE:**

<b>Effective Date</b>		<b>Version</b>	
<b>Approved By</b>		<b>Date Approved</b>	
		<b>Review Date</b>	
<b>Superseded or Obsolete Policy / Procedure(s)</b>		<b>Owner</b>	

#### **Purpose of Policy (Mandatory)**

*This section should provide the rationale for the policy by detailing the lacunae or exigency necessitating the policy. Please make sure that you are referencing all relevant legal, regulatory or other requirements that the policy will attempt to meet. This section should also state how the policy supports the Mission of Carlow College, St. Patrick's.*

#### **Definitions (Optional)**

*As the intended audience of policies may not be familiar with technical terms and/or abbreviations, please provide key terms or phrases before the body of the policy.*

**Scope of Policy (Mandatory)**

*All policies should clearly state the intended parties which are to comply with the provisions outlined in the policies. Where the policies are not applicable college-wide, please specify the affected parties who must comply with the policy.*

**Policy Statement (Mandatory)**

*The policy statement should outline the underlining principles of the policy and should set direction to the entire College community. It is important that the policy statement is clear and concise so that the intended audience has no misunderstanding as to the merits of these principles. Moreover, policy statements should use a generic linguistic style that requires minimal revisions (e.g. use roles / functions rather than name(s) of individual(s)).*

**Roles and Responsibilities (Mandatory)**

*Clearly state the roles and responsibilities of every individual who are tasked with implementing and applying the policy (only list formal titles / positions rather than an individual's personal name).*

**Associated Documentation (Optional)**

*Many policies will have associated procedures / guidelines / codes of practice / handbooks / forms which will provide specific instructions for carrying out defined tasks. Please specify the names of those associated documents in this section and provide complete documentation as an appendix to the policy.*

**Referenced Policies (Optional)**

*Policies should not be drafted in isolation and will often reference existing college policies. Please provide a list of policies that should be read in conjunction with the proposed policy.*

**Monitoring and Review (Mandatory)**

*Please state the relevant Approving Committee(s) that will review the policy and the frequency of each review period. It is up to the policy owner to ensure that policies are reviewed at the designated time and marked with the appropriate version history.*

**Appendix 6.2: Policy Consultation and Communication Plan**

**Appendix 2: Policy Consultation and Communication Plan**



**CARLOW  
COLLEGE**  
ST. PATRICK'S

<b>Section 1: Policy Information</b>	
<b>Policy Name:</b>	
<b>Policy Owner:</b>	
<b>Approving Committee(s):</b>	
<b>Sub-Group Members:</b>	

## Section 2: Consultation Process

**National Benchmarks** *(provide name of institution/organisation and documents consulted)*

**International Benchmarks** *(provide name of institution/organisation and documents consulted)*

**Legislative and / or Statutory Obligations**



**Appendix 6.3: Policy Implementation Document**

**Appendix 3: Policy Implementation Document**

	<b>CARLOW COLLEGE</b> <b>ST. PATRICK'S</b>	<b>Policy Implementation Document</b> <i>[Name of Policy Title]</i>
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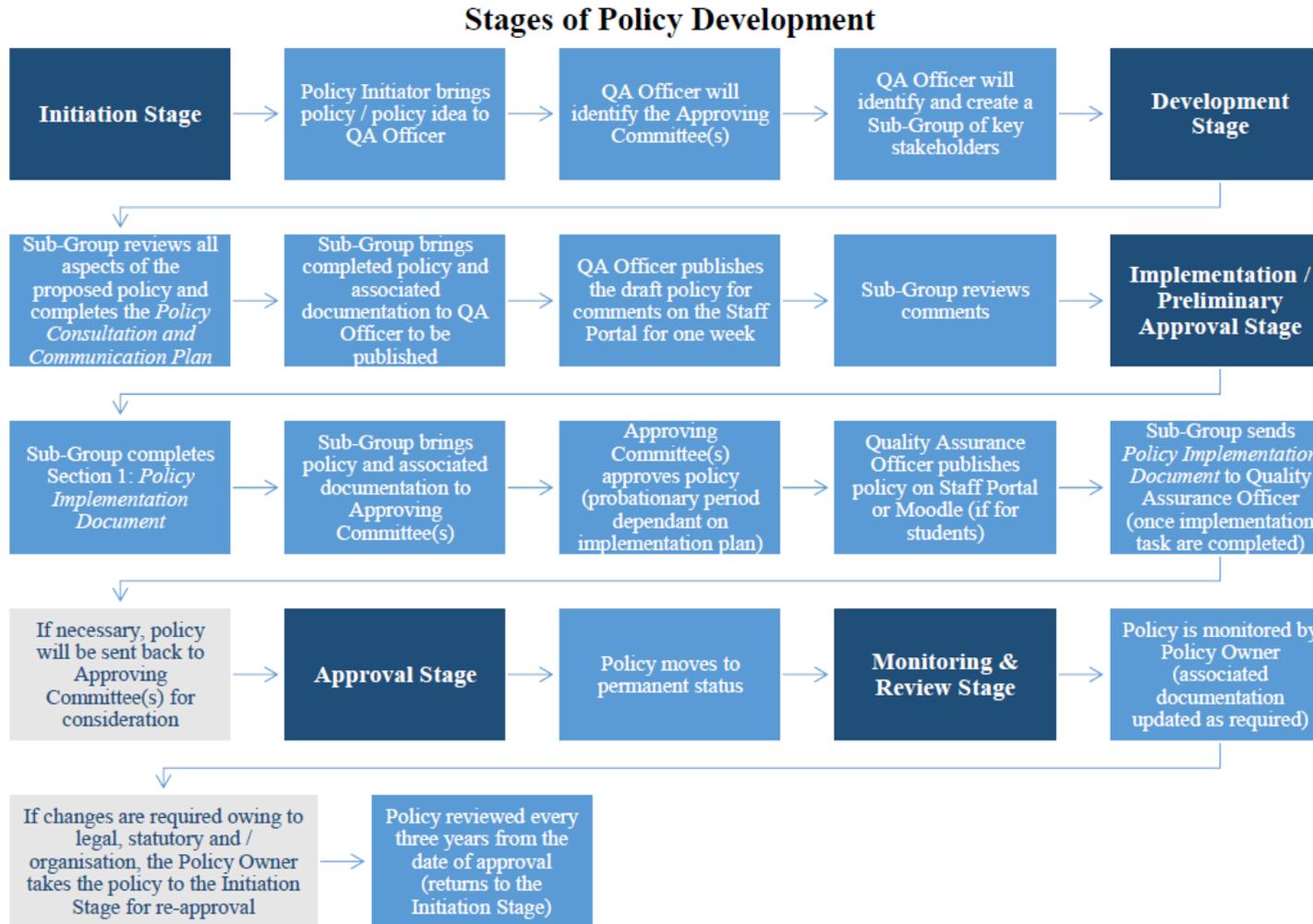
<b>Approving Committee:</b>	
<b>Date Approved:</b>	

Implementation Task List			
Implementation Task	Task Responsibility	Timeline	Outcome

Sign-off on the Policy Implementation Document <i>(completed once the Implementation Task List is complete)</i>		Date
<b>Policy Owner:</b>		
<b>Sub-Group Members:</b>		

Appendix 6.4: Stages of Policy Development

**Appendix 4: Stages of Policy Development**



## Appendix 7: Policy and Procedures in Carlow College, St. Patrick's

Name of Policy	Associated Documentation	Version	Approving Body	Owner	Year Approved
Academic Workload Allocation Policy	Workload Allocation Schema	02	Academic Council	Office of the Registrar	2017
	Process for Determining Individual Workload Allocation				
Access Policy for Trust Partners		01	Board of Trustees, Delany Archive	Delany Archive Trust	2010
Annual Leave Policy	Annual Leave – Practices and Procedures	01	Management Board	Human Resources	2017
	Annual Leave Request Form				
Appointment of External Examiners Policy	Guidelines on the Duties and Responsibilities of External Examiners	04	Academic Council	Office of the Registrar	2017
	Template for the External Examiner Report				
Assessment of Learners Policy	Regulations in Relation to Assessment and Standards	02	Academic Council	Office of the Registrar	2017
Assistive Technology and Supports Policy		01	Academic Council	Academic Resource Office	2016
Bereavement Leave Policy	Bereavement Leave: Practices and Procedures	02	Management Board	Human Resources	2018
	Compassionate Leave Notification Form				
Breach of Professional Conduct Policy		01	Academic Council	Office of the Registrar	2014
Child Protection Policy	Code of Behaviour for Staff or Learners When Working with Children	02	Management Board	President's Office	2018

	Child Protection Incident Form				
	Procedures When a Child Protection Complaint is Made Against Staff Members				
	Procedures When a Child Protection Complaint is Made Against Learners				
Collecting Policy		01	Board of Trustees, Delany Archive	Delany Archive Trust	2010
Critical Incident Policy		03	Management Board	Office of the President	2016
Data Protection Policy	Data Processing at Work: Mechanisms Affecting Employees	03	Management Board	Data Protection Office	
	Sample consent form				
	Data Subject Request Form				
	CCTV Subject Access Request Form				
	Handling Learner Records				
	Guidelines for Employees: Marketing and Publicity				
	Personal Data Breach Response Plan				
	Rules for Employees: Safeguards to Protect Personal Data				
Dignity and Respect Policy	Information on Reaching Out and Confidentiality	01	Management Board	Office of the President	2017

	Guidelines for Tackling Communication Breakdowns or Interpersonal Disputes				
	Procedures for Resolving Incidents of Bullying or Harassment				
	Information for Complainants, Witnesses, Managers and Respondents on Cases of Bullying and Harassment				
	Information Detailing Sources of Help				
Disciplinary Policy	Disciplinary Policy: General Information and Guidelines	02	Management Board	Human Resources	2018
	Disciplinary Practices and Procedures				
	Disciplinary Appeal Procedure				
Employee Assistance Programme Policy		01	Management Board	Human Resources	2014
Equality Policy		01	Management Board	Office of the President	2018
Fees and Refunds Policy	Criteria for the Free Fees Initiative	02	Management Board	Director of Operations	2018
	Carlow College Tuition Schedule				
Garda Vetting Policy	Guidelines for the Handling of Vetting Disclosures – Learners	02	Management Board and Academic Council	Office of the President	2017
	Sample Letter that the Agency/School Receive (Where Convictions are Recorded)				

	Guidelines for the Handling of Vetting Disclosures – Staff				
Grievance Policy	Grievance Policy: Practices and Procedures	02	Management Board	Human Resources	2018
Health and Safety Policy	Health and Safety General Policy Statement	01	Management Board	Director of Operations	2017
	Employee Safety Handbook				
	Risk Assessments Manual				
Health Service Executive and the Delany Archive: Loan Agreement		01	Board of Trustees, Delany Archive	Delany Archive Trust	2014
Hourly Paid Part-Time Lecturers Policy	Procedures for Hourly Paid Part-Time Lecturers	01	Management Board	Human Resources	2011
IT Policy		01	Management Board	IT Office	2011
Learner Admission, Progression and Recognition Policy	Admission Guidelines and Procedures for Dealing with Enquiries for Potential New Entrants	02	Academic Council	Office of the Registrar	2017
	Admission Guidelines and Procedures for New Entrants				
	Admission Guidelines and Procedures for Mature Applicants				
	Admission Guidelines and Procedures for ACCS Applicants				
	Admission Guidelines and Procedures for Recognition of Prior Learning				
	Admission Guidelines and Procedures for Internal /				

	External Transfers and Advanced Entry				
	Admission Guidelines and Procedures for Deferred Entry				
	Admission Guidelines and Procedures for U.S. Semester Study Abroad Applicants				
	Admission Guidelines and Procedures for Non-EEA Degree Programme Applicants				
	English Language Requirements for Admission to Carlow College, St. Patrick's				
	Admission Guidelines and Procedures for Applicants with Disabilities / Learning Differences				
	Evidence of a Disability Form				
	Guidelines and Procedures for Orientation and Induction of New and Continuing Learners				
	Guidelines and Procedures for Withdrawal from Academic Programmes of Study				
	Carlow College, St. Patrick's European Diploma Supplement Template				
Learner Support Policy	Procedure for Referrals to the Essay Doctor Service	01	Academic Council	Academic Resource Office	2011

Learners with Disabilities and Specific Learning Needs Policy	Code of Practice for Learners with Disability and Specific Learning Needs	02	Academic Council	Academic Resource Office	2014
Library Admissions and User Services Policy	Library Regulations	02	Academic Council	Librarian	2017
Maternity and Adoptive Leave Policy	Maternity Leave: Practices and Procedures	01	Management Board	Human Resources	2017
	Adoptive Leave: Practices and Procedures				
	Maternity/Adoptive Leave Form				
	Notification of intention to attend ante-natal classes Form				
Paternity Leave Policy	Paternity Leave – Practices and Procedures	01	Management Board	Human Resources	2017
	Paternity Leave Notification Form				
Performance Management and Development Policy	Performance Management and Development Programme	01	Management Board	Human Resources	2017
	Performance Management and Development Review Form(s)				
	Performance Improvement Plan (PIP) Form				
Plagiarism Policy	Procedures for Dealing with Plagiarism	03	Academic Council	Office of the Registrar	2017
	Plagiarism Report Form				
	Guidelines for Using <i>Turnitin</i> at Carlow College, St. Patrick's				
Policy on Policies	Template for College Policies	03	Management Board		2018

	Policy Consultation and Communication Plan			Quality Assurance Office	
	Policy Implementation Document				
	Stages of Policy Development				
Public Access Policy		01	Board of Trustees, Delany Archive	Delany Archive Trust	2010
Quality Assurance Policy	See table of contents	02	Management Board and Academic Council	Quality Assurance Office	2018
Recording of Lectures, Tutorials and Other Teaching Sessions Policy		01	Academic Council	Academic Resource Office	2014
Records Management Policy		01	Management Board	Archivist	2018
Recruitment Policy	Recruitment and Selection: Practices and Procedures	01	Management Board	Human Resources	2017
	Recruitment Guidelines for Managers				
	Recruitment Request Form (RRF)				
	Example of Criteria/Ranking Form				
	Example of Shortlisting Form				
	Sample Job Description				
Reprographics Policy		01	Board of Trustees, Delany Archive	Delany Archive Trust	2010
Research Ethics Advisory Policy	Ethics Checklist for Learners	02	Academic Council	Office of the Registrar	2017
	Procedures for Research Ethics Advisory Committee				

	Participant Information Sheet Template				
	Participant Consent Form Template				
	Gatekeeper/Agency Information Sheet and Consent Form				
	Lone Researcher Guidelines				
	Guidelines for Reporting an Adverse Incident during Research Projects				
	Handling Complaints Regarding Research Misconduct				
Sickness Absence Management Policy	Sick Leave: Practices and Procedures	01	Management Board	Human Resources	2017
	Return to Work Form				
	Employee FAQs				
Teaching and Learning Policy	Teaching Code of Conduct	02	Academic Council	Office of the Registrar	2017
	Terms of Reference of the Teaching, Learning and Assessment Committee				

## Appendix 8: Programme Development and Approval (Undergraduate and Postgraduate Programmes)



### Programme Development and Approval (Undergraduate and Postgraduate Programmes)

The programme development and approval process<sup>6</sup> relates to both undergraduate and postgraduate programme development and is informed by the following documents:

- *Core Policies and Criteria for the Validation by QQI of Programmes of Education and Training* (2016);
- Carlow College, St. Patrick's *Quality Assurance Policy*;
- *Programme Validation Manual (2016) for Programmes of HET and Apprenticeships (FET and HET)* (edn 2.15, 2017);
- Carlow College, St. Patrick's *Guidelines for the Establishment of Programme Design Teams*;
- Carlow College, St. Patrick's *Preliminary Programme Proposal Form*;
- Carlow College, St. Patrick's *Market Research Report*.

#### **PHASE 1: PROGRAMME INITIATION**

##### *Initial proposal for new programmes*

The Programme Boards serve as an initial discussion point for new programme proposals so that the most relevant expertise within the staff team can be harnessed. The formal validation process is initiated through the completion of the *Preliminary Programme Proposal Form* (see Appendix 8.2). The Programme Boards refer the completed *Preliminary Programme Proposal Form* to the Vice President for Academic Affairs / Registrar and the Assistant Registrars prior to submitting to the Academic Council for approval in order to progress to the next stage. Programmes seeking revalidation do not need to complete the *Preliminary Programme Proposal Form*.

Once approved by Academic Council, the Vice President for Academic Affairs / Registrar and the Assistant Registrars will identify the core members of the programme design team (see Appendix 10: *Guidelines for the Establishment of Programme Design Teams*).

##### ***1.2: Determine Programme Viability***

Formal market research is required to ensure that the proposed programme is both relevant and viable. Such research is generally quantitative and qualitative in nature and can be conducted through benchmarking (both nationally and internationally), focus groups and/or

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<sup>6</sup> For the *Flowchart of the Programme Development and Approval Process* see Appendix 8.1.

questionnaires. Its main focus is ascertaining the level of interest in the proposed programme; and the sustainability of the programme over the long term. Market research is conducted by the Marketing Officer in conjunction with the Assistant Registrar for Strategic Development. The evidence generated in the *Market Research Report* (see Appendix 8.3) forms the basis for the programme development.

## **PHASE 2: DOCUMENT THE PROPOSED PROGRAMME**

In order to submit a programme for validation, it is necessary to complete the QOI *Overall Template for Presenting an Application*.<sup>7</sup> This template is supported by the document *Core Policies and Criteria for the Validation by QOI of Programmes of Education and Training* (2016) which outlines the supporting documentation required as part of an application for validation of a programme.

The programme rationale should be consistent with the Carlow College, St. Patrick's *Teaching, Learning and Assessment Policy* and the current Strategic Plan. At this stage, it is also important to agree the envisaged graduate attributes.

### ***2.1: Document Programme Concept, Implementation Strategy, and its Interpretation of QOI Awards Standards***

This section pertains to Section 3 of the *Overall Template for Presenting an Application*. The data generated from the market research (Phase 1.2) and the analysis of same, informs the development of the programme concept and implementation strategy. This section is also guided by the criteria outlined in Sections 17.3 and 17.7 of the QOI document *Core Policies and Criteria for the Validation by QOI of Programmes of Education and Training* (2016).

The Design Team are also required at this stage to determine the core skills and generic attributes relevant to the graduates of the overall programme.

Section 3 of the *Overall Template for Presenting an Application* involves utilising the data generated from market research in Phase 1 to complete the following:

- 2.1.1: Identify Programme Concept and Rationale;
- 2.1.2: Outline an Implementation Strategy (five-year plan).

### ***2.2: Determine Educational and Training Objectives and Minimum Intended Programme and Module Learning Outcomes***

This section pertains to Section 2 of the *Overall Template for Presenting an Application*. It involves the development of the programme and module learning outcomes, and the determination of the programme award level/levels in accordance with QOI standards. It is informed by Section 17.2 of the document *Core Policies and Criteria for the Validation by QOI of Programmes of Education and Training* (2016). The Design Team, in consultation with the Teaching & Learning group are required to complete Sections 2.1 – 2.4; 2.6 – 2.7 of the *Overall Template for Presenting an Application*, including the following:

- the stated programme aims and objectives;
- the determination of the award level;

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<sup>7</sup> *Programme Validation Manual (2016) for Programmes of HET and Apprenticeships (FET and HET)* (edn 2.15, 2017).

- the establishment of the minimum intended programme learning outcomes against QQI criteria and comparable programmes.

### ***2.3: Document Access, Transfer and Progression Procedures, Criteria and Arrangements for the Programme***

This section pertains to Section 4 of the *Overall Template for Presenting an Application*. It draws on Carlow College Admissions policies, procedures and criteria in relation to access, transfer and progression (see *Section 4.3.2, Quality Assurance Policy*). The Design Team may be required to liaise with Quality Assurance, Admissions and the Marketing Office in order to gather the relevant information. The Design Team will also have to complete the following in order to complete Section 4 of the *Overall Template for Presenting an Application*:

- Cite and make available documents and promotional material;
- Provide information about entry procedures and minimum entry requirements;
- Complete a draft Programme Handbook.

### ***2.4: Finalise and Agree overall programme structure (corresponds to Section 5 of Template: ‘Document the Written Curriculum’)***

This section pertains to Section 5 of the *Overall Template for Presenting an Application*. The focus is to agree and finalise the overall programme structure, including the following: the outline of the curriculum; the rationale for the curriculum structure; ECTS per module at each stage; indicative timetable; integrated learning opportunities; teaching, learning and assessment strategy; programme learning environment; placement details; programme monitoring and proposed programme schedule.<sup>8</sup> This section is informed by Section 17.11 of the document *Core Policies and Criteria for the Validation by QQI of Programmes of Education and Training* (2016), which states that ‘learners on the programme are well-informed provided and cared for’.

While the approach to developing the curriculum structure may differ from programme to programme, it is recommended that the Design Team should facilitate meetings/workshops with the relevant lecturing staff to determine the curriculum structure and agree the teaching, learning and assessment strategy.

At this stage, it will be necessary to calculate the staffing resources required for the programme curriculum. It is important for Quality Assurance purposes that this calculation is carried out *in advance* of the writing of individual module descriptors (Stage 2.5). The responsibility for this calculation lies with the Office of the Registrar and is informed by the Carlow College *Workload Allocation Policy*.

### ***2.5: Complete Module Documentation***

This section pertains to Section 6 of the *Overall Template for Presenting an Application*. Section 6, which outlines in detail how each individual module descriptor should be completed. The Office of the Registrar will agree with the Design Team a schedule for the submission, review and approval of modules. The relevant lecturing staff will complete their individual module descriptors within an agreed timeframe using the templates provided:

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<sup>8</sup> It should be noted that Section 5.12 of the *Overall Template for Presenting an Application* refers to the completion of a proposed programme schedule. Such a schedule cannot be finalised until after the module descriptors are completed and should instead be undertaken at Stage 2.9.

- Module Headline Information Form (see Appendix 8.4);
- Module Descriptor Template (see Appendix 8.5).

The individual modules must draw on the overall programme rationale, aims and objectives along with the programme teaching, learning and assessment strategy. This approval of module descriptors involves a two-step approach:

- (i) Individual module descriptors are sent to the Design Team for initial review/feedback. All stages of the programme must be completed before they are sent to the Office of the Registrar.
- (ii) The Office of the Registrar reviews each module and ensures that each stage is coherent. Further feedback may be given at this point and module descriptors amended.

### **Module approval process:**

Lecturers complete Module Descriptors → Design Team reviews entirety of Stage 1 → Feedback given to individual lecturers and emended where required → Module Descriptors returned to Design Team for approval → Entirety of Stage 1 Module Descriptors sent to Registrar's Office for review → Feedback given to individual lecturers via Design Team and emended where required → Module Descriptors returned to Registrar's Office via Design Team for final approval → Process repeated for each subsequent Stage until programme is approved in its totality.

### ***2.6: Document Programme Staff***

This section pertains to Section 7 of the *Overall Template for Presenting an Application*. This part of the Template is to be completed by the Office of the Registrar. Academic staff already on the programme are required to submit their curricula vitae to the Office of the Registrar.

### ***2.7: Detail the Physical Resources Required***

Section 8 of the *Overall Template for Presenting an Application* refers to the total physical resources required to deliver the programme and draws on Section 17.7 of the document *Core Policies and Criteria for the Validation by QQI of Programmes of Education and Training* (2016), which states that there must be 'sufficient physical resources to implement the programme as planned'. This involves generating information on the following:

- Premises (responsibility: Director of Operations);
- IT (responsibility: IT Department);
- Administration (responsibility: Assistant Registrar);
- Placement (responsibility: Registrar);
- Five-year plan regarding intake and associated costs (responsibility: Registrar /Director of Operations);
- All entitlements relating to use of property (intellectual, premises, materials and equipment) (responsibility: Director of Operations).

### ***2.8: Programme Management***

This section pertains to Section 9 of the *Overall Template for Presenting an Application*. This section refers to the management criteria required to deliver the programme and draws on

Section 17.12 of the QQI document *Core Policies and Criteria for the Validation by QQI of Programmes of Education and Training* (2016). The Office of the Registrar is responsible for documenting the approach to programme management, addressing programme board membership and terms of reference, and transnational provision where relevant.

### ***2.9: Completion of Proposed Programme Schedule***

This section pertains to Section 10 and 11 of the *Overall Template for Presenting an Application*. These two sections of the *Overall Template for Presenting an Application* document the components of the programme at each stage through the completion of the *Proposed Programme Schedule Template for a Stage* (see Appendix 8.6). The template can be completed by an Administrator designated to this task.

### ***2.10: Evaluation Against the Validation Criteria***

This is the final stage of the programme development process and refers to the evaluation of the programme against the applicable validation policies and criteria. The draft document is subject to a final internal Quality Assurance review (review group may include external representation if deemed beneficial by the Office of the Registrar). The internal review group will meet with the design team to provide feedback on the final programme document. This stage also requires the completion of the evaluation template within the *Overall Template for Presenting an Application* by the Quality Assurance Office in conjunction with the Office of the Registrar.

### ***2.11: Independent Panel Review***

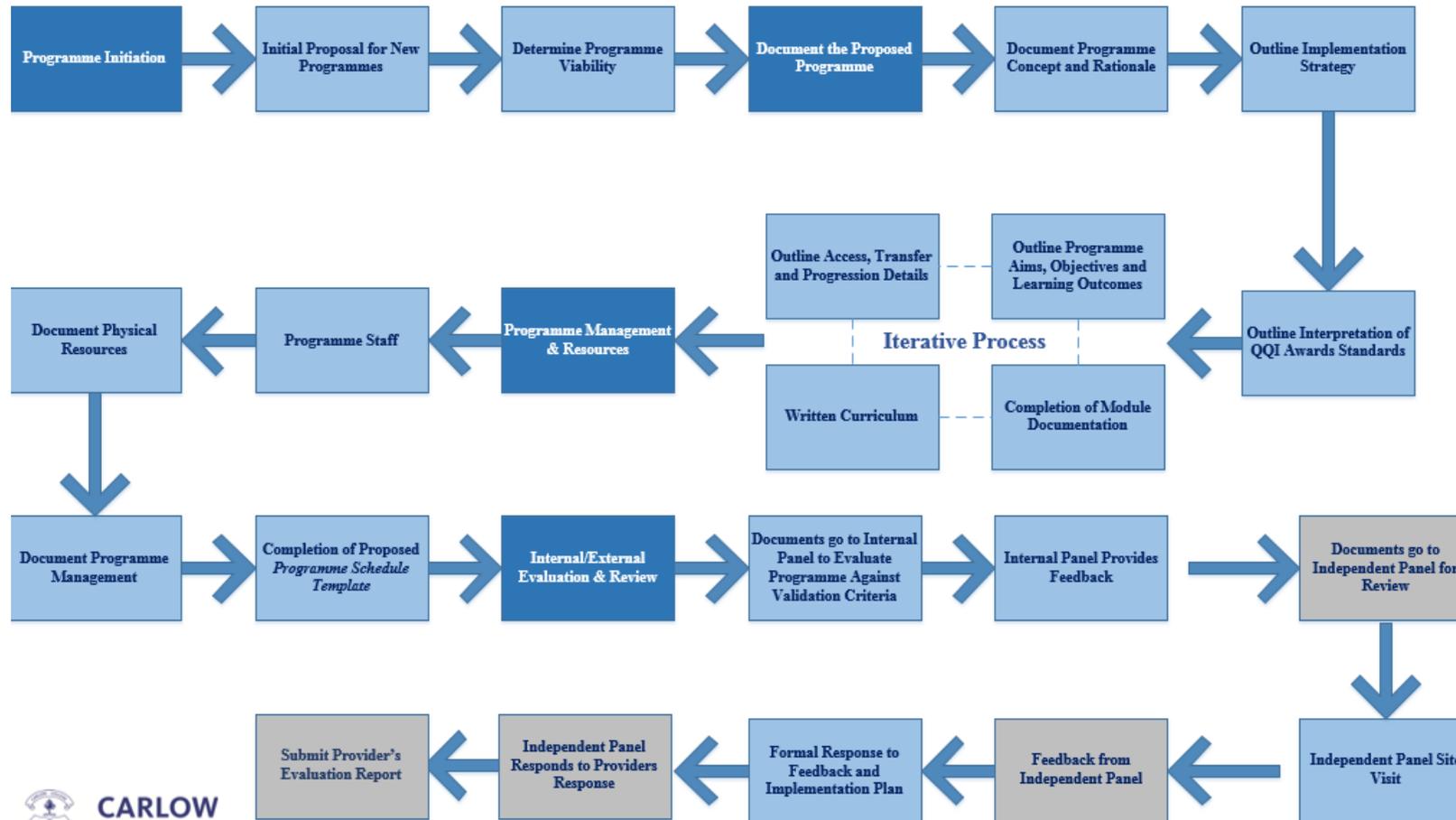
The final document is submitted to an independent panel for review. As outlined earlier, the independent panel is identified at the start of the programme review process. At this point the panel are allocated sufficient time to review the documentation and complete the *Independent Programme Review Report*. This will include the hosting of a site visit for the independent panel. On completion of this process, the independent panel submit their report to the College as provider. The Office of the Registrar, in consultation with the design team and relevant staff, is required to provide a formal response to the *Independent Programme Review report*. This also includes an implementation plan.

### ***2.12: Submit documents to QQI for Revalidation***

Once the independent panel have agreed this, all the documents are then submitted to QQI for revalidation.

Appendix 8.1: Flowchart of the Programme Development and Approval Process

### Programme Development and Approval Process



## Appendix 8.2: Preliminary Programme Proposal Form



**CARLOW  
COLLEGE**  
ST. PATRICK'S

### Preliminary Programme Proposal Form

Title	
Academic Award	
Possible support from industry, government, professional bodies	
Market Demand	
Connection and relevance to existing courses and the Carlow College, St. Patrick's <i>Strategic Plan, 2017 – 2021</i>	
General Aims	
Mode of delivery	
Student numbers	
Practical teaching and learning implications	

## Appendix 8.3: Market Research Report Template



### Market Research Report Template

#### Title of Degree Programme: XXX

*The Market Research Report should follow the template outlined below (italicised instructions should be discarded by the staff drafting the report). All market research reports should be written using the following conventions: Time New Roman (font style); 12 point (font size); single-spaced (line spacing); 0 point (paragraph spacing before); 8 point (paragraph spacing after); heading should be provided in bold; headings / paragraphs should be numbered sequentially.*

#### **Introduction (Mandatory)**

*The introduction should detail the scope of the proposed programme and the outline the different forms of data collection undertaken by the Programme Design Team.*

#### **Market and Trends (Mandatory)**

*This section should provide a comprehensive overview of the market size for the proposed programme denoting key trends as they relate to demand at both the national and international level. Where possible, cross-reference to other parts of the Market Research Report.*

#### **Competitor Analysis (Mandatory)**

*This section should first list the key market competitors of the proposed programme (indicating their market shares) and then illustrate how the proposed programme will differentiate itself from the said market competitors.*

#### **Profile of Potential Students (Mandatory)**

*Along with the current market, another important aspect to consider when proposing a new programme is the profile of potential students. This profile could include: target age; target-industries / sectors; specific entry requirements; etc.*

#### **Employability (Mandatory)**

*This section should denote any potential career outcomes which will assist in student recruitment and overall marketing of the programme.*

#### **Marketing Observations (Mandatory)**

*This section should consider the overall marketing strategy that will be used in the recruitment of students. In particular, it should: highlight marketing advantages and opportunities; potential difficulties in student recruitment or long-term market changes.*

#### **Conclusions (Mandatory)**

*This section should provide action points and recommendations for the proposed programme.*

## Appendix 8.4: Module Headline Information Form



### Module Headline Information Form<sup>9</sup>

Module title	
Module NFQ level (only if an NFQ level can be demonstrated)	
Module number/reference	
Parent programme(s) <b>the plural arises if there are embedded programmes to be validated.</b>	
Stage of parent programme	
Semester (semester1/semester2 if applicable)	
Module credit units (FET/HET/ECTS)	
Module credit number of units	
List the teaching and learning modes	
Entry requirements (statement of knowledge, skill and competence)	
Pre-requisite module titles	
Co-requisite module titles	
Is this a capstone module? (Yes or No)	
Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff (staff includes workplace personnel who are responsible for learners such as apprentices, trainees and learners in clinical placements)	
Maximum number of learners per centre (or instance of the module)	
Duration of the module	
Average (over the duration of the module) of the contact hours per week (see * below)	
Module-specific physical resources and support required per centre (or instance of the module)	

<sup>9</sup> Programme Validation Manual (2016) for Programmes of HET and Apprenticeships (FET and HET) (Pilot Version, edition 2.15), section 6.1.1 (pp. 23-4).

Analysis of required learning effort										
(much of the remainder of this table must also be presented in the programme schedule—take care to ensure consistency)										
*Effort while in contact with staff										
Classroom and demonstrations		Mentoring and small-group tutoring		Other (specify)		Directed e-learning (hours)	Independent learning (hours)	Other hours (specify)	Work-based learning hours of learning effort	Total effort (hours)
Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner					
Allocation of marks (within the module)										
				Continuous assessment	Supervised project	Proctored practical examination	Proctored written examination	Total		
Percentage contribution								100%		

## Appendix 8.5: Module Descriptor Template



### Module Descriptor Template<sup>10</sup>

<b>Module Title</b>	
<b>Module Code</b>	
<b>Module status</b>	Mandatory/Elective
<b>ECTS weighting</b>	
<b>Semester/term taught</b>	
<b>Pre-requisites</b>	
<b>Co-requisites</b>	
<b>Rationale for Inclusion of the Module in the Programme and its Contribution to the Overall IPLOs (6.1.4)</b>	
<b>Information Provided to Learners about the Module (6.1.5)</b>	Explain how the module is presented to learners (e.g. in promotional material and in learner handbooks).
<b>Module Coordinator</b>	
<b>Specifications for Module Staffing Requirements (6.1.13)</b>	Specify details on qualifications (professional, pedagogical and academic). <sup>11</sup>
<b>Module Aims and Objectives (6.1.2)</b>	
<b>Minimum Module Learning Outcomes (6.1.3)</b>	On successful completion of this module, students should be able to: 1. 2. 3. 4. 5. 6.
<b>Module Content, Organisation and Structure (6.1.6)</b>	Briefly provide details of module syllabus.

<sup>10</sup> *Programme Validation Manual (2016) for Programmes of HET and Apprenticeships (FET and HET)* (Pilot Version, edition 2.15), section 6.1.2-6.1.15 (pp. 24-6).

<sup>11</sup> *Policies and Criteria for the Validation of Programmes of Education and Training* (2016), section 17.6 (p. 34).

<b>Module Teaching and Learning Strategy (6.1.7)</b>	Modules are programmes within programmes and should be approached strategically. This section should set out the strategy and should, among other things, justify the staff/learner ratios and modes of teaching and learning (e.g., lectures, seminars, online, blended learning, field trips, laboratories, practice-based, etc.).
<b>Timetabling, Learner Effort and Credit (6.1.8)</b>	<p>Explain how the learner's time is employed in the module's activities, this must include, for example, lectures (exact number of hours of learning effort so 45 minutes is 0.75 hours), laboratory demonstrations, time in work placement, etc.</p> <p>In justifying the learner effort and credit allocation, it is necessary to address the effort required by a learner to progress from the minimum entry standard for the module (prior learning) to at least the MIMLOs.</p>
<b>Work-Based Learning and Practice-Placement (6.1.9)</b>	Complete if applicable.
<b>E-Learning (6.1.10)</b>	Complete if applicable.
<b>Module Summative Assessment Strategy (6.1.14)</b>	<p>In setting out the strategy include an explanation of how assessment tasks that form part of the strategy are classified using the following standard categories as used in the programme schedule and module summary:</p> <ul style="list-style-type: none"> <li>• continuous assessment;</li> <li>• supervised project;</li> <li>• proctored practical examination;</li> <li>• proctored written examination.</li> </ul> <p>Indicate whether a component is formative or summative, along with the duration of any examinations, word counts for essays or similar, and the % weightings of components contributing to module mark and grade.</p>
<b>Sample Assessment Materials (6.1.15)</b>	
<b>Reading Lists and Other Information Resources (6.1.12)</b>	
<b>Module Physical Resource Requirements (6.1.11)</b>	Supported physical resource requirements expressed as a ratio of learners participating. <sup>12</sup>

<sup>12</sup> *Policies and Criteria for the Validation of Programmes of Education and Training* (2016), section 17.7 (p. 34).

## Appendix 8.6: Proposed Programme Schedule Template for a Stage

<b>Name of Provider:</b>								 <b>CARLOW COLLEGE</b> <b>ST. PATRICK'S</b>					
<b>Programme Title</b>													
<b>Award Title</b>													
<b>Stage Exit Award Title<sup>3</sup></b>													
<b>Modes of Delivery (FT/PT):</b>													
<b>Teaching and learning modalities</b>													
<b>Award Class<sup>4</sup></b>	<b>Award NFQ level</b>	<b>Award EQF Level</b>	<b>Stage (1, 2, 3, 4, ..., or Award Stage):</b>	<b>Stage NFQ Level<sup>2</sup></b>	<b>Stage EQF Level<sup>2</sup></b>	<b>Stage Credit (ECTS)</b>	<b>Date Effective</b>	<b>ISCED Subject code</b>					
<b>Module Title</b> (Up to 70 characters including spaces)	<b>Semester no where applicable.</b> (Semester 1 or Semester2)	<b>Module</b>		<b>Credit Number<sup>5</sup></b>	<b>Total Student Effort Module (hours)</b>					<b>Allocation Of Marks (from the module assessment strategy)</b>			
		<b>Status<sup>13</sup></b>	<b>NFQ Level<sup>1</sup> where specified</b>	<b>Credit Units</b> HET Credits	<b>Total Hours</b>	<b>Class (or equiv) Contact Hours</b>	<b>Directed e-learning</b>	<b>Hours of Independent Learning</b>	<b>Work-based learning effort<sup>14</sup></b>	<b>C.A. %</b>	<b>Supervised Project %</b>	<b>Proctored practical demonstration %</b>	<b>Proctored written exam %</b>
Example 1	1	M	L	5	150	40	10	100	0	10	0	20	70
<b>Special Regulations</b> (Up to 280 characters)													

<sup>13</sup> Mandatory (M) or elective (E)

<sup>14</sup> Work-based learning effort is not the number of hours in the workplace. For example, a person might spend 35 hours in the workplace as a trainee and this might involve 7 hours of learning effort.

## Appendix 9: Programme Review and Revalidation Process



### Programme Review and Revalidation Process

The programme revalidation process relates to both undergraduate and postgraduate programmes. It is essential to establish a Programme Review & Revalidation Design Team (see Appendix 10: *Guidelines for the Establishment of Programme Design Teams*). The process of programme review and revalidation involves two distinct phases as outlined below.<sup>15</sup>

The following documents published by Quality and Qualifications Ireland (QQI)<sup>16</sup> guide the process:

- *Core Policies and Criteria for the Validation by QQI of Programmes of Education and Training (2016)*;
- *Programme Review Manual 2016/2017* (December 2016);
- *Programme Validation Manual (2016) for Programmes of HET and Apprenticeships (FET and HET)* (Pilot Version, edition 2.15).

Although the programme review and revalidation process is led by the Design Team, the Design Team will need to work with the relevant offices, auxiliary members and administrative support of the College to complete the documentation for programme review and revalidation. The Design Team is required to agree a schedule for completion of the process with the Office of the Registrar.

#### PHASE 1: REVIEW OF EXISTING PROGRAMME

The first stage of programme revalidation is to complete the *Template for the Provider's Programme Review Report* (located in the *QQI Programme Review Manual 2016/2017*). This involves the following steps:

##### ***1.1: Terms of Reference***

The Design Team completes the terms of reference for the review process, which must be agreed with QQI through the Office of the Registrar. The Independent Evaluation Panel members be confirmed at this point.

##### ***1.2: Documenting the existing programme (corresponds to Section 2 of Template: 'Objectives and Strategy')***

This section is informed by the Carlow College, St. Patrick's (hereafter Carlow College) *Strategic Plan 2017 – 2022* and Quality Assurance framework. The overall profile of the programme is also documented, including reference to staff, resources, learners and

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<sup>15</sup> For a flowchart of the Programme Review and Revalidation Process see Appendix 9.1: *Flowchart of the Programme Review and Revalidation Process*.

<sup>16</sup> These documents produced by QQI can be found on the Staff Portal in the folder titled 'Quality Assurance' and the sub-folder titled 'Quality and Qualifications Ireland' and sub-folder titled 'Programme Development Documents'.

collaborators. The Design Team is required to demonstrate how the programme objectives fit with the institutional strategies and co-existing programmes.

### ***1.3: Baseline Qualitative and Quantitative Data (Information on the Previously Validated Programme)***

The Design Team, working with the relevant offices and administration of the College, collates all qualitative and quantitative information on the existing programme (see *Template for the Provider's Programme Review Report* for details). It is important to note that comprehensive analysis of this information is required to complete the template.

### ***1.4: Programme Management and Evolution over the Past Five Years***

This section draws on the data generated under the different elements of the programme monitoring and review process. The mechanisms for programme management are required to be outlined in detail.

### ***1.5: Contemporary Evaluation of the Programme by Stakeholders***

The purpose of this evaluation is to generate sufficient information to inform whether or not modifications to the programme should be made (in anticipation of 5.2, Section 7 of the *Template for the Provider's Programme Review Report*). Such research is generally quantitative and qualitative in nature and can be conducted through benchmarking (both nationally and internationally), focus groups and/or questionnaires. The objective is to examine the strengths, weaknesses, opportunities and threats relevant to the sustainability of the programme over the long term.

The evaluation of the programme is a comprehensive process involving feedback from learners, all relevant staff and external stakeholders. As part of this process, evaluations of the learner environment and institutional resources central to the delivery of this programme must also be carried out.

*Student perspective:* Part of the programme review process includes ensuring that the student voice is represented. There are different approaches to capturing this representation (guided by the most applicable to the programme under review):

- host a single meeting / focus group with a group of students
- undertake a survey of student opinion
- involve one or more student representatives in the process at a time deemed appropriate

*External Stakeholders:* As with the student voice, it is also important to seek the input of external stakeholders when revising/developing the programme. This will involve establishing who those stakeholders are, and determining the most appropriate consultation mechanism. This aspect of the process is overseen by the Office of the Registrar.

### ***1.6: Analysis of the Programme in Light of the Findings***

This section presents a total analysis of the findings in relation to the evaluation outcomes.

### ***1.7: Revision of the Programme and Action Plan (see 5.2, Section 7 of the Template for the Provider's Programme Review Report)***

Identify core changes that are to be made to the programme in light of the findings and develop a plan of action for implementation.

## **PHASE 2: REVISION OF THE PROGRAMME**

This phase involves documenting of the modified programme drawing on the evidence generated in Phase 1. The proposed modifications must be consistent with the *Strategic Plan 2017 – 2022* of the College.

In order to submit a programme for revalidation, complete the *Overall Template for Presenting an Application*. This template is supported by the document *Core Policies and Criteria for the Validation by QQI of Programmes of Education and Training (2016)* which outlines the supporting documentation required as part of an application for validation of a programme.

### ***2.1: Document Programme Concept, Implementation Strategy, and its Interpretation of QQI Awards Standards***

This section pertains to Section 3 of the *Overall Template for Presenting an Application*. The data generated from the baseline qualitative and quantitative review (Phase 1.3) along with the contemporary evaluation by relevant stakeholders (Phase 1.5) and the analysis of same, informs the development of the programme concept and implementation strategy. This section is also guided by the criteria outlined in Sections 17.3 and 17.7 of the QQI document *Core Policies and Criteria for the Validation by QQI of Programmes of Education and Training (2016)*.

The Design Team are also required at this stage to determine the core skills and generic attributes relevant to the graduates of the overall programme.

Section 3 of the *Overall Template for Presenting an Application* involves utilising the data generated from market research in Phase 1 to complete the following:

2.1.1: Identify Programme Concept and Rationale;

2.1.2: Outline an Implementation Strategy (five-year plan).

### ***2.2: Determine Educational and Training Objectives and Minimum Intended Programme and Module Learning Outcomes***

This section pertains to Section 2 of the *Overall Template for Presenting an Application*. It involves the development of the programme and module learning outcomes, and the determination of the programme award level/levels in accordance with QQI standards. It is informed by Section 17.2 of the document *Core Policies and Criteria for the Validation by QQI of Programmes of Education and Training (2016)*. The Design Team, in consultation with the Teaching & Learning group are required to complete Sections 2.1 – 2.4; 2.6 – 2.7 of the *Overall Template for Presenting an Application*, including the following:

- the stated programme aims and objectives;
- the determination of the award level;
- the establishment of the minimum intended programme learning outcomes against QQI criteria and comparable programmes.

### ***2.3: Document Access, Transfer and Progression Procedures, Criteria and Arrangements for the Programme***

This section pertains to Section 4 of the *Overall Template for Presenting an Application*. It draws on Carlow College Admissions policies, procedures and criteria in relation to access, transfer and progression (see *Section 4.3.2, Quality Assurance Policy*). The Design Team may be required to liaise with Quality Assurance, Admissions and the Marketing Office in order to

gather the relevant information. The Design Team will also have to complete the following in order to complete Section 4 of the *Overall Template for Presenting an Application*:

- Cite and make available documents and promotional material;
- Provide information about entry procedures and minimum entry requirements;
- Complete a draft Programme Handbook.

#### **2.4: Finalise and Agree overall programme structure (corresponds to Section 5 of Template: ‘Document the Written Curriculum’)**

This section pertains to Section 5 of the *Overall Template for Presenting an Application*. The focus is to agree and finalise the overall programme structure, including the following: the outline of the curriculum; the rationale for the curriculum structure; ECTS per module at each stage; indicative timetable; integrated learning opportunities; teaching, learning and assessment strategy; programme learning environment; placement details; programme monitoring and proposed programme schedule.<sup>17</sup> This section is informed by Section 17.11 of the document *Core Policies and Criteria for the Validation by QQI of Programmes of Education and Training* (2016), which states that ‘learners on the programme are well-informed provided and cared for’.

While the approach to developing the curriculum structure may differ from programme to programme, it is recommended that the Design Team should facilitate meetings/workshops with the relevant lecturing staff to determine the curriculum structure and agree the teaching, learning and assessment strategy.

At this stage, it will be necessary to calculate the staffing resources required for the programme curriculum. It is important for Quality Assurance purposes that this calculation is carried out *in advance* of the writing of individual module descriptors (Stage 2.5). The responsibility for this calculation lies with the Office of the Registrar and is informed by the Carlow College *Workload Allocation Policy*.

#### **2.5: Complete Module Documentation**

This section pertains to Section 6 of the *Overall Template for Presenting an Application*. Section 6, which outlines in detail how each individual module descriptor should be completed. The Office of the Registrar will agree with the Design Team a schedule for the submission, review and approval of modules. The relevant lecturing staff will complete their individual module descriptors within an agreed timeframe using the templates provided:

- Module Headline Information Form (see Appendix 8.4);
- Module Descriptor Template (see Appendix 8.5).

The individual modules must draw on the overall programme rationale, aims and objectives along with the programme teaching, learning and assessment strategy. This approval of module descriptors involves a two-step approach:

- (i) Individual module descriptors are sent to the Design Team for initial review/feedback. All stages of the programme must be completed before they are sent to the Office of the Registrar.

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<sup>17</sup> It should be noted that Section 5.12 of the *Overall Template for Presenting an Application* refers to the completion of a proposed programme schedule. Such a schedule cannot be finalised until after the module descriptors are completed and should instead be undertaken at Stage 2.9.

- (ii) The Office of the Registrar reviews each module and ensures that each stage is coherent. Further feedback may be given at this point and module descriptors amended.

### **Module approval process:**

Lecturers complete Module Descriptors → Design Team reviews entirety of Stage 1 → Feedback given to individual lecturers and emended where required → Module Descriptors returned to Design Team for approval → Entirety of Stage 1 Module Descriptors sent to Registrar's Office for review → Feedback given to individual lecturers via Design Team and emended where required → Module Descriptors returned to Registrar's Office via Design Team for final approval → Process repeated for each subsequent Stage until programme is approved in its totality.

### **2.6: Document Programme Staff**

This section pertains to Section 7 of the *Overall Template for Presenting an Application*. This part of the Template is to be completed by the Office of the Registrar. Academic staff already on the programme are required to submit their curricula vitae to the Office of the Registrar.

### **2.7: Detail the Physical Resources Required**

Section 8 of the *Overall Template for Presenting an Application* refers to the total physical resources required to deliver the programme and draws on Section 17.7 of the document *Core Policies and Criteria for the Validation by QQI of Programmes of Education and Training* (2016), which states that there must be 'sufficient physical resources to implement the programme as planned'. This involves generating information on the following:

- Premises (responsibility: Director of Operations);
- IT (responsibility: IT Department);
- Administration (responsibility: Assistant Registrar);
- Placement (responsibility: Registrar);
- Five-year plan regarding intake and associated costs (responsibility: Registrar /Director of Operations);
- All entitlements relating to use of property (intellectual, premises, materials and equipment) (responsibility: Director of Operations).

### **2.8: Programme Management**

This section pertains to Section 9 of the *Overall Template for Presenting an Application*. This section refers to the management criteria required to deliver the programme and draws on Section 17.12 of the QQI document *Core Policies and Criteria for the Validation by QQI of Programmes of Education and Training* (2016). The Office of the Registrar is responsible for documenting the approach to programme management, addressing programme board membership and terms of reference, and transnational provision where relevant.

### **2.9: Completion of Proposed Programme Schedule**

This section pertains to Section 10 and 11 of the *Overall Template for Presenting an Application*. These two sections of the *Overall Template for Presenting an Application* document the components of the programme at each stage through the completion of the *Proposed Programme Schedule Template for a Stage* (see Appendix 8.6). The template can be completed by an Administrator designated to this task.

### ***2.10: Evaluation Against the Validation Criteria***

This is the final stage of the programme development process and refers to the evaluation of the programme against the applicable validation policies and criteria. The draft document is subject to a final internal Quality Assurance review (review group may include external representation if deemed beneficial by the Office of the Registrar). The internal review group will meet with the design team to provide feedback on the final programme document. This stage also requires the completion of the evaluation template within the *Overall Template for Presenting an Application* by the Quality Assurance Office in conjunction with the Office of the Registrar.

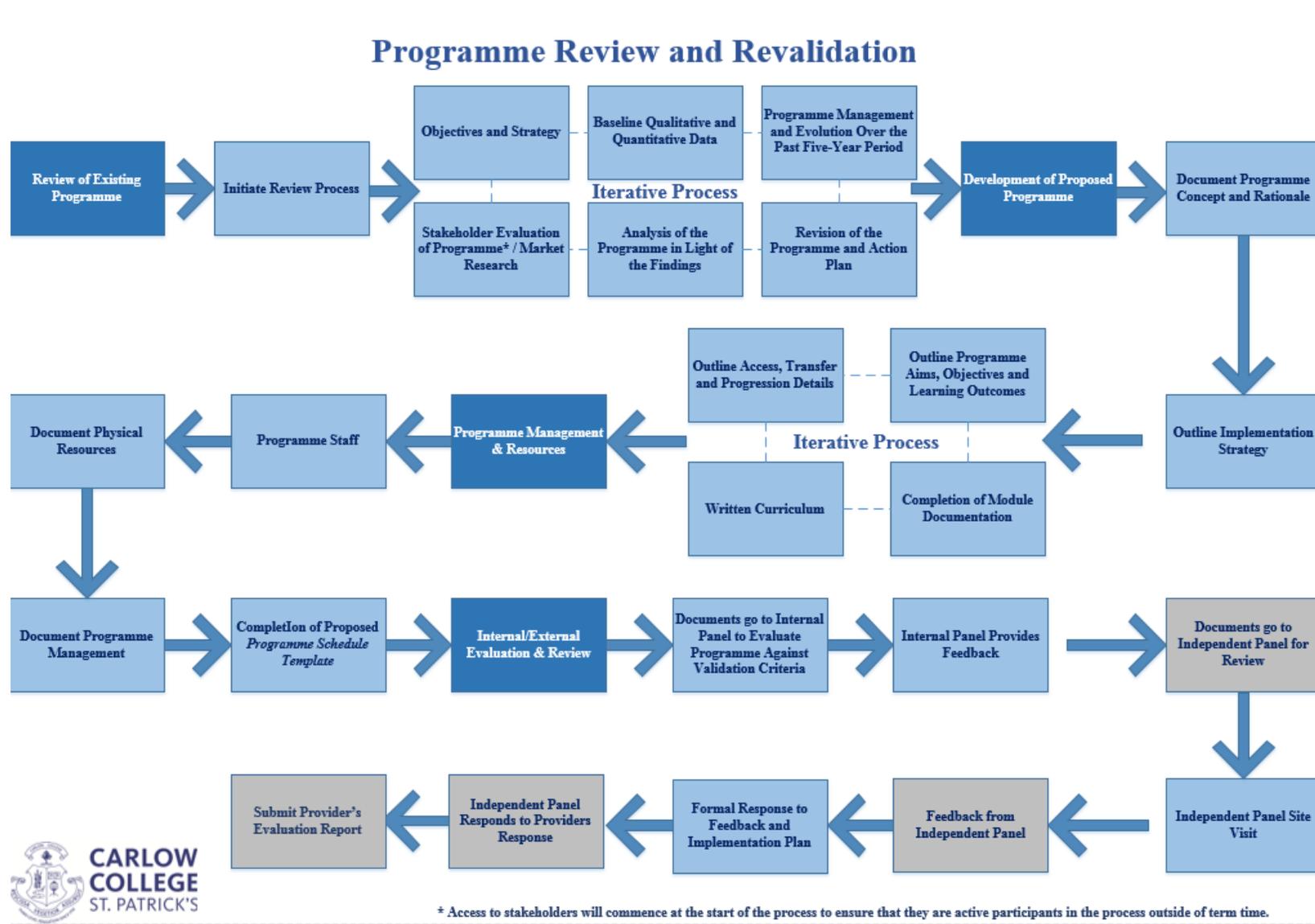
### ***2.11: Independent Panel Review***

The final document is submitted to an independent panel for review (see 5.3 of the *Template for the Provider's Programme Review Report*). As outlined earlier, the independent panel is identified at the start of the programme review process. At this point the panel are allocated sufficient time to review the documentation and complete the *Independent Programme Review Report*. This will include the hosting of a site visit for the independent panel. On completion of this process, the independent panel submit their report to the College as provider. The Office of the Registrar, in consultation with the design team and relevant staff, is required to provide a formal response to the *Independent Programme Review report*. This also includes an implementation plan.

### ***2.12: Submit documents to QQI for Revalidation***

Once the independent panel have agreed this, all the documents are then submitted to QQI for revalidation.

Appendix 9.1: Flowchart of the Programme Review and Revalidation Process



## Appendix 10: Guidelines for the Establishment of Programme Design Teams



### Guidelines for the Establishment of Programme Design Teams

This document outlines the process for establishing the Programme Design Team responsible for Programme Revalidation and new Programme Proposals.

#### Purpose and remit of the Design Team

The Design Team is responsible for ensuring that the Overall Template for Presenting an Application (for revalidation or new programme proposal) is completed in line with Carlow College, St. Patrick's quality assurance standards. The Design Team draws up a workplan to determine the project objectives and assign specific tasks to each team member. Upon completing the workplan, the Team will then create a timeline for programme development and create a *Project Milestone Report Template* (see Appendix 10.1). At this point the workplan and the *Project Milestones Report Template* are submitted to the Office of the Registrar for approval.

#### Establishing the Programme Review & Design Team

*Programme Design Team Leader:* The Programme Board Chair will ordinarily take on the role of project leader. In the case of new programme development, or in cases where there is no Programme Board Chair in situ, the Vice President for Academic Affairs / Registrar and the Assistant Registrars should appoint a project leader. The project leader should ensure that each of written sections of the *Overall Template for Presenting an Application*<sup>18</sup> are completed prior to the Internal Quality Assurance Review. This will involve working with the Project Team, Office of the Registrar, the Director of Operations and the Quality Assurance Office.

*Programme Design Team Members:* The Programme Board Chair, in consultation with the Assistant Registrars, will identify the core members of the Design Team, who will then be appointed by Office of the Registrar. The Design Team should be primarily comprised of academic staff members with the relevant expertise in the envisaged subject disciplines. Priority will be given to staff members with experience of programme design, where applicable.

*Advisors:* The advisors should form part of the group's advisory support (regardless of the envisaged academic content) include:

- Vice-President for Academic Affairs / Registrar;
- The Assistant Registrars;
- Staff member with responsibility for Teaching, Learning and Assessment;
- Quality Assurance Officer;

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<sup>18</sup> *Programme Validation Manual (2016) for Programmes of HET and Apprenticeships (FET and HET) (Pilot Version, edition 2.15).*

- Director of Operations.

The advisors are not required to attend all Design Team meetings but will act in a supporting role for the team. It is recommended that the auxiliary members attend the first meeting in order to guide the process and draw attention to the relevant policies and procedures. Subsequently, advisors can be invited to attend meetings as required.



## Appendix 11: Learner Admission, Progression and Recognition Policy



### TITLE: *LEARNER ADMISSION, PROGRESSION AND RECOGNITION POLICY*

<b>Effective Date</b>	5 April 2017	<b>Version</b>	02
<b>Approved By</b>	Academic Council	<b>Date Approved</b>	5 April 2017
		<b>Review Date</b>	5 April 2020 <i>or</i> As Required
<b>Superseded or Obsolete Policy / Procedure(s)</b>		<b>Owner</b>	
Relevant Sections of the Quality Assurance Handbook (2011)		Office of the Registrar	

#### 1. Purpose of Policy

The purpose of the *Learner Admission, Progression and Recognition Policy* is to ensure clarity, transparency, accountability, efficacy and equity in relation to learner admission, progression and recognition at Carlow College, St. Patrick's (hereafter Carlow College).

Carlow College is committed to ensuring that pre-defined and published regulations are consistently applied covering all phases of the student 'life cycle', e.g. student admission, progression, recognition and certification.<sup>19</sup> Moreover, the approved quality assurance policies and procedures related to Learner Admission, Progression and Recognition conform to the *Policies and Criteria for the Validation of Programmes of Education and Training*.<sup>20</sup>

#### 2. Scope of Policy

This Policy is applicable to all learners seeking admission to programmes of education at Carlow College leading to certified awards recognised under the National Framework of Qualifications. Carlow College provides programmes of education leading to certified awards at levels 7, 8 and 9 on the National Framework of Qualifications.

<sup>19</sup> *Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)* (Yerevan: Ministerial Conference, May 2015), p. 10.

<sup>20</sup> *Policies and Criteria for the Validation of Programmes of Education and Training* (Dublin: QQI, April 2016), pp. 32-3.

### **3. Policy Statement**

The principles and goals underlying the *Learner Admission, Progression and Recognition Policy* are:

*Admissions:*

- to ensure that prospective learners are informed of the purpose, award level, structure, curriculum, access, transfer, progression and related details of courses offered;
- to provide clarity, transparency, accountability, efficacy and equity in relation to learner admission at Carlow College;
- to facilitate access to third level education by learners from a range of formal and informal educational backgrounds;

and, to ensure that admitted learners:

- are at an appropriate stage in their learning development to be admitted to their specified programmes of education;
- have appropriate recognition of education and training qualifications, periods of study and prior learning, including the recognition of non-formal and informal learning;
- are assisted and supported in their introduction and transition to third level education;
- are sufficiently proficient in the English language to undertake the programme applied for (see *English Language Requirements for Admission to Carlow College, St. Patrick's*).

*Progression:*

- to provide clarity, transparency, accountability, efficacy and equity in relation to learner progression;
- to support progression and to facilitate mobility in third level education by learners.

*Recognition:*

- to provide clarity and equity in learner recognition;
- to provide all graduating, or otherwise leaving, students with a European Diploma Supplement.

The College views the effective support of students in the transition to third level education as an important aspect of the College's duty of care to students and as key to student learning and progression, particularly in their first year of studies. The academic support of students during their time in College is held by the Office of the Registrar and is conducted by the Student Services and Support Office in co-ordination with the Programme Board Chairs.

### **4. Roles and Responsibilities**

The Office of the Registrar and Vice President for Academic Affairs holds responsibility for all matters, including Quality Assurance, in relation to Admissions, Progression and Recognition. In this role, it is supported and the relevant College Committees. The Office reports to the President, the Academic Council and the Board of Governors.

The admissions function and process of the College is held by the Office of the Registrar and is conducted through the Admissions Office. This include policies and procedures in relation to the recognition of prior and experiential learning.

The assessment and progression function and process of the College is held by the Office of the Registrar and is conducted through the Examinations and Results Office in collaboration with the responsible Programme Boards.

The Award Function of the College is held by the Academic Council and validated by Quality and Qualification Ireland (QQI). The operation of the function is held by the Office of the Registrar.

## **5. Associated Documentation**

1. Admission Guidelines and Procedures for Dealing with Enquiries for Potential New Entrants
2. Admission Guidelines and Procedures for New Entrants
3. Admission Guidelines and Procedures for Mature Applicants
4. Admission Guidelines and Procedures for ACCS Applicants
5. Admission Guidelines and Procedures for Recognition of Prior Learning
6. Admission Guidelines and Procedures for Internal / External Transfers and Advanced Entry
7. Admission Guidelines and Procedures for Deferred Entry
8. Admission Guidelines and Procedures for U.S. Semester Study Abroad Applicants
9. Admission Guidelines and Procedures for Non-EEA Degree Programme Applicants
10. English Language Requirements for Admission to Carlow College, St. Patrick's
11. Admission Guidelines and Procedures for Applicants with Disabilities / Learning Differences
12. Evidence of a Disability Form
13. Guidelines and Procedures for Orientation and Induction of New and Continuing Learners
14. Guidelines and Procedures for Withdrawal from Academic Programmes of Study
15. Carlow College, St. Patrick's European Diploma Supplement Template

## **6. Monitoring and Review**

The *Learner Admission, Progression and Recognition Policy* is approved by the Academic Council. The Teaching, Learning and Assessment Committee will monitor annually the implementation of the *Learner Admission, Progression, and Recognition Policy* and provide a report to the Vice President for Academic Affairs / Registrar. It will review the *Learner, Admission, Progression, and Recognition Policy* at the direction of the Vice President for Academic Affairs / Registrar, but at a minimum of every three years and provide a report with recommendations to the Vice President for Academic Affairs / Registrar and the Academic Council.

## Appendix 11.1: Guidelines and Procedures for Orientation and Induction of New and Continuing Learners



### Guidelines for Orientation and Induction of New and Continuing Learners

Supporting the arrival and orientation of new and continuing learners is an important activity in helping them settle into their studies and successfully progress through their academic programmes at Carlow College, St. Patrick's. Arrival and orientation takes place over a short period of time and assists learners with finding their way around college, beginning the process of meeting new people and making friends, and settling into academic life. Induction takes place over a longer period of time and is viewed as a process, rather than a single event, that supports learners to become embedded into college life and study.

Orientation and induction activities should support and inform learners as they progress in, through and out of each stage of their academic programme. Although the academic imperative is at the heart of the process, it should not operate in isolation from other college functions which offer support-related guidance and advice. Consequently, a holistic approach is adopted where the orientation and induction of new and continuing learners is a collaborative initiative led by the Head of Student Services between senior management, academic staff, student support services, existing learners and the Students' Union.

#### Orientation and Induction of New Learners:

- New learners attend a one-week comprehensive orientation programme in the week prior to the commencement of programme lectures. The purpose of this week is to provide learners with essential 'need to know' information about the College's structures, procedures and services which will assist them in their first weeks of study and enable them to settle into college life.
- The orientation programme of activities seeks to ensure a balance between academic, practical and social orientation while acknowledging the diversity of learner lives and commitments.
- The orientation programme consists of the following:
  - Welcome address by the President, Vice-President for Academic Affairs and Registrar, and Programme Board Chairs.
  - Completion of the registration process and opportunities to resolve administrative queries.
  - Academic orientation and programme induction by Programme Board Chair and Academic Advisor.
  - Opportunities for learners to meet their class group and learners in advanced stages of their chosen programme.

- Introductory lectures in two compulsory modules which begin to familiarise learners with academic expectations and the role of the lecturer at higher education.
- Opportunities to participate in social events such as lunches, coffee mornings, tours and informal activities with college staff, other learners and Students' Union.
- Information Technology sessions to introduce college IT systems to new learners.
- Library tours and introductory talks to orientate learners to library and information services.
- Introduction to the academic, personal and careers support services through targeted workshops on transitions, future career and life plans, and assistive technology and inclusive learning for school leavers, mature learners and learners with disabilities/learning differences.
- Learners are provided with an induction pack of essential information which they can refer to in the weeks after orientation. This also includes details of further academic and social induction activities scheduled to take place during term one.
- Learners have an opportunity to provide feedback on their experiences through an anonymous online 'settling-in survey' which informs the development of the orientation and induction process.

### **Re-orientation of Continuing Learners**

- Continuing learners in stages two, three and four of their programme attend a re-orientation day in the week prior to the commencement of programme lectures.
- Each academic stage brings a different set of rules, regulations, skills and expectations. Re-orientation takes place at the start of each new academic stage and its purpose is to engage with learners as they progress through their academic programme.
- Re-orientation provides an opportunity to inform learners of any institutional changes that have taken place and set out expectations for the new academic level. It also reminds learners of the academic and personal supports available and allows learners to reflect on the supports they may need in order to successfully progress.
- The re-orientation day consists of the following:
  - Welcome back academic orientation and programme induction by Programme Board Chair and Academic Advisor.
  - Completion of the registration process and opportunities to resolve administrative queries.
  - Opportunities for learners to socialise with their class group and learners in advanced stages of their chosen programme.
  - Information Technology sessions to re-familiarise learners with college IT systems and any changes that have been introduced.
  - Careers and employability workshop to support their programme level.

- Opportunities to engage with student support services.
- Learners are provided with details of further academic and social induction activities scheduled to take place during term one.

## Appendix 11.2: Admission Guidelines and Procedures for Recognition of Prior Learning (RPL)



### Admission Guidelines and Procedures for Recognition of Prior Learning (RPL)

Carlow College, St. Patrick's (hereafter Carlow College) explicitly encourages applications from mature learners to its courses (as expressed in its promotional literature) and operates a process for assessing existing qualifications and prior learning. In this regard, its policies of admission are in accordance with those expressed by the *QQI Policy Restatement: Policy and Criteria for Access, Transfer and Progression in relation to Learners for Providers of Further and Higher Education and Training (NQAI 2003, restated 2015)*. In particular, this College is consistent with the principles expressed in the National Qualifications Framework that access be provided to those learners who have in the past had limited access to education and training programmes, including mature learners, people with disabilities, and minority groups, both from Ireland and abroad.

#### What is RPL (Recognition of Prior Learning)?

The concept of lifelong learning indicates that learning should encompass the whole spectrum of formal, non-formal and informal learning. Learning occurs in many contexts which include work, involvement in social and community activities, or learning through life experience generally. A major objective of the National Framework of Qualifications is to recognise all learning achievements. Recognition is a process by which prior learning is given a value. It is a means by which prior learning is formally identified, assessed and acknowledged.

RPL is a process by which value is given to previous learning, both certificated and experiential. Prior learning may be acquired through:

- Formal learning: programmes of education or training delivered by recognised education and training providers that are assessed and can lead to awards.
- Non-formal learning: learning activities undertaken in the workplace, voluntary sector, community etc. that may be assessed but do not normally lead to certification.
- Informal/experiential learning: acquired through life and work experience. The learning is unintentional and the learner may not recognise at the time that it is contributing to their knowledge, skills and competence.

RPL is defined as 'the process by which prior learning is given a value. It is the means by which prior learning is formally identified, assessed and acknowledged' (National Qualifications Authority of Ireland, 2005). RPL encompasses and replaces the terms 'Accreditation of Prior Certified Learning' (APCL) and 'Accreditation of Prior Experiential Learning' (APEL) that have previously been associated with this practice. This more participative, learner-centred approach, places an emphasis on direct engagement, rich learning environments and supporting the construction of meaning by learners as they reflect on and interrogate their own experiences and resulting learning.

## **RPL Context**

Recognition of prior learning is a key policy area across Europe relating directly to the establishment of two European Frameworks and the associated national frameworks. The establishment of the European Qualifications Framework for Lifelong Learning and the Bologna Framework for the European Higher Education Area both include RPL as a central theme. In Ireland, the term RPL incorporates prior formal, non-formal and informal learning which is to be validated in the context of a particular destination award on the National Framework of Qualifications (NFQ).

## **National Strategy for Higher Education to 2030 Recommendation<sup>21</sup>**

Develop clear routes of progression and transfer, as well as non-traditional entry routes, as follows:

- Delivery of higher education in Ireland must be characterised by flexibility and innovation;
- Undergraduate students should be encouraged to spend some time in a work or service situation, and formally acknowledge such work through accreditation or inclusion in the student's European Diploma Supplement;
- Routes of progression should be flexible into, within and across higher education institutions;
- A national framework for the recognition of prior learning (RPL) must be developed and recognised by all higher education institutions.

## **Purpose of RPL**

Where it is considered appropriate, RPL may be used to gain:

- entry to the first year of a programme;
- advanced entry to a programme;
- exemptions from programme modules, where learning outcomes have demonstrably been achieved;
- transfer between programmes; and
- credit towards an award.

## **Information**

Carlow College will provide details of the relevant programme and module learning outcomes to applicants. They will be advised of the modules for which RPL exemptions can be applied. Applications for exemptions on RPL will be considered on an individual case-by-case basis.

## **Objectives of RPL**

To improve access to third level programmes at Carlow College particularly for applicants who may not have previously considered third level education.

The following principles underpin this policy on the recognition of prior learning:

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<sup>21</sup> *National Strategy for Higher Education to 2030* (Dublin: Department of Education and Skills, 2011).

1. Programmes at Carlow College are accredited by QQI. These guidelines and procedures are developed in compliance with the protocols and standards outlined in the *QQI: Assessment and Standards, Revised 2013*, and the NQAI document: *Principles and Operational Guidelines for Recognition of Prior Learning in Further and Higher Education and Training (2005)*.
2. Carlow College currently provides opportunities for mature student access, transfer and progression; these guidelines and procedures do not seek to replace any of the existing opportunities for applicants, but rather to enhance the mechanisms available to applicants.
3. In applying RPL, Carlow College will ensure that the academic standards as defined by QQI and the integrity of the awards made by QQI, are rigorously protected.
4. Decisions regarding the recognition of prior learning are made based on the judgement(s) of academic staff who are competent to make these decisions.
5. The onus is on each applicant to provide all of the necessary information and documentation required in order for a judgement to be made. The final decision will be based on the evidence provided.
6. Carlow College will endeavour to ensure that the decision process is at all times fair, consistent and transparent.
7. Carlow College will provide clear and accessible information and guidelines regarding the RPL process (see below).
8. Where parameters of limitations exist in the amount of learning which can be recognised, this will be explicitly stated.
9. Where prior learning is accredited by Carlow College, this will be clearly stated on the students' transcripts, judgement sheets, Diploma Supplement, etc.
10. The prior learning must be such that it satisfies the learning outcomes associated with the module from which exemption is sought.
11. Carlow College will not give credit for the same learning twice regardless of whether the learning is from within the College or outside the College.
12. The maximum number of credits available under RPL for each programme of study is 50% of the credits for the programme which includes all prior certificated and experiential learning. The minimum number of credits awarded is 5. Certification of learning/experience which could permit credits outside of these limits would require Academic Council approval.
13. The applicant will have the right to appeal as detailed below.

### **Application**

Applicants for RPL will be required to submit all relevant syllabi and other supporting documentation with their application.

### **Assessment Guidelines**

An applicant may have their assessment based on any one or a combination of the following depending on the prospective applicant and the programme for which they are applying:

- a) Attendance at interview.
- b) Submission of a portfolio of evidence of learning to include a C.V., written application, supporting statements from employers, publications, etc. The College does not generally offer personal advice/counselling in the preparation of portfolios/CVs etc.
- c) By undertaking an appropriate assessment test.
- d) Undertaking a challenge test in an observed environment.

Assessment will be undertaken by staff who are qualified and competent. The following assessment criteria will be used to evaluate the prior learning submitted by the candidate:

- a) Validity
- b) Currency
- c) Relevance
- d) Sufficiency
- e) Authenticity

Applicants who provide false information will be deemed to have disqualified themselves from consideration.

### **Award of Credit**

Specific Credit may be granted where the learning outcomes match the learning outcomes of the Carlow College module. General Credit may be awarded where the prior learning is not directly equivalent to specific learning outcomes of the Carlow College programme but is relevant to the programme learning outcomes. A limited number of credits would be available in this case.

RPL is a complex process requiring a high degree of academic judgement in order to protect academic standards. The determination of the outcome of the application for prior certificated or experiential learning is the responsibility of the Registrar. The Registrar will be guided by the academic staff within the relevant Programme Board who are competent to advise on such matters.

Normally exemptions will be awarded for RPL. However, where the module contributes to an overall award a grade will be provided. Where a grade cannot be provided for modules which contribute to the overall award, the candidate will be advised that an exemption may be awarded instead. In the case where a candidate chooses to take an exemption in place of enrolling for the module, the candidate will be advised that the acceptance of an exemption, in this instance, will result in an unclassified overall award. This means that the candidate's final degree award will have a grade of PASS. It will not be possible to award an honours' classification.

Carlow College will record any exemptions awarded on the student's record and all application documentation and any other relevant material will be retained for the College records.

### **Appeals Procedures**

1. *Strategies for Implementation of Recognition of Prior Learning Appeal Procedures*

The purpose of these procedures is to set out the standards for informally and formally resolving appeals regarding recognition of prior learning.

## 2. *Detailed Steps, Procedures and Actions*

### 2.1 Informal Resolution

Disputes can frequently be resolved, without taking a formal appeal. Before using a formal appeal procedure, students should discuss any disputed recognition of prior learning with the relevant Programme Board Chair. Students may be accompanied by another person from within the College during these discussions.

### 2.2 Student Assistance

A student may seek assistance and advice from the College Counselling Service, academic staff, and/or Student Services, in preparing an appeal.

### 2.3 Grounds for an Appeal

An appeal may be considered if:

- i) previous study meets requirements for advanced standing;
- ii) competencies are able to be demonstrated;
- iii) the maximum amount of advanced standing has not already been granted;
- iv) previous study was completed no more than seven years ago.

### 2.4 Formal Appeal Procedures

2.4.1 A student who wishes to appeal shall do so, in writing within ten working days of notification, to the Registrar.

2.4.2 On receipt of the appeal Registrar shall:

- i) Acknowledge receipt of the appeal in a timely manner;
- ii) Refer the matter to two Programme Chairs who have not been involved in the decision, a member of the relevant Programme Board, and the Student's Union representative on the Academic Council, and seek a determination from them whether to uphold or dismiss the appeal. Their decision shall be final;
- iii) Notify the student, in writing, of the decision within ten working days of acknowledgement.

## **Appendix 12: Template for Programme Board Monitoring Report (PBMR)**

### **Template for Programme Board Monitoring Report (PBMR)**

*All Programme Board Monitoring Reports (PBMRs) drafted at Carlow College St Patrick's should follow the template outlined below (italicised instructions should be discarded by the Programme Board Chair drafting the report). All monitoring reports should be written using the following conventions: Time New Roman (font style); 12 point (font size); single-spaced (line spacing); 0 point (paragraph spacing before); 8 point (paragraph spacing after); heading should be provided in bold; headings / paragraphs should be numbered sequentially.*

#### **1. Cover Letter**

*PBMR should contain the official cover letter, which will provide the following information (see template below):*

- Academic Year
- Name of the Programme Board Chair
- Date the report was presented to the Programme Board for review
- Date the report was submitted to the Registrar's Office
- Name of the report and associated documentation

#### **2. Executive Summary**

*This section should summarise the main data points contained within this report and briefly highlight initiatives being developed to respond to these data points.*

#### **Material used in the compilation of the report**

*All monitoring reports should clearly list the quantitative and qualitative material used in compiling programme reports. Please specify the names of any associated documents named in this section and provide complete documentation as an appendix to the report.*

#### **3. Programme Management and Quality Assurance**

##### **Members of the Programme Board**

*Please list every member of the programme board providing academic level of qualification.*

##### **Dates of Programme Board Meetings**

*List the dates of Programme Board Meetings and all programme specific staff meetings.*

##### **Details of Programme-specific Quality Assurance Procedures**

*Outline quality systems and processes to enable the achievement of the programme objectives (including staffing requirements). Make reference to any changes to Quality Assurance systems and procedures. If significant policy decisions are discussed and / or reached, then email or written correspondences should be retained and included as an appendix to the report.*

##### **Academic Advisor Reports**

*The primary role of the Academic Advisor is that of clarification and explanation, and may deal with any academic matter ranging from explaining different aspects of the curriculum to*

*what is involved in making elective choices. This section should provide feedback from Academic Advisors as they relate to the effectiveness of the programme systems to ensure that they are effective and fit-for-purpose.*

#### **Academic Resource Office (Mandatory)**

*This section should provide a statistical breakdown of the students availing of the services offered by the Academic Resource Office. Three times throughout the academic year the Academic Resource Officer will complete a Referral Monitoring Report and send these reporting and monitoring documents to the relevant Academic Advisor with a copy to the Programme Board Chair (PBC) charting the issues presented by those who self-refer. These reports will be important for PBCs to analyse whether there are any potential gaps at lecture or tutorial level on their programme. Moreover, the reports will enable PBCs to consult with programme board staff and the Academic Resource Office about new initiatives or changes that may need to be introduced.*

#### **4. Student Numbers and Programme**

*Please provide the student profile of the students registered on your programme using the following criteria:*

- a) Number of Applicants
- b) Undergraduate / Postgraduate Student Numbers (broken down by stage)
- c) Enrolled Student Profile
  - i. Age at enrolment
  - ii. Gender
  - iii. Nationality
  - iv. CAO points / (SAT scores if available)
  - v. English Language Proficiency (if applicable)
  - vi. Qualifications at entry
  - vii. Educational Background
  - viii. Professional Experience
  - ix. Employment Status
- d) Attrition, transfer, progression, deferral and completion rates

*Provide details on each one of the above. The Admissions Office will provide each Programme Board Chair these data points no later than 1 September.*

#### **5. Staff Feedback on the Programme**

*Staff feedback is an important part of the monitoring process. Please provide an evaluation of feedback using the annual staff survey.*

#### **6. Student Feedback**

*Student feedback is an important component in the monitoring of academic programmes. As such, each programme should conduct annual quality assurance surveys to ensure that programme systems are effective and fit-for-purpose.*

*Student feedback should include:*

- a) student feedback brought to programme board meetings by class representatives*
- b) feedback received End of Year Programme Evaluation Form*
- c) Graduate Survey*
- d) Teaching Effectiveness Feedback*

### **Student Complaints**

*This section should provide details about any formal complaints about the programme and actions taken.*

### **7. Teaching, Learning and Assessment**

*Drawing on student and staff feedback where applicable, provide an analysis of Teaching and Learning strategies and their effectiveness (e.g., VLE, Turnitin, Classroom teaching strategies and techniques, approaches to learning and assessment).*

*This section should also examine student assessment using the following criteria:*

- a) Learner Achievement of Learning Outcomes*
- b) Examination Statistics (pass and fail rates by module and programme)*
- c) Breakdown and analysis of grades (Provide a detailed overview and analysis of grades on a stage by stage basis and identify trends).*
- d) External Examiner Reports*
- e) Staff Feedback on the External Examiner Reports*
- f) Continuous Assessment: Essay Submission Statistics*
- g) Continuous Assessment: Essay Corrections System*
- h) Continuous Assessment: Tutorials and Attendance*
- i) Appeals*

### **8. Learning Environment**

*Evaluate the physical facilities and resources for the provision of the programme.*

### **9. Statistics and Feedback from Practice Placement Coordinators (where applicable)**

*This section is mandatory for all programmes that have a practice placement element. All practice placement coordinators should provide statistics of the learners participating in a practice placement experience (e.g. number of students; geographic location of practice placement experience; type of third party or industry of the practice placement experience). In addition to the statistical data, Practice Placement Coordinators should provide feedback on the effectiveness of the practice placement experience and any issues arising from this feedback.*

### **9. Actions at the Programme Level**

*An important component of the 'Programme Board Monitoring Report' is the reviewing and acting upon the data and feedback collected throughout the academic year. Identify actions that need to be taken in the light of the data and feedback gathered.*

*This section should also include amendments to the programme since most recent validation.*

*This section should also detail any issues raised at the Programme Board that were referred to the Office of the Registrar and/or Academic Council for further consideration; it should also specify the outcome of the referred issue taken.*

**Appendix 12.1: Cover Letter to the Programme Board Monitoring Report (PBMR)**



**CARLOW  
COLLEGE**  
ST. PATRICK'S

**PROGRAMME TITLE:**

<b>Academic Year</b>		<b>Date Presented to Programme Board</b>	
<b>Programme Chair</b>		<b>Date Submitted to Registrar's Office</b>	
<b>Documents</b>	Programme Monitoring Report		

## **Appendix 13: Template for the Cross Programme Review Report (CBRR)**

### **Template for the Cross Programme Review Report (CPRR)**

*The Cross Programme Review Report (CPRR) drafted at Carlow College, St Patrick's should follow the template outlined below (italicised instructions should be discarded by the draftee of the report). All monitoring reports should be written using the following conventions: Time New Roman (font style); 12 point (font size); single-spaced (line spacing); 0 point (paragraph spacing before); 8 point (paragraph spacing after); heading should be provided in bold; headings / paragraphs should be numbered sequentially.*

#### **Cover Letter (Mandatory)**

*The CPRR should contain the official cover letter, which will provide the following information (see template below):*

- Academic Year
- Name of the person who drafted the report
- Name of the Registrar
- Date approved by the Academic Council
- Date approved by the Management Board
- Name of the report and associated documentation

#### **Programmes and Programme Board Chairs (Year)**

*Please list every programme detailed in the CPRR and its corresponding chair, providing academic qualifications.*

#### **Consultation Process**

*List the consultation process leading up to the drafting and publication of the CPRR.*

#### **Material used in the compilation of the report**

*All monitoring reports should clearly list the quantitative and qualitative material used in compiling programme reports (much of this material will be contained as an appendix to the CPRR). If significant policy decisions are discussed and / or reached, then email or written correspondences should be retained and included as an appendix to the report.*

#### **Executive Summary**

*This section should summarise the main data points contained within each of the Programme Board Monitoring Reports (PBMRs) and identify actions that need to be taken to respond to these data points. This executive summary will contain both analysis and the action taken responding to the data and feedback.*

#### **Associated Documentation (where applicable)**

*Please specify the names of those associated documents in this section and provide complete documentation as an appendix to the report. This will include each of the PBMRs submitted by the chairs of each academic programme.*

**Appendix 13.1: Cover Letter to the Cross Programme Review Report (CPRR)**



**CARLOW  
COLLEGE**  
ST. PATRICK'S

**TITLE: CROSS PROGRAMME REVIEW REPORT**

<b>Academic Year</b>		<b>Date Approved by Academic Council</b>	
<b>Draftee of Report</b>		<b>Date Approved by Management Board</b>	
<b>Registrar</b>			
<b>Documents</b>	Cross Programme Review Report		

## Appendix 14: Teaching Effectiveness Questionnaire

# TEACHING EFFECTIVENESS QUESTIONNAIRE



**CARLOW  
COLLEGE**  
ST. PATRICK'S

**PROGRAMME:**

**B.A. in Social Studies (PC404)**

**B.A. (Hons) in Social Studies (PC06)**

**B.A. (Hons) in Citizenship & Community Studies (PC405)**

**STAGE:**

 1

 2

 3

 4

**MODULE TITLE:** \_\_\_\_\_

**LECTURER:** \_\_\_\_\_

Please read the following statements carefully and indicate, by marking the appropriate number in each case, the extent to which you agree or disagree. Please read each statement carefully and then circle the number from 1 to 7 that you feel best represents your opinion.

1 = completely disagree    2 = disagree    3 = disagree somewhat    4 = neutral  
5 = agree somewhat    6 = agree    7 = completely agree

1. Lectures are well planned and organized	1	2	3	4	5	6	7
2. The aims of this course are clear	1	2	3	4	5	6	7
3. The lecturer provides enough information for students	1	2	3	4	5	6	7
4. The teaching methods used in the lectures are effective	1	2	3	4	5	6	7
5. The lecturer communicates effectively	1	2	3	4	5	6	7
6. The lecturer conveys his/her interest in the subject	1	2	3	4	5	6	7
7. The lecturer knows the subject area well	1	2	3	4	5	6	7
8. The lecturer is interested in students and willing to help them	1	2	3	4	5	6	7
9. The grading of assignments is fair and transparent	1	2	3	4	5	6	7
10. The lecturer makes constructive comments on assignments	1	2	3	4	5	6	7

**Please feel free to add any comments you would like to make.**

# TEACHING EFFECTIVENESS QUESTIONNAIRE



CARLOW  
COLLEGE

ST. PATRICK'S

**PROGRAMME:**

**B.A. in Humanities (PC402)**

**B.A. (Hons) in Humanities (PC410)**

**B.A. (Hons) in English & History (PC411)**

**STAGE:**





**MODULE TITLE:** \_\_\_\_\_

**Term 1**

**LECTURER:** \_\_\_\_\_

**Term 2**

Please read the following statements carefully and indicate, by marking the appropriate number in each case, the extent to which you agree or disagree. Please read each statement carefully and then circle the number from 1 to 7 that you feel best represents your opinion.

1 = completely disagree    2 = disagree    3 = disagree somewhat    4 = neutral  
5 = agree somewhat    6 = agree    7 = completely agree

1. Lectures are well planned and organized	1	2	3	4	5	6	7
2. The aims of this course are clear	1	2	3	4	5	6	7
3. The lecturer provides enough information for students	1	2	3	4	5	6	7
4. The teaching methods used in the lectures are effective	1	2	3	4	5	6	7
5. The lecturer communicates effectively	1	2	3	4	5	6	7
6. The lecturer conveys his/her interest in the subject	1	2	3	4	5	6	7
7. The lecturer knows the subject area well	1	2	3	4	5	6	7
8. The lecturer is interested in students and willing to help them	1	2	3	4	5	6	7
9. The grading of assignments is fair and transparent	1	2	3	4	5	6	7
10. The lecturer makes constructive comments on assignments	1	2	3	4	5	6	7

***Please feel free to add any comments you would like to make.***

**Appendix 15: Annual Programme Evaluation Forms**

**Annual Programme Evaluation Form**

**Carlow College**

**BA & BA (Hons) Applied Social Studies in Social Care**

**Year (e.g. 'Starting Second Year'):**

**Please rate the following. Tick whichever applies.**

- |  |                       |                  |                      |
|--|-----------------------|------------------|----------------------|
| 1. The choice of Modules                   | very satisfactory [ ] | satisfactory [ ] | not satisfactory [ ] |
| 2. The manner of teaching and facilitation | very satisfactory [ ] | satisfactory [ ] | not satisfactory [ ] |
| 3. Assessment methods (exams, essays etc.) | very satisfactory [ ] | satisfactory [ ] | not satisfactory [ ] |
| 4. Lecturer feedback and support           | very satisfactory [ ] | satisfactory [ ] | not satisfactory [ ] |
| 5. Library Resources                       | very satisfactory [ ] | satisfactory [ ] | not satisfactory [ ] |
| 6. Administrative Assistance               | very satisfactory [ ] | satisfactory [ ] | not satisfactory [ ] |
| 7. Career Guidance                         | very satisfactory [ ] | satisfactory [ ] | not satisfactory [ ] |
| 8. Placement (if applicable to you)        | very satisfactory [ ] | satisfactory [ ] | not satisfactory [ ] |

**Please take some time to explain more fully what you particularly liked about the Applied Social Studies in Social Care Programme**

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**Do you have suggestions for ways we might improve the Applied Social Studies in Social Care Programme?** (This will help us in our regular review of programmes)

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(Please continue over the page if needed)

# Annual Programme Evaluation Form

## Carlow College

### BA (Hons) Citizenship and Community Studies

Year (e.g. 'Starting Second Year'):

Please rate the following. Tick whichever applies.

- |  |                       |                  |                      |
|--|-----------------------|------------------|----------------------|
| 1. The choice of Modules                   | very satisfactory [ ] | satisfactory [ ] | not satisfactory [ ] |
| 2. The manner of teaching and facilitation | very satisfactory [ ] | satisfactory [ ] | not satisfactory [ ] |
| 3. Assessment methods (exams, essays etc.) | very satisfactory [ ] | satisfactory [ ] | not satisfactory [ ] |
| 4. Lecturer feedback and support           | very satisfactory [ ] | satisfactory [ ] | not satisfactory [ ] |
| 5. Library Resources                       | very satisfactory [ ] | satisfactory [ ] | not satisfactory [ ] |
| 6. Administrative Assistance               | very satisfactory [ ] | satisfactory [ ] | not satisfactory [ ] |
| 7. Career Guidance                         | very satisfactory [ ] | satisfactory [ ] | not satisfactory [ ] |
| 8. Placement (if applicable to you)        | very satisfactory [ ] | satisfactory [ ] | not satisfactory [ ] |

Please take some time to explain more fully what you particularly liked about the Citizenship and Community Studies Programme

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Do you have suggestions for ways we might improve the Citizenship and Community Studies Programme? (This will help us in our regular review of programmes)

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# Annual Programme Evaluation Form

## Carlow College

### BA (Hons) English and History

Year (e.g. 'Starting Second Year'):

Please rate the following. Tick whichever applies.

- |  |                       |                  |                      |
|--|-----------------------|------------------|----------------------|
| 1. The choice of Modules                   | very satisfactory [ ] | satisfactory [ ] | not satisfactory [ ] |
| 2. The manner of teaching and facilitation | very satisfactory [ ] | satisfactory [ ] | not satisfactory [ ] |
| 3. Assessment methods (exams, essays etc.) | very satisfactory [ ] | satisfactory [ ] | not satisfactory [ ] |
| 4. Lecturer feedback and support           | very satisfactory [ ] | satisfactory [ ] | not satisfactory [ ] |
| 5. Library Resources                       | very satisfactory [ ] | satisfactory [ ] | not satisfactory [ ] |
| 6. Administrative Assistance               | very satisfactory [ ] | satisfactory [ ] | not satisfactory [ ] |
| 7. Career Guidance                         | very satisfactory [ ] | satisfactory [ ] | not satisfactory [ ] |

Please take some time to explain more fully what you particularly liked about the English and History Programme.

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Do you have suggestions for ways we might improve the English and History Programme? (This will help us in our regular review of programmes)

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# Annual Programme Evaluation Form

## Carlow College

### BA Humanities and BA (Hons) Humanities

Year (e.g. 'Starting Second Year'):

Please rate the following. Tick whichever applies.

- |  |                       |                  |                      |
|--|-----------------------|------------------|----------------------|
| 1. The choice of Modules                   | very satisfactory [ ] | satisfactory [ ] | not satisfactory [ ] |
| 2. The manner of teaching and facilitation | very satisfactory [ ] | satisfactory [ ] | not satisfactory [ ] |
| 3. Assessment methods (exams, essays etc.) | very satisfactory [ ] | satisfactory [ ] | not satisfactory [ ] |
| 4. Lecturer feedback and support           | very satisfactory [ ] | satisfactory [ ] | not satisfactory [ ] |
| 5. Library Resources                       | very satisfactory [ ] | satisfactory [ ] | not satisfactory [ ] |
| 6. Administrative Assistance               | very satisfactory [ ] | satisfactory [ ] | not satisfactory [ ] |
| 7. Career Guidance                         | very satisfactory [ ] | satisfactory [ ] | not satisfactory [ ] |

Please take some time to explain more fully what you particularly liked about the Humanities Programme.

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Do you have suggestions for ways we might improve the Humanities Programme? (This will help us in our regular review of programmes)

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## Annual Programme Evaluation Form

### M.Sc. in Therapeutic Child and Social Care

*Dear Student,*

*As we come to the end of Year 1 of this the third running of the M.Sc. TCSC at Carlow College we would value your feedback and recommendations. Attached is a confidential evaluation form for your completion.*

*We would like to thank you for taking the time to complete this evaluation so that the programme may continue to reflect, develop and improve.*

*Yours sincerely*

*Dr John McHugh, M.Sc. TCSC (Programme Board Chair)*

#### Year 1 – Course evaluation

Module 1: \_\_\_\_\_

Lecturer: \_\_\_\_\_

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<p>My lecturer communicates ideas and concepts clearly</p> <p><i>Comments/suggestions</i></p>	<input type="checkbox"/>				
<p>My lecturer demonstrates a thorough grasp of course material</p> <p><i>Comments/suggestions</i></p>	<input type="checkbox"/>				

Strongly Agree    Agree    Neutral    Disagree    Strongly Disagree

My lecturer explains the material in an interesting manner

*Comments/suggestions*

My lecturer is well organised

*Comments/suggestions*

My lecturer is accessible outside of class

*Comments/suggestions*

My lecturer encourages participation in class

*Comments/suggestions*

The pace of the course is good

*Comments/suggestions*

Tutorials support my understanding of course material

*Comments/suggestions*

Module content is relevant to practice

*Comments/suggestions*

Strongly Agree Neutral Disagree Strongly

Agree

Disagree

My lecturer notices occasions when students need help

*Comments/suggestions*

My lecturer uses class time efficiently

*Comments/suggestions*

The module has clear objectives

*Comments/suggestions*

Any other comments/suggestions in relation to this module

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**Please comment on the programme in general:**

Availability of Course leader and staff:

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Do you think the programme is well structured?

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How well do you think the programme is co-ordinated?

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Please explain what you would change to improve the programme.

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Is the programme meeting your expectations? Please explain.

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Would you recommend the M.Sc. TCSC to others in your profession?

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Please comment on college facilities (space and room layout, equipment, parking, comfort, library etc.)

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## Appendix 16: Graduate Survey (Sample Questions)

### Graduate Survey



**CARLOW  
COLLEGE  
ST. PATRICK'S**

- 1. Which degree did you graduate with?**
- 2. What is your gender?**
- 3. Were you a mature student (i.e. over 23) when you first embarked on your degree programme?**
- 4. Which of the following best represents your racial or ethnic heritage?**
- 5. Are you the first generation of your family that has embarked on a full-time degree programme?**
- 6. Which category best describes your current situation?**
- 7. When you entered Carlow College, St Patrick's which route did you come through?**
- 8. When you attended Carlow College, St Patrick's, were you registered with the Academic Resource Office?**
- 9. How relevant do you feel your degree programme was to: further study, Graduate Employment?**
- 10. What aspects of your degree programme did you find most relevant?**
- 11. What aspects of your degree programme did you find most irrelevant?**
- 12. How aware were you of your programme learning outcomes?**
- 13. How satisfied were you with your development in the following areas: knowledge, presentation skills, competence, confidence, critical skills?**

- 14. Did you know what type of learner you are?**
- 15. Were there a range of teaching and learning methods used by your lecturers?**
- 16. did you feel your lecturers were good at explaining the material?**
- 17. Were your lecturers enthusiastic about their subject?**
- 18. What method of teaching did you respond to best?**
- 19. Did you feel you were challenged in terms of critical thinking?**
- 20. If you used the library service how satisfied were you with your experience?**
- 21. How satisfied were you with your experience of IT services?**
- 22. How satisfied were you with Moodle as a tool to access readings and resources?**
- 23. How satisfied are you with the module descriptors as a source of information?**
- 24. How often did you avail of the supports from the ARO?**
- 25 Did you feel the assessment arrangements and marking you experienced was: fair, transparent, improved your learning?**
- 26. Did you feel that the types of assessment used suited the type of learner you are?**
- 27. How satisfied were you that the feedback you received was: prompt, effective, improved your learning?**
- 28. Were your lecturers available to discuss feedback with you?**

**29. If you have used the following college facilities or services during your time at college, how satisfied were you with them: Dining Hall, Careers Office, Chaplaincy, Counsellors, Nurse?**

**30. Did you feel part of a community at Carlow College?**

**31. Did you feel there were avenues to express your hobbies and interests?**

**32. Did you feel valued as a student at Carlow College?**

**33. Did you feel sufficiently supported as a student at Carlow College?**

**34. Is there any part of your degree programme you would like to see changed or developed further?**

**35. Do you feel the title of your degree accurately reflects your programme of study?**

**36. is there anything else you would like to add?**

## Appendix 17: Appointment of External Examiners Policy



### TITLE: *APPOINTMENT OF EXTERNAL EXAMINERS POLICY*

<b>Effective Date</b>	7 June 2017	<b>Version</b>	04
<b>Approved By</b>	Academic Council	<b>Date Approved</b>	7 June 2017
		<b>Review Date</b>	1 June 2020
<b>Superseded or Obsolete Policy / Procedure(s)</b>	<b>Owner</b>		
Appointment of External Examiners – Policies and Procedures (2011)	Office of the Registrar		

### 1. Purpose of Policy

Carlow College, St. Patrick's (hereafter Carlow College) is committed to external examining procedures that support public confidence in our academic qualifications. Appointing appropriate, independent, impartial, and highly-qualified external examiners is a vital element in those procedures. The aim of this Policy is to ensure a transparent, effective and consistent procedure for the appointment of external examiners to the academic programmes delivered by Carlow College.

This Policy will replace *Appointment of External Examiners – Policies and Procedures* (2011) and draws upon guidelines and procedures outlined in the Quality and Qualifications Ireland (QQI) documents *Assessments and Standards*, (Revised 2013), *Effective Practice Guidelines for External Examining* (Rev. February 2015) and *Quality Assuring Assessment Guidelines for Providers* (Rev. 2013). It has also been informed by *Standards and Guidelines for Quality Assurance in the European Higher Education Area* (May, 2015), pp. 15 – 16.

### 2. Definitions

*External examiner:* An external examiner is an independent expert who is a member of the broader community of practice within the programme's field of learning and whose accomplishments attest to his/her likelihood of having the authority necessary to fulfil the responsibilities of the role.<sup>22</sup>

### 3. Scope of Policy

This policy applies to the external examining of QQI approved programmes and modules currently delivered by Carlow College.

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<sup>22</sup>*Effective Practice Guidelines for External Examining*, (Dublin: Quality and Qualifications Ireland, 2015), p. 10.  
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#### 4. Policy Statement

External examiners are appointed to all taught programmes at Carlow College in order to report on and monitor the quality of the content, organisation and assessment of these programmes. Their role is also to ensure that the education provided by Carlow College programmes is benchmarked to that of comparable higher education institutions and universities.

The number of external examiners is determined by the needs of each programme and should ensure that both the overall programme and the core individual disciplines within each programme are adequately covered. When a programme has a number of examiners with specialist subject expertise, one of these examiners will be additionally asked to act as examiner for the programme.

Carlow College gives careful consideration to the appointment of eminent research-active external examiners who add value by virtue of their academic standing. These examiners are usually attached to a third level institution and in addition to having subject matter expertise, should also have experience of delivering similar programmes and knowledge of teaching, learning and assessment best practice. In some cases, particular in the more practice-based subjects, external examiners may be drawn from the appropriate professions, provided they have the necessary expertise in degree awarding standards and student achievement. In addition, the external examiners must be available to fulfil their duties and produce their reports at the appropriate times (see Appendix A: *Guidelines on the Duties and Responsibilities of External Examiners* and Appendix B: *Template for External Examiner Report*).

External examiners must be demonstrably independent of Carlow College and are required to declare any actual or perceived conflict of interest before agreeing to their nomination. The following will automatically render a candidate ineligible for appointment:

- a) He/she teaches on the programme of study to which he/she is being considered for appointment.
- b) He/she holds a teaching or other appointment of the College or has held such an appointment within ten years prior to the date of commencement of the proposed appointment.
- c) He/she is a close relative of a member of staff of the College.
- d) He/she has served as External Examiner for the same programme for any period in the previous four years.

The external examiners' functions are of critical importance to the reputation of Carlow College and the procedure for their appointment involves the whole academic community. The following procedure is in place:

- a) The Registrar seeks nominations for the position of External Examiner from the Chair of the relevant Programme Board.
- b) The Chair of the Programme Board consults with the academic staff on the Programme seeking suitable nominations. These nominations should be submitted in writing and should outline the suitability of the proposed examiner. The Chair will review the nominations with regard to the criteria for appointment.
- c) The Chair of the Programme Board then reports to the Registrar on the nominations made. The Registrar may suggest alternative names for nomination if he/she decides it is necessary to do so.

- d) The Programme Chair or the Registrar then consults with the person proposed for nomination, without commitment, to seek his or her consent and availability to act as External Examiner.
- e) Nominations for the appointment are submitted to the Academic Council by the Registrar.

Following approval by the Academic Council, the Registrar issues a letter of appointment to the External Examiner specifying the following:

- Guidelines on the duties and responsibilities of the External Examiner
- Term of office
- Conflict of interest declaration
- Programme schedule and module descriptors
- *QQI Assessment and Standards* (2013)
- Carlow College *Teaching, Learning and Assessment Strategies* (2017).
- College Prospectus and Student Handbooks
- External Examiners reporting arrangements and requirements
- External Examiners Report Form
- Termination of contract procedures

An external examiner's term of appointment is sufficiently long to allow him or her to assess trends, and sufficiently short to provide diversity and maintain the required level of independence. Therefore, the appointment of external examiners is normally for a period of three years and commences from 1 October. In exceptional cases, the appointment may be extended by one further year. In this case the circumstances shall be advised to the Academic Council prior to the proposed extension taking effect.

## **5. Roles and Responsibilities**

The **Registrar** maintains a register of External Examiners' appointments and period of tenure. He/she will notify the relevant Programme Board Chair when an external examiner is within six months of completion of their term of office.

The **Programme Board Chair** will consult with **academic staff on the programme** and request nominations. These nominations will then be reported to the Registrar.

The **Registrar** will submit those nominations and/or his/her own nominations to **Academic Council**.

**Academic Council** will approve the nomination of the external examiner.

## **6. Associated Documentation**

1. Guidelines on the Duties and Responsibilities of External Examiners
2. Template for the External Examiner Report

## **7. Monitoring and Review**

The Teaching, Learning and Assessment Committee will monitor the implementation of the Policy on the Appointment of External Examiners annually and provide a report to the Vice President for Academic Affairs / Registrar. It will review the Policy at the direction of the Vice President for Academic Affairs / Registrar, but at a minimum of every three years and provide a report with recommendations to the Vice President for Academic Affairs / Registrar and the Academic Council.

## **Appendix 17.1: Guidelines on the Duties and Responsibilities of External Examiners**

The Quality and Qualifications Ireland (QQI) document *Effective Practice Guidelines for External Examining* (Rev. 2015) defines the main functions of the external examiner as follows:

- (a) Review the appropriateness of the minimum intended programme learning outcomes (i.e. the programme's basic educational goal), and other programme objectives. These should accord with the relevant awards standards and any other standards the programme is designed to satisfy, e.g. professional standards.
- (b) Probe the actual attainment of learners (actual programme learning outcomes) using information agreed with and supplied by the provider.
- (c) Compare and contrast both the minimum intended programme learning outcomes and the actual attainment of learners with the relevant awards standards, with the National Framework of Qualifications, and with corresponding data from other programmes in the same discipline in other higher education institutions in Ireland and beyond.
- (d) Determine whether or not the applied procedures for assessment are valid, reliable, fair and consistent
- (e) Review the appropriateness of the programme assessment strategy and the assessment procedures and, flowing from this, consider subsidiary module assessment strategies.
- (f) Review key assessment tasks prior to their assignment in light of the programme and module assessment strategies and learners' prerequisite (prior) learning. Where key tasks include key continuous assessment tasks, it might not be feasible to review them prior to assignment, but they should still be reviewed by the external examiner.
- (g) Report findings and recommendations to the provider.

In order to facilitate the external examiner in carrying out these duties, Carlow College undertakes to:

- Ensure that the external examiner is provided with all relevant programme and module descriptors outlining learning outcomes and assessment strategies.
- Ensure that the external examiner has access to the relevant QQI documentation on Assessment and Standards.
- Ensure that the external examiner is provided with all relevant assessment criteria and rubrics.
- Ensure that the external examiner is sent details of key assessment tasks, in particular, examination papers (and their associated marking schemes), to review before the assignment is set.
- Ensure that the external examiner is given access to the full range of assessed material and statistics relating to same as well as sufficient samples of work achieving high, middle and low grades.
- Facilitate the examiner on his/her visit to the College and attendance at the QQI External Exam Board meeting.

- Ensure that the findings and recommendations of the external examiner are systematically addressed by the college's quality assurance system and are considered as important inputs into programme's quality assurance cycles and related processes.

Newly appointed external examiners will additionally be provided with:

- Carlow College policies relating to external examining, assessment, plagiarism etc.
- Carlow College, St Patrick's Strategic Plan with mission and context of the college.
- Copies of recent external examiner reports for the programme and/or discipline.

Carlow College determines the number of external examiners by the needs of each programme and the number of individual disciplines covered by each programme. When a programme has a number of examiners with specialist subject expertise, one of these examiners will be additionally asked to act as examiner for the programme.

### **The Report of the External Examiner**

The external examiner is required to provide both verbal and written feedback using formal and informal channels of communication. The VP for Academic Affairs and Registrar is the principal point of contact and should, in the first instance oversee the induction of new external examiners. Comments and recommendations arising out of the review of assessment components, primarily exam papers, should be communicated to the VPA.

It is useful for external examiners to meet with Programme Board Chairs when they visit the college to view student assessments in situ. Meetings with individual lecturers can also be arranged at this time and it is envisaged that informal meetings of this kind may also follow the External Exam Board meeting.

External examiners are expected to attend the External Exam Board meeting and deliver a verbal report on their findings.

Formal feedback, in the format of a written report, constitutes the official record. The external examiners are asked to submit this report within three weeks of the External Exam Board meeting and to follow the Carlow College Template for External Examiners' Reports.

External examiners' reports are securely retained by Carlow College and contribute to both quality assurance/enhancement and institutional research activities. Recommendations of the external examiner are discussed at the September meeting of the relevant programme board. Responses and actions taken are recorded in the annual Programme Monitoring Reports by the Programme Board Chair. The external examiner is provided with a timely, considered response to his/her comments and recommendations, including information on any actions taken by the programme.

**Appendix 17.2: Templates for the External Examiner Report Form**

**EXTERNAL EXAMINER REPORT FORM (Programme)**

**Part 1: Examiner and Programme Details** (To be completed by Carlow College, St Patrick's prior to forwarding the template to the external examiner)

 <p><b>CARLOW COLLEGE</b> <b>ST. PATRICK'S</b></p> <p>THIRD LEVEL EDUCATION SINCE 1997</p>		<p><b>External Examiner Report 2017-18</b></p> <p><b>Carlow College, St Patrick's</b></p>	
<b>Date</b>			
<b>Name of External Examiner</b>			
<b>Institution/Company of External Examiner</b>			
<b>e-mail address of External Examiner</b>			
<b>Year of Appointment</b>			
<b>Date of Visit</b>			
<b>Programme Details</b>	Programme Reference		
	Award Title:		
	NFQ Level:		
	Main Modes of Delivery Offered:		
	Semester (if applicable indicate whether first or second):		
<b>Programme Learning Outcomes</b>			

**Part 2: Programme Classification, Distribution and Trends** (To be Completed by Carlow College, St Patrick's prior to forwarding the template to the external examiner)

<b>Progression, Classification Distribution and Trends (Award Year)</b>		Current Year <sup>23</sup>	Previous Year	Previous Year	Previous Year	Previous Year
	Number who started the stage					
	Number who completed the stage (i.e. attempted final stage examinations)					
	% H1/D					
	% H21/M1					
	% H22/M2					
	% P					
<b>Classification Distribution and Trends (Years 1-3)</b>		Current Year	Previous Year	Previous Year	Previous Year	Previous Year
<b>Year 3</b>	Number who started the stage					
	Number who completed the stage (i.e. attempted final stage examinations)					
	% 70+					
	% 60-69					
	% 50-50					
	% 40-49					
<b>Year 2</b>	Number who started the stage					
	Number who completed the stage (i.e. attempted final stage examinations)					
	% 70+					
	% 60-69					
	% 50-59					
	% 40-49					
<b>Year 1</b>	Number who started the stage					
	Number who completed the stage (i.e. attempted final stage examinations)					
	% 70+					
	% 60-60					
	% 50-59					
	% 40-49					

<sup>23</sup> Current Year statistics are based on the first sitting of exams and do not include results from Autumn repeats.

## **Part 3: Report of the External Examiner**

Please consult Carlow College's *Guidelines on the Duties and Responsibilities of External Examiners* before beginning to write your report. More detailed information concerning expectations can be found in QQI's *Effective Practice Guideline for External Examining Revised 2015* and *Assessment and Standards Revised 2013*.

**In presenting opinions under the following headings the external examiner should make national and international comparisons.**

*All external reports should follow the template outlined below (italicised instructions should be discarded by the external examiner when drafting the report).*

### **The Evidence Considered**

*Summarise the documentary evidence considered and any visits, meetings and interviews with learners and academic staff and others.*

### **Minimum Intended Programme Learning Outcomes**

*Comment on the educational objectives including their explicitness, appropriateness and consistency standards with the relevant awards standards and the National Framework of Qualifications*

### **Actual Attainment of Learners**

*Include informed perception of the actual attainment of learners (knowledge, skill and competence)*

### **The Programme**

*This section should identify some notable strengths and areas for improvement. It is not intended that the external examiner would attempt to systematically review the programme.*

### **Assessment Procedures**

*This section should address the quality of the assessment instruments, the fairness, consistency and fitness for purpose of assessment procedures.*

### **Trends**

*Evidence concerning the extent to which teaching, learning and assessment arrangements have changed in response to the feedback provided by previous external examiner reports; and progress on recommendations in recent external examiner and other relevant reports on the programme.*

### **Conclusions and Recommendations**

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**External examiner's signature and date**

## EXTERNAL EXAMINER REPORT FORM (Discipline)

**Part 1: Examiner, Programme and Module Details** (To be completed by Carlow College, St Patrick's prior to forwarding the template to the external examiner)

	<h1 style="margin: 0;">CARLOW COLLEGE</h1> <h2 style="margin: 0;">ST. PATRICK'S</h2>	<h3 style="margin: 0;">External Examiner Report 2017-18</h3> <p style="margin: 10px 0 0 0;">Carlow College, St Patrick's</p>
<b>Date</b>		
<b>Name and discipline of External Examiner</b>		
<b>Institution/Company of External Examiner</b>		
<b>e-mail address of External Examiner</b>		
<b>Year of Appointment</b>		
<b>Date of Visit</b>		
<b>Programme Details</b>	Programme Reference	
	Award Title:	
	NFQ Level:	
	Main Modes of Delivery Offered:	
	Semester (if applicable indicate whether first or second):	
<b>Modules examined</b>	1 2 3 4 5 6 7 8 9 10	

**Part 2: Module Classification, Distribution and Trends** (To be Completed by Carlow College, St Patrick's prior to forwarding the template to the external examiner)

<b>Module 1</b> (insert name and stage of module)		Current Year <sup>24</sup>	Previous Year	Previous Year	Previous Year	Previous Year
	Number who started module					
	Number who completed the module					
	% 70+					
	% 60-69					
	% 50-59					
	% 40-49					
<b>Module 2</b> (insert name and stage of module)		Current Year	Previous Year	Previous Year	Previous Year	Previous Year
Number who started module						
Number who completed the module						
% 70+						
% 60-69						
% 50-59						
% 40-49						
<b>Module 3</b> (insert name and stage of module)		Current Year	Previous Year	Previous Year	Previous Year	Previous Year
Number who started module						
Number who completed the module						
% 70+						
% 60-69						
% 50-59						
% 40-49						
<b>Module 4</b> (insert name and stage of module)		Current Year	Previous Year	Previous Year	Previous Year	Previous Year
Number who started module						
Number who completed the module						
% 70+						
% 60-69						
% 50-59						
% 40-49						

<sup>24</sup> Current Year statistics are based on the first sitting of exams and do not include results from Autumn repeats.

## **Part 3: Report of the External Examiner**

Please consult Carlow College's *Guidelines on the Duties and Responsibilities of External Examiners* before beginning to write your report. More detailed information concerning expectations can be found in QQI's [Effective Practice Guideline for External Examining Revised 2015](#) and [Assessment and Standards Revised 2013](#).

**In presenting opinions under the following headings the external examiner should make national and international comparisons.**

*All external reports should follow the template outlined below (italicised instructions should be discarded by the external examiner when drafting the report).*

### **The Evidence Considered**

*Summarise the documentary evidence considered and any visits, meetings and interviews with learners and academic staff and others.*

### **Fit between module and programme learning outcomes.**

*Comment on the educational objectives including their explicitness, appropriateness and consistency standards with the relevant awards standards and the National Framework of Qualifications*

### **Actual Attainment of Learners**

*Include informed perception of the actual attainment of learners (knowledge, skill and competence)*

### **Discipline-specific observations**

*This section should identify some notable strengths and areas for improvement. It is not intended that the external examiner would attempt to systematically review the discipline*

### **Assessment Procedures**

*This section should address the quality of the assessment instruments, the fairness, consistency and fitness for purpose of assessment procedures.*

### **Trends**

*Evidence concerning the extent to which teaching, learning and assessment arrangements have changed in response to the feedback provided by previous external examiner reports; and progress on recommendations in recent external examiner and other relevant reports on the programme.*

### **Conclusions and Recommendations**

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**External examiner's signature and date**

## Appendix 18: Sample Diploma Supplement

### DIPLOMA SUPPLEMENT

This Diploma Supplement follows the model developed by the European Commission, Council of Europe and UNESCO/CEPES. The purpose of the supplement is to provide sufficient independent data to improve the international 'transparency' and fair academic and professional recognition of qualifications (diplomas, degrees, certificates etc.). It is designed to provide a description of the nature, level, context, content and status of the studies that were pursued and successfully completed by the individual named on the original qualification to which this supplement is appended. It should be free from any value judgements, equivalence statements or suggestions about recognition. Information in all eight sections should be provided. Where information is not provided, an explanation should give the reason why.



**CARLOW  
COLLEGE**  
ST. PATRICK'S

#### 1 INFORMATION IDENTIFYING THE HOLDER OF THE QUALIFICATION

1.1 Surname:

Smith

1.2 First Name(s):

John

1.3 Date of birth (day/month/year):

DD-MM-YYYY

1.4 Student identification number or code (if available):

0123456789

#### 2 INFORMATION IDENTIFYING THE QUALIFICATION

2.1 Name of qualification and (if applicable) title conferred:

Bachelor of English & History

2.2 Main field(s) of study for the qualification:

English and History

2.3 Name and status of awarding institution (in original language):

Quality and Qualifications Ireland (QQI)

2.4 Name and status of institution (if different from 2.3) administering studies (in original language):

Carlow College, St. Patrick's

2.5 Language(s) of instruction / examination:

English

#### 3 INFORMATION ON THE LEVEL OF THE QUALIFICATION

3.1 National Framework of Qualifications level and award-type:

Level 8 – Bachelor Degree (Honours)

3.2 Official length of programme:

Four Years

3.3 Access requirement(s):

Leaving Certificate (or equivalent); further details at [www.carlowcollege.ie](http://www.carlowcollege.ie)

#### 4 INFORMATION ON THE CONTENTS AND RESULTS GAINED

4.1 Mode of study:

Full-Time

4.2 Programme requirements:

Learner must satisfy programme requirements as prescribed in the Approved Course Schedule and the Marks and Standards of Carlow College, St. Patrick's; subject pass mark is 40%; further details at [www.carlowcollege.ie](http://www.carlowcollege.ie).

4.3 Please see last page

4.4 Grading scheme and, if available, grade distribution guidance:

Overall Average	Classification
70+%	First Class Honours
60 – 69%	Second Class Honours, Grade 1
50 – 59%	Second Class Honours Grade 2
40 – 49%	Pass

4.5 Overall classification of the qualification (in original language):

Pass with Second Class Honours, Grade 1

#### 5 INFORMATION ON THE FUNCTION OF THE QUALIFICATION

5.1 Access to further study:

Degree programmes may entitle access to postgraduate study.

5.2 Professional status (if applicable):

N/A

#### 6 ADDITIONAL INFORMATION

6.1 Additional information

N/A

6.2 Further information sources:

[www.carlowcollege.ie](http://www.carlowcollege.ie)



## DESCRIPTION OF HIGHER EDUCATION AND TRAINING SYSTEM IN IRELAND AS AT MAY 2014

The Irish system of higher education and training comprises a range of higher education institutions. The universities (including linked colleges and colleges of education), Dublin Institute of Technology (DIT), and the Royal College of Surgeons of Ireland (RCSI), are each established in law as autonomous awarding bodies. Institutes of Technology make awards under delegated authority from Quality and Qualifications Ireland (QQI). A range of private and other education and training institutions also deliver programmes leading to QQI awards. A list of recognised Higher Education Institutions can be accessed on [www.qqi.ie](http://www.qqi.ie).

### Government Agencies

While overall responsibility for the education and training system lies with the Department of Education and Skills ([www.education.ie](http://www.education.ie)), there are several state agencies with responsibility for specific functions in higher education. The Higher Education Authority ([www.hea.ie](http://www.hea.ie)) is responsible for furthering the development and assisting in the coordination of State investment in higher education and training, including research and international education. Quality and Qualifications Ireland (QQI) ([www.qqi.ie](http://www.qqi.ie)) is responsible for the National Framework of Qualifications (NFQ) and for the external quality assurance of further and higher education and training (including English language provision).

### The National Framework of Qualifications (NFQ)

The types and expected learning outcomes of national awards made by higher education institutions at undergraduate and postgraduate level are described in the National Framework of Qualifications (NFQ). The Framework has ten levels, which include awards made by schools, further and higher education and training institutions. Awards in the NFQ are nationally and internationally recognised and are underpinned by legislative quality assurance arrangements. There are overarching level indicators at each of the 10 levels of the Framework with associated sub-strands of knowledge, skill and competence appropriate to the achievement of an award at each of these levels. The NFQ is aligned with the Bologna Framework (Framework for Qualifications of the European Higher Education Area) and is referenced to the European Qualifications Framework for Lifelong Learning (EQF).

### Higher Education and Training Awards

There are two overall groups of classes of awards in the NFQ: Major and Non-Major. Major awards are the principal class of awards made at each level. They have a larger volume and breadth associated with them than non-major awards. There are sixteen Major award-types included across the ten levels of the Framework including eight higher education and training award-types which are made from levels 6 - 10. There are three classes of Non-Major award: minor, special purpose and supplemental. Non-major award types facilitate the provision of a wide range and variety of programmes. The volume associated with higher education and training awards is expressed in terms of the allocation of European Credit Transfer and Accumulation System (ECTS) compatible credit.

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Access to initial higher education and training is largely on a competitive basis following successful completion of the Leaving Certificate examinations. Access may also be gained through a range of alternative progression mechanisms, including those for mature entrants (23 years of age +); for holders of further education and training awards; or through the recognition of prior learning.

Each Major Higher education and training award is described below:

#### **Higher Certificate (NFQ Level 6/ EQF Level 5)**

The Higher Certificate is normally awarded after completion of a programme of two-years duration (120 ECTS credits). Entry to these programmes is generally for school leavers and those with equivalent qualifications. The Higher Certificate is an intermediate qualification within the Bologna First Cycle.

#### **Ordinary Bachelor Degree (NFQ Level 7/ EQF Level 6)**

The Ordinary Bachelor Degree is normally awarded after completion of a programme of three-years duration (180 ECTS credits). Entry to a programme leading to an Ordinary Bachelor degree is typically for school leavers and those with equivalent qualifications. In addition, there are transfer arrangements in place across higher education and a number of programmes of one-year duration leading to the Ordinary Bachelor Degree for holders of the Higher Certificate. The Ordinary Bachelor Degree is compatible with the Bologna First Cycle descriptor, though holders of this award do not generally immediately access programmes leading to Second Cycle awards in Ireland.

#### **Honours Bachelor Degree (NFQ Level 8/ EQF Level 6)**

The Honours Bachelor Degree is normally awarded following completion of a programme of three- to four-years duration (180-240 ECTS credits), although there are examples of longer programmes in areas such as architecture, dentistry and medicine. Entry is generally for school leavers and those with equivalent qualifications. In addition, there are transfer arrangements across higher education, and a number of programmes of one-year duration leading to Honours Bachelor Degrees for holders of the Ordinary Bachelor Degree. The Honours Bachelor Degree is a Bologna First Cycle qualification

#### **Higher Diploma (NFQ Level 8/ EQF Level 6)**

The Higher Diploma is normally awarded following completion of a programme of one-year duration (60 ECTS credits). Entry to a programme leading to a Higher Diploma is typically for holders of Honours Bachelor Degrees but can also be for holders of Ordinary Bachelor Degrees. It is of note that the Higher Diploma is typically in a different field of learning than the initial award. The Higher Diploma is a qualification at the same level as completion of the Bologna First Cycle.

#### **Masters Degree (NFQ Level 9/ EQF Level 7)**

There are two types of Masters Degree in Ireland: taught Masters Degrees and research Masters Degrees. The taught Masters Degree is awarded following the completion of a programme of one to two-years duration (60-120 ECTS credits). Entry to a programme leading to a taught Masters Degree is typically for holders of Honours Bachelor Degrees. In some cases, entry to such programmes can be permitted for those with

Ordinary Bachelor Degrees or equivalent. Research Masters Degree programmes are typically of two-years duration (120 ECTS credits) though not all such programmes are credit rated. The Irish Masters Degree is compatible with completion of the Bologna Second Cycle.

#### **Post Graduate Diploma (NFQ Level 9/ EQF Level 7)**

The Postgraduate Diploma is normally awarded following completion of a programme of one-year duration (60 ECTS credits). Entry to a programme leading to a Postgraduate Diploma is typically for holders of Honours Bachelor Degrees but can also be for holders of Ordinary Bachelor Degrees. The Post-Graduate Diploma is an intermediate qualification within the Bologna Second Cycle.

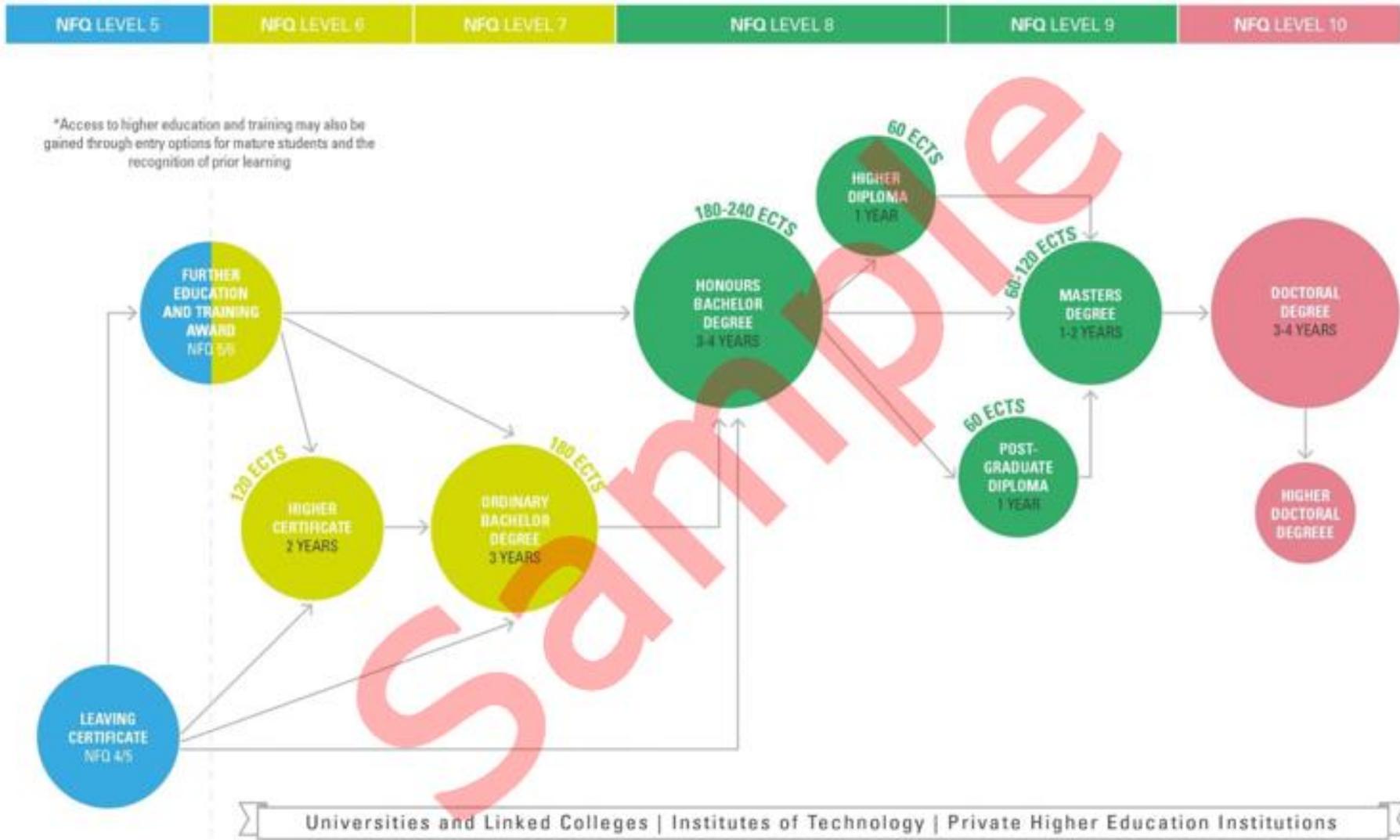
#### **Doctoral Degree (NFQ Level 10/ EQF Level 8)**

Possession of an Honours Bachelor Degree is normally required for entry to a doctoral programme. In some disciplines, a Masters Degree is also preferred. Normally those entering a doctoral programme with an Honours Bachelor Degree initially register for a research Masters Degree or provisional doctoral candidature. Upon successful completion of this initial stage, the candidate acquires full doctoral candidature. Doctoral programmes are between three and four years in duration. ECTS credits are used in doctoral programmes for taught elements only. Varying doctoral programmes now exist, including professional and performance/practice based doctorates. The Irish Doctoral Degree is compatible with completion of the Bologna Third Cycle.

#### **Higher Doctorate (NFQ Level 10/ EQF Level 8)**

This award largely recognises excellent and distinguished contributions to learning. It may be used for career progression to advanced levels of academia and research. 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 provider. Normally, the learner already holds a first doctorate or equivalent for some period of time prior to becoming a candidate for the higher doctorate. The Irish Higher Doctorate is compatible with completion of the Bologna Third Cycle.

# HIGHER EDUCATION AND TRAINING SYSTEM



\*Access to higher education and training may also be gained through entry options for mature students and the recognition of prior learning

## BOLOGNA FRAMEWORK/EUROPEAN QUALIFICATIONS FRAMEWORK

The major awards of the NFQ are set out below together with the alignment of the 'Bologna' Framework and the alignment to the European Qualifications Framework (EQF).

EQF Level	EHEA Framework (Bologna)	National Framework of Qualifications (NFQ) Level	NFQ Major Award-Types
EQF Level 1		NFQ Level 1	Level 1 Certificate
		NFQ Level 2	Level 2 Certificate
EQF Level 2		NFQ Level 3	Level 3 Certificate; Junior Certificate
EQF Level 3		NFQ Level 4	Level 4 Certificate; Leaving Certificate
EQF Level 4		NFQ Level 5	Level 5 Certificate; Leaving Certificate
EQF Level 5		NFQ Level 6	Advanced Certificate
	Short Cycle within First Cycle		Higher Certificate
EQF Level 6	First Cycle	NFQ Level 7	Ordinary Bachelor Degree
		NFQ Level 8	Honours Bachelor Degree; Higher Diploma
EQF Level 7	Second Cycle	NFQ Level 9	Masters Degree; Post-Graduate Diploma
EQF Level 8	Third Cycle	NFQ Level 10	Doctoral Degree; Higher Doctorate

## FURTHER INFORMATION:

The National Framework of Qualifications (NFQ):	<a href="http://www.nfq.ie">www.nfq.ie</a>
National Framework of Qualifications – Grid of Level Indicators:	<a href="http://www.nfq.ie/nfq/en/documents/NFQLevelindicators.pdf">http://www.nfq.ie/nfq/en/documents/NFQLevelindicators.pdf</a>
Eurydice – Eurypedia: The European Encyclopaedia on National Education Systems:	<a href="http://eacea.ec.europa.eu/education/eurydice/eurypedia_en.php">http://eacea.ec.europa.eu/education/eurydice/eurypedia_en.php</a>
National Europass Centre (NEC) for Ireland:	<a href="http://www.europass.ie">www.europass.ie</a>
European Credit Transfer and Accumulation System (ECTS):	<a href="http://ec.europa.eu/education/tools/ects_en.htm">http://ec.europa.eu/education/tools/ects_en.htm</a>
EQF Portal:	<a href="http://ec.europa.eu/eqf/compare_en.htm">http://ec.europa.eu/eqf/compare_en.htm</a>
Ireland – Bologna Process:	<a href="http://www.eurireland.ie/programmes/bolognaprocess.128.html">http://www.eurireland.ie/programmes/bolognaprocess.128.html</a>
Information on the Irish National Higher Education and Training System is provided by the Irish National Academic Recognition Information Centre (NARIC), located at the offices of the Quality and Qualifications Ireland (QQI), and can be contacted via the QQI website: <a href="http://www.qqi.ie">www.qqi.ie</a> .	

## Appendix 19: Recruitment Policy



**CARLOW  
COLLEGE**  
ST. PATRICK'S

### TITLE: *RECRUITMENT POLICY*

<b>Effective Date</b>	22 November 2017	<b>Version</b>	01
<b>Approved By</b>	Management Board	<b>Date Approved</b>	22 November 2017
		<b>Review Date</b>	22 November 2020 <i>or as required</i>
<b>Superseded or Obsolete Policy / Procedure(s)</b>	<b>Owner</b>		
	Human Resources Office		

#### 1. Purpose of Policy

Effective recruitment and selection procedures are essential in attracting and retaining high quality staff. For recruitment and selection procedures to be effective it is essential that they are fair, rigorous and transparent. It is the Policy of Carlow College, St. Patrick's (hereafter Carlow College) to ensure that the best candidate for the job is selected. Individuals will be selected on the grounds that they are the most suitable candidate for the role. Job applicants must be treated no less favourably on the grounds of gender, civil status, family status, sexual orientation, religion, age, disability, race or membership of the Travelling community.

Recruitment and selection of employees is operated in accordance with the principles of Carlow Colleges' equal opportunities statement and the *Employment Equality Acts 1998–2015*.

#### 2. Scope of Policy

The Human Resource Office supports the College's strategic objective of recruiting and retaining the best staff. It is specifically responsible for ensuring that recruitment is conducted in a manner which attracts and identifies the most talented people and in compliance with all employment legislation and College policy. This Policy and its subsequent and/or related procedures covers all activities that form part of the recruitment and selection process.

This Policy covers all staff areas and appointments within the College.

#### 3. Policy Statement

Carlow College is an equal opportunities employer which is committed to providing equality and opportunity to all. The College is dedicated to promoting fairness, following good practice recommendations and codes of best practice, thus ensuring fair opportunities for internal promotions and across all other roles. Furthermore, the College is dedicated to ensuring that no roles will be filled, unless all recruitment practices and procedures have been followed.

The objective of effective recruitment and selection is to employ the right people with the right skills whilst at the same time complying with recommended best practices and legal requirements. Carlow College invests considerable time and financial resources into the recruitment process therefore it is important to achieve a satisfactory result for both the candidate and the College. Successful recruitment depends on the success of each stage of the recruitment process.

This Policy has therefore been designed to increase the chances of successful recruitment while ensuring fairness, effectiveness, transparency and equality for all involved during the recruitment process. In filling any vacancy, both Line Managers and staff will be expected to follow a systematic process designed to ensure the most cost-effective deployment of the Colleges' current and potential employees (see Appendix 1: *Recruitment and Selection: Practices & Procedures*). For Line Managers, please see Appendix 1.1: *Recruitment Guidelines for Managers*.

#### **4. Roles and Responsibilities**

##### *4.1 Human Resource Office*

The **Human Resource Office** holds responsibility for this Policy and any subsequent and/or related practices and procedures thereafter. These responsibilities include, but are not limited to:

- Liaise with the “hiring lead” (e.g. Supervisor, Line Manager, Assistant Registrar, Vice President for Academic Affairs and Registrar, Director(s) and President) to plan and prepare the recruitment process;
- Management of the recruitment process;
- Advertising and circulation of vacancies;
- Gaining sign off and approval from the relevant hiring lead and President;
- Provision of professional support and advice to the Selection Committee to ensure that the most suitable and qualified candidate(s) is identified;
- Provision of support, guidance and advice to managers and candidates in relation to the recruitment process;
- Interpreting terms and conditions of employment for both candidates and Selection Committees;
- Providing guidance to the Selection Committee on College procedures and fair employment practices;
- Maintaining appropriate records of the recruitment process.

##### *4.2 Line Managers*

The relevant **Line Manager's** responsibilities include, but are not limited to:

- To ensure employees are aware of the College's recruitment policy and procedures;
- To provide information, guidance and support to an employee who demonstrates interest in an advertised role;
- To prepare any necessary documentation i.e. job descriptions etc.;

- To sign any necessary documentation in relation to the recruitment process, procedures and activities;
- To promote an environment of equality, diversity and inclusion which supports staff;
- To adhere with the recruitment policies and procedures.
- To assist the recruitment and selection process and attend interviews where necessary.

#### *4.3 Employee/Candidate Responsibilities*

- a) To familiarise themselves with the recruitment policies and procedures.
- b) To adhere with the recruitment policies and procedures.

### **5. Associated Documentation**

- Appendix 1: Recruitment and Selection: Practices and Procedures
- Appendix 1.1: Recruitment Guidelines for Managers
- Appendix 1.2: Recruitment Request Form (RRF)
- Appendix 1.3: Example of Criteria/Ranking Form
- Appendix 1.4: Example of Shortlisting Form
- Appendix 1.5: Sample Job Description

### **6. Referenced Policies**

- *Equality Policy*
- *Garda Vetting Policy*
- *Performance Management & Development Policy*

### **7. Monitoring and Review**

The Policy will be formally reviewed on an annual basis by the HR Office to reflect any legislative changes. Staff will be informed through regular email communication and through the staff portal regarding any updates to same.

## Appendix 1: Recruitment and Selection: Practices & Procedures

### Recruitment and Selection: Practices & Procedures



#### 1. Establishing a Vacancy

The recruitment and selection process is initiated once a vacant post is identified (see Appendix 1.1: *Recruitment Guidelines for Managers*). This can be either:

- a) Creating a new position *or*
- b) Backfilling a vacant existing position.

The first task is to clarify exactly what the post holder will do, and then prepare a job description. This is done by reviewing the role, tasks, manager expectations of the role, and discussions with current post holders (where and if applicable). If it is an existing position, consider whether the job has changed, and whether the job description needs to be updated to accurately reflect what the person in the post will now be required to do.

#### 2. Approval of Vacancies

All vacancies within the College must be sanctioned and approved by the President with HR and the relevant line manager contributing to all meetings in relation to recruitment needs. In all cases budgetary considerations are taken into account. Objective criteria must be developed and all posts require the presentation of cases, including a full job description, by the relevant line manager establishing the need for a vacancy. This can be achieved by managers completing the *Recruitment Request Form (RRF)* (see Appendix 1.2).

#### 3. Job Description

The job description can be used for a variety of purposes, including:

- a) Recruitment
- b) Job Grading
- c) Clarification of roles and responsibilities
- d) Developing and reviewing performance

A clear description of exactly what is required of the position will enable the College to select the most suitable candidate for the post.

#### 4. Drafting the Job Description & Person Specification

The job description will describe the overall responsibilities of the role and the key tasks involved in doing the job. Each job description will state that the organisation reserves the right to request an employee to be flexible in his or her duties when the business need requires it.

The job description should focus on the purpose of the post and the principal responsibilities. This means identifying what the position needs to achieve but not the exact method by which the work is done.

The College's job description template should include the following information:

- a) Position information such as role title / contract type / hours of work / days of work, function / reporting line.
- b) A function overview, or statement, summarising the nature and responsibilities of the function.
- c) A role overview, or statement, summarising the nature and purpose of the role.
- d) A list of the key responsibilities.

#### **4a. Person Specification**

The person specification will identify the personal attributes that the job holder must possess in order to be capable of performing the job to a high standard. The person specification will include the qualifications necessary for the job, skills, personal attributes and experience. The organisation aims to measure experience through the quality of the experience gained and not the quantity of experience in years. Each person specification will outline the criteria that are essential for the role and any criteria that may be desirable:

- a) A list of required qualifications (if required).
- b) A list advising on the experience required for the role.
- c) A list of the required skills and competencies of the role.
- d) Links to other supporting information relevant to perspective candidates.

\* Please note that as part of Carlow College's *Recruitment Policy*, it is a condition that all offers of employment are subject to two satisfactory employment reference checks, Garda vetting and evidence of qualifications. Please see the *Garda Vetting Policy* for further information.

\*A job description template has been developed to assist with the compilation of this information (see Appendix 1.5: *Sample Job Description*).

#### **5. Reviewing and Updating Job Descriptions**

- a) The job description is a snapshot of the post at the time it was written and should be reviewed for accuracy on a regular basis.
- b) While job descriptions are usually future focused, they still become outdated as the duties and responsibilities of the job change. Job Descriptions must be reviewed in all instances where the post becomes vacant and before any recruitment action is initiated.
- c) Where significant change has occurred to a post over time, it is essential that the relevant line manager contact the Human Resources who will assist in the reviewing, providing support and guidance re next steps of the role.

#### **6. Authorisation of a Post**

As previously mentioned, The President sanctions approval of all roles within the College, with HR and the relevant Line Manager contributing to all meetings in relation to recruitment needs.

#### **6a. Management Steps**

- a) Before a job description / role is finally drafted and approved, line managers must complete the *Recruitment Request Form (RRF)* (see appendix 1.2.) before submitting to Human Resources for initiation of the specific recruitment need.

- b) This form must be signed by the Line Manager, Human Resources and the President for approval.
- c) Where significant change has occurred to a post over time, it is essential that the relevant Line Manager contact the Human Resources Office who will assist in the review, providing support and guidance on next steps of the role.
- d) A post cannot proceed until the completed RRF is fully signed by all members mentioned above.
- e) HR will advise if any additional approvals are required.

## **7. Role Advertising**

The Human Resource Office is responsible for the placement of all recruitment advertisements. The College retains the right to advertise all positions both internally and/or externally. Advertisements and the selection process will not discriminate on any of the nine grounds protected by the *Employment Equality Acts*. These are gender, civil status, family status, sexual orientation, religion, age, disability, race, and membership of the Travelling community. It is essential that advertisements for all vacancies are impartial and objective. In general, vacancies should be advertised so as to ensure the best possible field of applicants.

The most appropriate method of advertising is determined by the nature of the position. The Human Resources Office can advise on the various options available to line managers.

### **7a. Procedures for Advertising**

- a) Vacancies to be advertised, whether internally in the first place or externally, should be given as wide a circulation as possible to those who are likely to possess appropriate qualifications and have relevant experience.
- b) Employees will be notified via email from Human Resources in relation to any new / backfill positions that may arise within the College.
- c) The email communication will advise of the position title / contract type / qualifications / skills and experience required, including a detailed job description.
- d) The email will also advise if the post is being advertised internally or externally.
- e) If the role is being advertised externally, it is normal practice for the College to utilise the College website, professional advertising sites, newspapers, professional body organisations etc.
- f) Advertising should be cost effective. Staff on Parental Leave and Leave of Absence, where possible, will be informed of relevant vacancies by the relevant line manager. It is essential that all staff on leave, who wish to be kept informed, provide the HR Office with their personal email in order for role notifications to be sent to them. All job advertisements are agreed between the Human Resources Office and the relevant line manager.

### **7b. Advertising Guidelines**

Employees are welcome to apply for any vacancy arising within the College once they have satisfactorily completed their probation period and are eligible to apply. Employees may be asked to provide their Performance Management Review Form(s), however they are under no obligation to do so. Employee's may wish to produce this information to demonstrate their

achievements, training and abilities in addition to their Curriculum Vitae (C.V) and covering letter. This form is an associated document of the *Performance Management and Development Policy*.

Interested employees should contact their Line Manager and/or Human Resources for more information.

Employees wishing to interview for a position, should submit a detailed cover letter and their most current C.V. to the Human Resources Office.

## **8. Shortlisting / The Selection Committee**

The primary method of shortlisting within the College is by means of a Selection Committee. The College will at all times endeavour to have a gender balanced Selection Committee. A Selection Committee is established in respect of each post and is asked to recommend a candidate(s) for each post. The Selection Committee assesses all applications against the selection criteria.

The Selection Committee will normally consist of Human Resources and the relevant Line Manager and other committee members where applicable i.e. senior management / management roles of the post advertised. However, depending on the nature of the role, other Committee members may include, senior management, the President and an external panel member who has a specific expertise which the College Selection Committee may require. Other appropriate staff members from the College may also be asked to participate in the screening/shortlisting process, but at least one other appropriate person must be involved. The Selection Committee will initially meet to assess all applications received.

Those involved must ensure that all applications are treated confidentially. All applications received and all relevant information used in the screening/shortlisting process will be made fully available to members of the Selection Committee if required. The Selection Committee will provide an average of their scores (see Appendix 1.4: *Example of Shortlisting Form*).

### **8a. Conflict of Interest**

To avoid any real or perceived conflict of interest, Carlow College, St. Patrick's staff involved in recruitment and selection should not interview and/or make hiring decisions on immediate family or someone they have a personal relationship with. If these circumstances arise then it is expected that the Selection Committee member will recuse themselves from the Committee and other Selection Committee members will identify a replacement.

Selection Committee members may have a positive or negative bias with one or more of the applicants for a position. In these circumstances, they should inform Human Resources and the other Selection Committee members prior to commencement of the short listing and interview processes.

If the member of the Selection Committee feels that the relationship may make it difficult for her/him to apply the merit principle, or feels that her/his participation may compromise application of the merit principle, then the Selection Committee should decide whether it is appropriate for the Committee member to be part of the selection process.

Advice on this matter(s) should be sought from the Human Resources Office. If the Selection Committee member continues in the selection process, then her/his opinion should be canvassed last in any discussion to avoid any perception of them influencing the outcome.

## **8b. Changes to Selection Committee**

While changes to Selection Committees are generally to be avoided, if it is necessary to vary the membership the following procedures apply:

- a) Notify Human Resources regarding the change of Selection Committee membership.
- b) Where changes in the Selection Committee membership impact the gender representation, every effort must be made to try and ensure the replacement identified will restore the appropriate representation although this might not be possible at short notice.
- c) Selection Committee members must be present for all interviews. If, in exceptional circumstances, a Committee member cannot be present for all interviews he/she should withdraw from the Committee and cannot make a case for any of the short listed applicants or vote for the appointment of any applicant. A substitute may be invited to participate on the Committee in order to cover a particular area of expertise and this substitution must be clearly documented.
- d) If the Selection Committee composition drops below the minimum requirements, the Selection Committee must be reconstituted at a later date.

## **8c. Procedures for Screening / Shortlisting**

- a) Prior to shortlisting, Human Resources in conjunction/consultation with the line manager / Selection Committee should prepare selection criteria for every vacant position and the selection decisions should be based on these criteria.
- b) All screening should be based on the application and measured against the requirements specified in the selection criteria.
- c) Those participating in the screening process therefore require a full set of applications, together with the selection criteria, job description and further particulars.
- d) Only those candidates who meet all the essential criteria should be shortlisted and considered for interview.
- e) Preliminary phone screening and/or interviews may sometimes be used to assist in screening/shortlisting.
- f) Screening should be carried out as soon as possible after the closing date for receipt of applications.
- g) The line manager is responsible (in consultation with HR) for ensuring that the reasons for not shortlisting each unsuccessful candidate are clearly recorded.
- h) The Human Resources Office should notify in writing to all candidates who have not been included on the shortlist, that their application was unsuccessful. This will be done as soon as the shortlist is determined, unless the line manager / Selection Committee requests that this action be delayed until after the interviews.
- i) All candidates should be advised promptly by the Human Resources Office of interview times and any other arrangements.

#### **8d. Role of the Selection Committee when shortlisting**

All members of the selection committee must follow the below guidelines when shortlisting candidates:

- a) Ensure that fair and transparent decisions are reached.
- b) Establish a number of quality candidates only referencing Candidate 1, 2 etc.
- c) A complete and accurate record of the Committee's short-listing decisions will be required to support the College's Equal Opportunities Policy and for the purposes of satisfying feedback and Freedom of Information requests. To facilitate this process Human Resources circulates a short-listing spreadsheet with the applications to the hiring leader.
- d) The most highly ranked candidates shall be called for interview and the number called for interview should ideally (where possible) reflect an applicant to appointment ratio of 5:1 (e.g. average of five candidates per position), for reasons of fairness and equity.
- e) Not to canvass either directly or indirectly any person involved in the recruitment process

#### **8e. Guidelines to Selection Committee when shortlisting**

When shortlisting, members should not:

- a) Make negative assumptions or decisions on the basis of perceived over qualification.
- b) Make negative assumptions or decisions about overseas qualifications with which they are unfamiliar.
- c) Recommend for interview any applicant, whether internal or external, who does not meet the essential criteria.
- d) Predetermine the number of applicants to be interviewed. If it is not possible for the Selection Committee to meet, Human Resources is responsible for contacting all members about their individual shortlists and drawing up a final shortlist acceptable to all Selection Committee members.

#### **8f. The Selection Committee will:**

- a) Agree on and record a final shortlist if unanimous.
- b) Include in the shortlist all applicants about whom there is dispute if unanimity cannot be achieved.
- c) Consider re-advertising the position if none of the applicants meet all the essential criteria.
- d) Shortlist further; a structured phone screen to finalise the short list may be used.
- e) Agree on a set of questions based on the selection criteria, which will form the basis of the Interview Plan.
- f) Forward all shortlisting documentation to Human Resources.

#### **9. The Interview Process**

Interviews are the most commonly used assessment tool enabling the Selection Committee to:

- Assess the personal attributes, past performances, technical skills, strengths and weaknesses.
- Gain insight into attitudes and values.
- Probe for inconsistencies and contradictions.
- Provide candidates with more detailed information about the position.

### **9a. Interview Preparation**

The Human Resource Office will organise and prepare documentation for the Selection Committee. This relevant documentation will be sent via email to Committee members with HR printing packs for each Committee member when possible.

The interview pack will contain the following:

- A copy of the job description.
- A copy of the selection criteria/ranking form.
- A schedule of all candidates called for interview.
- The application of the candidate i.e. Cover letter and C.V., and any other relevant application(s).
- Interview Questions

\*The Selection Committee must ensure that the questions asked are relevant to the position and based on the agreed criteria. HR must also ensure that questions could not be construed as discriminatory under any of the nine areas covered by the *Employment Equality Act, 1998 - 2015* (Gender, Sexual orientation, Disability, Civil status, Religion, Race, Family Status, Age or Membership of the Traveller Community).

### **9b. Other forms of assessment**

For some posts it may be necessary to supplement the interview with other forms of assessment. The Selection Committee should notify HR who will advise short-listed candidates in advance of any alternative forms of assessment.

The College reserves the right to use a variety of assessment techniques such as:

- Giving a brief presentation on a particular subject.
- Demonstrating the safe use of a basic piece of equipment.
- Completing an assessment of computing skills, for example Office Applications.
- Writing/drawing on a particular topic.
- Psychometric testing.
- In the case of academic appointments short-listed candidates may be required to present a seminar and provide copies of published material to the Selection Committee.

Any additional assessment methods used must accurately and specifically test essential or desirable knowledge and/or skills, as expressed in job descriptions, advertisements and selection criteria to ensure that they are neither directly nor indirectly discriminatory.

### **9c. Information to Candidates**

The College will endeavour to ensure that candidates receive sufficient notice of an approaching interview so as to allow them ample time to prepare for the interview, and if necessary, prepare for seminars or gather any requested work samples and travel arrangements.

HR will contact short-listed candidates and confirm their willingness to attend interview, followed by a formal invitation via email. Whenever possible, the interview schedule will be finalised taking into account a candidate's current commitments and availability. Should the candidate not be able to attend on the allotted date, the Committee will decide whether or not an alternative interview date can be facilitated. This might not be possible particularly where an external assessor is included on the Committee or the Committee members themselves are unavailable.

Human Resources will communicate with candidates in relation to all details pertaining to the interview process for a role.

Candidates shall be provided with the following information:

- Interview date, time and location.
- Interview panel member's names and titles.
- Time allocated for the interview(s).
- Stages of the interview process i.e. first and second round interviews etc.
- Preparation required i.e. Presentation subject or other forms of assessment as mentioned above.
- Request of notification for any specific requirements.
- Any other required interview information.

### **9d. Procedures for the Interview Process**

Ahead of the scheduled interview(s), the following procedures will follow:

- a) The Selection Committee will review the interview pack.
- b) Review and agree on a set of core questions which will form the basis of the interview and will be asked of all applicants.
- c) Supplementary or clarifying questions can be used in addition to the agreed core questions.
- d) Base their questions on selection criteria as specified in the Job Description.
- e) Focus on the skills, experience and knowledge required for the job.
- f) The Selection Committee should meet at least 15 minutes before the interview takes place to plan the interview procedure.
- g) Each member of the Committee should be briefed on their role and areas in which to question candidates.

- h) The Selection Committee should have given prior consideration to the areas to be addressed, to ensure their purpose and clarity and ensure that all interviewees will be similarly assessed.
- i) While each member might be asked to pursue a particular line in questioning interviewees, Committee members should be otherwise free to pursue those aspects of the candidate's background considered relevant to the position.
- j) Interviews should be used also to explore with candidates any ambiguities or lack of information in written applications.
- k) Questions must be objective and in keeping with the provisions of Equal Opportunity and Anti-Discrimination legislation.
- l) Comparable information sought from each candidate / interviewee should be related directly to the selection criteria.

The role of Human Resources is to co-ordinate the interview and to ensure that it is conducted fairly and without discrimination or bias, ensuring transparency. This includes:

- a) Making necessary introductions of the Selection Committee members to the candidates and explaining the format of the interview process
- b) Ensuring that each candidate feels sufficiently at ease to be able to communicate effectively during the course of the interview
- c) Ensuring that the Selection Committee has gathered sufficient information on each candidate to enable a valid assessment to be made regarding the candidate's suitability for the post
- d) Concluding the interview and informing each candidate of the next stage of the process
- e) Coordinating the Selection Committee in the assessment of the interviewed candidates and seeking agreement from the Committee on the rank order of the candidates who are deemed suitable for appointment to the position.
- f) Confirming and agreeing the selection criteria on which applicants will be scored.
- g) That every candidate receives the same opportunity (and time) to explain their experience, ability and potential to the Committee.
- h) Opening and closing the interview with the candidate.
- i) To ensure that discriminatory questions are recalled. Intervening and "striking out" any potentially discriminatory questions posed by the Committee if this happens to arise either before, after or during the interview.
- j) Keeping interviews on time so that all candidates receive the same time to make their case.
- k) Ensure that all areas of a candidate's application have been sufficiently explored throughout the interview so that an evaluation judgement can be made.
- l) Reminding the Selection Committee that the selection process is confidential.
- m) Noting that interviews are stressful 'life experiences' and that all representatives of College treat the candidate in a professional manner by ensuring the Selection Committee demonstrate interest in the candidate's application, maintaining eye contact,

switching off mobile phones or other electronic devices (e.g. PDAs), refraining from doodling etc.

- n) Advising the Committee that the College must also 'market' itself to prospective candidates and be prepared to impart information that will 'sell' the College. But, at all times cognisant of not 'over-selling' College or creating unfair expectations in the candidate's mind.
- o) Advising the Committee that the same core questions must be asked of each candidate.
- p) Ensure adequate records are retained for the purposes of employment equality, Freedom of Information (FOI) and feedback purposes. Each scoring sheet from all Selection Committee members will be collected by Human Resources after interviews.
- q) Record the proceedings of the interview such as criteria used, weightings assigned, the evaluation of candidates against the criteria, explanation of marks allocated, the reasons for ranking and potential feedback to candidates.

The ranking of the candidates must be based on all aspects of the selection process. This includes written application, interview, presentation (if appropriate to the competition) or any other testing, together with referees' reports (*which may be requested prior to interview with the consent of the candidate or requested when the College offers a provisional offer of employment, pending the outcome of obtaining satisfactory references*), completing the *Interview Criteria/Ranking Form* (see Appendix 1.3). The completed form should list the names, in rank order, of those candidates deemed suitable for appointment to the post.

All members of the Selection Committee should sign the *Interview Criteria/Ranking Form*. The College endeavours to promote a friendly, reasonably relaxed atmosphere to encourage candidates to talk freely. Following the interview, adequate time and attention should be given to each member of the Selection Committee to ensure full discussion and assessment of each candidate. Every effort will be made to adhere to the overall timetable to avoid keeping candidates waiting.

All College staff who become involved in Selection Committees should undergo a formal training programme on interviewing skills. This training is arranged by the Human Resources Office.

For the majority of vacancies advertised within the College, written applications, short listing, interviews, Garda Vetting and reference checking will form the basis of the Selection Process. Candidates may also be asked to submit a Presentation. The process and all interview information will be communicated to candidates ahead of the interview process. The College reserves the right to request that candidates undergo a pre-medical assessment prior to employment.

### **9c. Referee Reports**

Referee reports provide another source of information about the candidate(s). They should be seen as one part of the selection process. Candidates are required to authorise the College to seek at least two references. Permission to seek a reference from their current employer will be sought. It is recognised that some candidates may prefer not to give this permission until after the interview stage and the offer of a position is likely.

Referees will be advised that references which are provided may be released to candidates under the *Freedom of Information Act 2014* and *Data Protection Acts 1988 and 2003*, soon to be GDPR, if requested

In any event, no offer of official appointment will be made unless satisfactory references have been received by HR. Only provisional offers will be offered pending the College receiving two satisfactory references. Referees should be provided with information about the position and be requested to address the selection criteria. HR will obtain verbal referee's report(s) using the selection criteria (ranking form and referencing check form) as the basis of the request. This can improve the benefit of references in the selection process. In such cases an accurate summary of the conversation should be recorded in a written note by Human Resources and kept with the written references.

Where a member of the Selection Committee is a referee for a short-listed applicant it is essential that the remaining referee reports come from a non-panel member.

Canvassing Representations on behalf of an applicant, including unsolicited recommendations, will be treated as canvassing. Canvassing seeks to establish an unfair advantage for one applicant relative to others and may result in disqualification of that applicant.

### **10. Provision of References**

References are only provided by Human Resources and/or the relevant Line Manager. A statement of facts is provided by the Human Resources Office in consultation with the relevant Line Manager in the first instance. However, where a performance/experience reference is requested, this may be provided by the Line Manager, subject to consultation with HR. With regard to the provision of references for former employees, Line Managers should seek advice from HR in the first instance to ensure adherence to Employment Legislation.

### **11. Medical Reports**

New appointments, may be subject to a pre-employment medical examination with the College's doctor and/or complete a medical questionnaire. In this situation, confirmation of your appointment to a position will be dependent on the doctor confirming you are fit for employment. The College will not discriminate against any candidate on the grounds of disability and will at all times act in accordance with current Employment Equality legislation.

### **12. Procedures for Medical Reports**

Offers of employment may be subject to a medical assessment. Should a medical assessment be required, and when candidates are formally advised of the success of their application, they will also be advised that they should not resign from their current employment until the College indicates that all the necessary details, including the receipt by the College, of a satisfactory medical report (if and when required), have been fully adhered to. This overcomes a possible situation where a successful candidate resigns his/her employment to find that the College cannot proceed with their employment.

If a medical assessment reveals a candidate to have a disability within the meaning of the *Employment Equality Act, 1998 – 2015*, the candidate will be dealt with in accordance with the provisions of *Employment Equality Act, 1998 – 2015*.

All information provided is treated in the strictest confidence and will only be accessible by our nominated Occupational Health Practitioner (OHP) and Human Resources. The candidate/employee will also receive a copy of same.

### **12. A Verification of Qualifications**

All candidates applying for a job where a qualification is a mandatory criterion will be requested to provide copies of your qualification to HR, copies of your certificates will suffice.

Non-provision of the required qualifications may cause a delay in the recruitment process until the correct documentation is received. No appointment will be made unless HR is satisfied that a candidate's academic/training qualifications are bona fide.

### **13. Garda Vetting**

The College is committed to ensuring that pre-defined and published regulations and legislation are consistently adhered, therefore, to ensure that Carlow College is compliant with legislative requirements for relevant organisations as set out in the *National Vetting Bureau (Children and Vulnerable Persons) Act 2012*, all persons employed by the College will be subject to Garda Vetting clearance.

It is a condition precedent that all offers of employment are subject to two satisfactory employment reference checks and evidence of qualifications

All new employees therefore, must complete the Garda Vetting Form and authorise the College to conduct a background check via the Garda Síochána National Vetting Bureau (GSNVB). The vetting process will be carried out by an Authorised Liaison Person. HR has an Authorised Liaison Person who is the liaison between College and the Vetting Bureau for staff. All offers of employment are subject to satisfactory Garda vetting clearance. Please see the *Garda Vetting Policy* for further information.

### **14. Interview Feedback**

As previously outlined, a written record of the decision-making process is maintained by HR throughout the relevant stages of the College's recruitment and selection process. These records are essential to support the likelihood that candidate(s) will request feedback post interview.

The purpose of feedback is to provide factual and accurate information on the selection and decision-making process, however, feedback on areas where a candidate(s) may improve on interview skills and interview preparation might also be discussed; it is important to confirm with the Selection Committee if this level of supplementary feedback is desirable before offering constructive advice.

Feedback can be given verbally via a meeting with the hiring manager and candidate for internal interviews. The conversation must provide qualitative feedback to a candidate that is both informative and helpful towards the candidate's development. Due to the usual high number of applications / interviews, where external candidates attend interview, it is not always possible to provide to feedback immediately, however all requests will be managed and processed in line with the *Freedom of Information Act 2014*.

Advice and assistance on preparing and delivering candidate feedback is available from HR to the candidate(s). A letter of regret will be sent to unsuccessful applicants to external candidate(s) from HR.

### **15. Post Offer and Contract of Employment**

When the interview process has completed and the successful candidate has been identified, HR will complete the following steps:

- a) Initial verbal offer of role to the candidate subject to post requirements as mentioned above i.e. References, Garda Vetting, copies of qualifications etc.
- b) HR may also issue an offer letter to the candidate.
- c) Agree a start date with the candidate.

- d) Prepare a contract of employment and covering letter for the candidate asking the candidate to supply the relevant required documentation and to return a signed copy of their contract.
- e) Once the signed contract is returned, HR will notify Payroll.
- f) HR will then advise the President of the formal acceptance of the role from the Candidate.
- g) The President will issue a communication regarding the new hire to all staff.
- h) HR will then notify both IT and Facilities and/or any other relevant departments where required.

## **16. Induction Training**

At present, Induction for new hires is conducted by the relevant line manager. A new hire checklist is emailed to the manager ahead of commencement of employment. The HR Office is responsible for the role and will inform the relevant Line Manager, Payroll, Facilities, IT etc. of the new staff member's start date.

## **17. Career Development**

Providing development opportunities for employees can mean increasing the capacity to perform through training, giving assignments that introduce new skills or higher levels of responsibility, improving work processes, sharing information through knowledge sessions, coaching and mentoring and internal/external training. Providing employees with developmental opportunities encourages good performance, strengthens job-related skills and competencies, and helps employees keep up with changes in the workplace. If employees wish to discuss their career plan and development, assistance can be provided by the relevant Line Manager or a member of the HR Office.

## **18. Promotion**

Carlow College endeavours to provide career opportunities for employees wherever possible and to encourage employees who wish to progress. Promotion can be achieved through application for advertised vacancies, and through expansion of existing roles. All such opportunities and vacancies are notified to all employees. Where appropriate, training to enable employees to progress will be provided.

## **19. Confidentiality**

The fact of and the information contained in a candidate's application, his/her performance at interview and the subsequent marking process are highly confidential. This information is subject to the provisions of the *Freedom of Information Act* 2014 and the *Data Protection Acts* 1988 – 2003 and any other provisions that have been clearly identified in the published documentation. Those involved in recruitment processes are made aware of their responsibilities in this regard.

## **20. Equal Opportunities**

Carlow College is committed to equality of opportunity and to the elimination of all forms of discrimination within the work place. The *Employment Equality Acts*, 1998 and 2015 are the relevant legislation, which detail the grounds upon which discrimination can occur.

The policy ensures that no person is treated less favourably than another on the grounds of gender, civil status, family status, sexual orientation, religion, age, disability, race or membership of the Travelling Community.

It is our policy that the principles and practice of equality of opportunity should apply to all conditions of service for employees. This includes recruitment, selection, career development, training, pay and terms and conditions of employment (this list is not exhaustive).

Responsibility for ensuring that the policy is implemented fairly and consistently rests with every individual working in Carlow College. All employees must be aware of their individual responsibilities in relation to Carlow College's Recruitment and Equality policy.

If any employee considers they have been treated less favourably on any of the grounds listed above, they should follow the procedures detailed in the grievance procedure. This is a right of all employees of Carlow College. Please see the *Equality Policy* for further information.

## **21. Interview Records**

It is a requirement that the Selection Committee record factual notes on each candidate interview and submit them to the recruitment file at the end of the appointment as part of the College's official record of the appointment.

These records must be retained for twelve months by Human Resources or as long as the notes are deemed relevant. All applicant records are subject to release under the *Freedom of Information Act 2014/Data Protection Acts 1988 and 2003* (changing to GDPR in May 2018). The Selection Committee is responsible for adequately recording its evaluation of each applicant against the selection criteria and its reasons for rating and ranking each individual.

The Criteria/Ranking form noting all those deemed appointable and in rank order shall be signed by each member of the Selection Committee.

\* The College, from time to time, has the right to change, alter, amend or replace the provisions set out in this Recruitment and Selection Policy and Procedures. Any such changes will be notified to staff as soon as possible after the changes have been made. This will be done via email communication, Communication meetings from line managers and the staff portal.

## Appendix 1.1. Recruitment Guidelines for Managers

Please see below the recruitment steps and processes for managers:

### Phase 1: Establishing a Vacancy

- Establish if a vacancy is required.
- Put together an initial draft Job Description, advising of requirement, length of role, type of role etc.

See Point 1 of Recruitment and Selection: Practices & Procedures.

See Points 3 – 5 of Recruitment and Selection: Practices and Procedures for drafting a job description.

### Phase 2: Approval for Vacancy

Seek approval for the role with both HR in the first instance and the President.

- After official approval, Line Managers must draft a job description in full. HR can assist in this process.
- Before a role is finally drafted and approved, Line Managers must complete the Recruitment Request Form (RRF) before submitting to HR for initiation of the specific recruitment need.
- The RRF must be signed by the Line Manager, HR and the President for approval.

See Point 2 & 6 of Recruitment and Selection: Practices & Procedures.

#### Note(s)

\*A post cannot proceed until the completed RRF is fully signed by all members mentioned above.

\*You will be advised by HR if any additional approvals are required.

### Phase 3: Advertising the Vacancy

HR, once all the relevant steps have been carried out, will draft an Advertisement of the role.

- Line Managers will be provided with a draft advertisement for final review ahead of final advertisement, advising of changes/amendments.
- All applications received will be forwarded to the line manager for shortlisting, giving the Line Manager the opportunity to assess all applications against the selection criteria.

See Points 7 & 8 of Recruitment and Selection: Practices & Procedures

#### Note(s)

\*To avoid any real or perceived conflict of interest, Carlow College staff involved in recruitment and selection should avoid interviewing and/or making hiring decisions on immediate family.

### Phase 4: The Interview Process

- Line Managers will participate in the drafting of the selection criteria of candidates.
- Line Managers will participate and engage in the Interview Process.
- Line Managers will provide all recruitment documents to HR (i.e. signed shortlisting criteria form, recruitment notes and candidate selection form).
- Participate in the interview feedback to all internal candidates either successful and non-successful.

See Points 7 & 8 of Recruitment and Selection: Practices & Procedures

### Phase 5: Induction

Once a contract of employment has been returned by the new hire accepting the offer of employment, the following steps should be followed by managers re induction:

- All line managers are responsible for welcoming and inducting new hires into the College.
- All managers should meet and greet the new hire on their first day of employment.
- A new hire checklist is emailed from HR to the manager ahead of commencement of employment.

### General Information

- Familiarise yourself with the recruitment process and adhere to all relevant processes, procedures and documentation.
- At all times, ensure that every candidate is treated fairly, adhering to both the Colleges *Equality Policy* and *Recruitment Policy*.
- Always seek advice and guidance from HR for information pertaining to recruitment and selection.



**Appendix 1.2. Recruitment Request Form (RRF)**

**PERSONAL DETAILS**

NAME OF EMPLOYEE: \_\_\_\_\_

ADDRESS: \_\_\_\_\_  
\_\_\_\_\_

TELEPHONE NUMBER: \_\_\_\_\_

MOBILE NO: \_\_\_\_\_

EMAIL: \_\_\_\_\_

**CONDITIONS PRECEDENT**

QUALIFICATION EVIDENCE: \_\_\_\_\_

SATISFACTORY REFERENCES: \_\_\_\_\_

PRE-EMPLOYMENT MEDICAL: \_\_\_\_\_

**ROLE DETAILS**

POSITION TITLE: \_\_\_\_\_

LINE MANAGER: \_\_\_\_\_

DEPARTMENT: \_\_\_\_\_

JOB DESCRIPTION / DUTIES (attach): \_\_\_\_\_

CONTRACT COMMENCEMENT DATE: \_\_\_\_\_

CONTRACT COMPLETION DATE (if fixed term temporary): \_\_\_\_\_

**\*Contract Renewal – Required**  
Employee Original Start Date: \_\_\_\_\_

How many contracts has the Employee Received? \_\_\_\_\_

**CONTRACT TYPE DETAILS**

Contract Types		Tick Yes/No, and additional detail if required	
1. Permanent	Yes / No	Full-time (i.e. norm 35hrs/week):	Yes / No
2. Fixed-term - Temporary	Yes / No	Part-time: (i.e. less than 35hrs/week): (Please indicate total number of hours)	Yes / No
3. Fixed-term – Temporary – Term time/Student Term (only, vs 52 wks. p.a.	Yes / No	<b>Other Details?:</b>	
4. Specific Purpose - Temporary	Yes / No		
5. Independent Contractor	Yes / No		

**WORKING HOURS DETAILS**

DAYS OF WORK (Mon-Fri): \_\_\_\_\_

START TIME (norm 9:00 a.m.): \_\_\_\_\_

FINISH TIME (norm 5:00 p.m.): \_\_\_\_\_



REST PERIODS:  
(paid): \_\_\_\_\_

A) MORNING BREAK

B) LUNCH BREAK (unpaid): \_\_\_\_\_

C) AFTERNOON BREAK (paid): \_\_\_\_\_

**REMUNERATION DETAILS**

**SALARY:** *Tick Yes/No, and additional detail if required.*

HOURLY RATE: YES / NO \_\_\_\_\_

DAILY RATE: YES / NO \_\_\_\_\_

WEEKLY RATE: YES / NO \_\_\_\_\_

ANNUAL RATE: YES / NO \_\_\_\_\_

PRO-RATA'D RATE: YES / NO \_\_\_\_\_

**APPROVAL DETAILS**

SIGNED BY:

DATED:

LINE MANAGER: \_\_\_\_\_

\_\_\_\_\_

H.R. OFFICER: \_\_\_\_\_

\_\_\_\_\_

PRESIDENT: \_\_\_\_\_

\_\_\_\_\_

Update: Payroll \_\_\_\_\_

Update: House Management, IT, Alison (Attendance, Leave, Contracts). \_\_\_\_\_



**Appendix 1.3. Example of Criteria/Ranking Form**

**Role:**

	Criteria 1	Criteria 2	Criteria 3	Criteria 4	Criteria 5	Criteria 6	Criteria 7	Criteria 8	Criteria 9	Criteria 10	Criteria 11	Criteria 12	TOTAL	Comments
<b>Weighting</b>	10	10	10	10	10	10	10	10	10	10	10	10	120	
<b>Name</b>	<b>Presentation</b>	<b>Knowledge of role / C.V / Experience</b>	<b>Strengths</b>	<b>Challenges</b>	<b>Experience / skills that are transferrable</b>	<b>Results-oriented</b>	<b>Improvements / Initiatives to bring to the role</b>	<b>Key Attributes</b>	<b>Relationship Building</b>	<b>Communication</b>	<b>Change Management</b>	<b>Technical Skills (Microsoft)</b>		
1 Candidate 1														
2 Candidate 2														
3 Candidate 3														
4 Candidate 4														
<b>Panel Members Signatures</b>														
<b>Manager:</b>														
<b>HR:</b>														
<b>Date:</b>														



**Appendix 1.4. Example of Shortlisting Form**

**Shortlisting Criteria - Example**

	Criteria 1	Criteria 2	Criteria 3	Criteria 4	Criteria 5	Criteria 6	Criteria 7	Criteria 8	Criteria 9	Criteria 10	Comments
<b>Name</b>	<b>Degree</b>	<b>Experience (Years applicable)</b>	<b>Salary Expectations</b>	<b>In-depth experience in a comparable role i.e. demonstrable experience throughout C.V</b>	<b>Experience in Project Management</b>	<b>Decision making experience throughout C.V</b>	<b>People Management Experience</b>	<b>Leading Teams</b>	<b>Leading / working within Change Management culture / process</b>	<b>Technical -IT (Microsoft)</b>	
1 Candidate 1											
2 Candidate 2											
3 Candidate 3											
<b>Panel Members Signatures</b>											
<b>HR:</b>		<b>Panel Member 1:</b>		<b>Panel Member 2:</b>							
<b>Date:</b>		<b>Date:</b>		<b>Date:</b>							

## Appendix 1.5. Sample Job Description

### Job Description – Marketing Manager

<b>Job Title:</b>	Marketing Manager	<b>Contract Type:</b>	Fixed term – 2 years Full-time
<b>Function:</b>	Marketing and Communications	<b>Hours of Work:</b>	5 days per week
<b>Reporting To:</b>	Assistant Registrar	<b>Salary:</b>	tbc

#### Carlow College, St. Patrick's

Carlow College, St. Patrick's is a small third level College specialising in degree level education in the Arts, Humanities and Social Care areas. The College has a rich tradition of education since its establishment in 1782. Its historic campus close to the centre of town offers an ideal learning environment. The College has a strong reputation for the quality of its education, based on small class sizes, an engaging and research active faculty, with strong academic supports for students. Currently it delivers degree programmes involving the disciplines and fields of English Literature, History, Philosophy, Theology, Psychology, Social Care and Social Studies, and Citizenship and Community Studies. At postgraduate level, a professionalising Masters is offered in Therapeutic Child care. Additionally, it has an international programme attracting students from a number of Colleges in the United States. Student enrolment is around 500.

The College is now embarking on a 5-year strategic plan to strengthen its operational capacities and to increase its student enrolment. The Marketing and Communications function will play a key role in the achievement of this plan through developing and communicating the College's marketing message, building and engaging the College's student and stakeholder base, and creating effective strategies that will promote the long-term growth of the College.

The College now seeks to appoint a **Marketing Manager** to lead this function and ensure the communication of the College's message to prospective students, and to local, regional, national and international stakeholder groups.

#### Role Overview

The Marketing Manager will create and execute a brand message and a multi-annual marketing plan, thereby ensuring the College, its educational programmes, and all related activities are promoted effectively and attain the utmost stakeholder engagement.

#### Reporting Line

The Marketing Manager will report directly to the Assistant Registrar.

#### Key Responsibilities

##### Strategic Development

- Create and execute an approved Branding Plan for the College in support of its strategic aims and with reference to the stakeholder groups of the College.
- Create and execute a multi-annual Marketing Plan for Carlow College, St. Patrick's which drives student recruitment.
- Negotiate and monitor Marketing budget requirements.
- Prepare, manage the publication of, and ensure the effective distribution of the College's Prospectus and related material in co-operation with Programme Board Chairs, Admissions, V.P for Academic Affairs and Registrar, President and relevant staff members.
- Develop the relationship between the College and the College Alumni.
- Identify and source good sponsorship opportunities to promote Carlow College, St. Patrick's.

##### Communications / PR

- Map key stakeholder groups of the College and develop a communications strategy to support the College's engagement with these groups.
- Ensure that local media opportunities are realised, by preparing and supplying advertisements and editorial copy to local and regional press and radio as budgets permit.
- Negotiate advertising and promotional agreements with relevant media.
- Create and distribute a regular staff newsletter to keep all staff up to date and to reinforce organisational culture.

### **Marketing Management**

- Ensure marketing is familiar with ongoing and important community events to ensure that where possible Carlow College, St. Patrick's is represented and/or utilised as a centre for activities.
- Design and produce both external and in-house marketing materials to be of visual impact and within brand guidelines.
- Liaise with relevant internal/external personnel to ensure social media, websites, etc. are fully utilised to further promote Carlow College, St. Patrick's.
- Provide relevant literature to internal departments to support the promotion of their services.
- Attain utmost promotion/PR, and ensure maximum participation from the College community by managing the marketing activity at all College events, conferences, activities, etc.
- Liaise with relevant staff members and students to support and ensure their active participation and involvement in promoting Carlow College, St. Patrick's courses, events, conferences, etc.
- Collaborate with the School Liaison Officer (SLO) on all written and promotional material to ensure Carlow College, St. Patrick's agreed marketing message is consistently and accurately delivered.
- Attend certain promotional events (e.g. Career fairs/exhibitions) with the SLO.
- Collaborate with the SLO in organising the annual Open Day.

### **Qualifications & Experience**

- Recognised 3<sup>rd</sup> level qualification in marketing or related area.
- 5+ years' experience of management in a comparable role.
- Record of achievement in the design and execution of marketing plans.
- Operational knowledge of marketing within the educational sector would be advantageous.
- Good working knowledge of social media's role and its related tools within marketing/promotional activity.
- Being fully competent in Adobe InDesign and Adobe Photoshop is desirable.

### **Skills & Competencies**

The candidate must be able to demonstrate their capacity in the following areas:

- Excellent interpersonal skills.
- Ability to work effectively with all College departments.
- Strong communication skills i.e. verbal and written.
- High level of initiative, supported with a positive and flexible approach.
- Ability to generate plans and effectively manage projects/initiatives.
- Strong organisational skills.
- Creative with good attention to detail.
- Demonstrate the ability to self-manage.

This job description is not intended to contain a comprehensive list of activities, duties, or responsibilities. Additional duties may be assigned based on business operational needs.

### **Application Requirements**

Candidates should submit their C.V and covering letter specifically outlining how their qualifications and experience fits the requirements of the role to [hr@carlowcollege.ie](mailto:hr@carlowcollege.ie) Closing date for applications is **DATE**.

**\*Please note that all applicants should consider the following questions when submitting their application:**

1. Do you hold a recognised 3<sup>rd</sup> level qualification in Marketing or equivalent?
2. Do you have at least 5+ years' experience of management in a comparable role?
3. Does your current and / or previous work experience meet the requirements of the role? If so, please explain in your cover letter.

\*Please note that as part of Carlow College, St. Patrick's recruitment policy, it is a condition precedent that all offers of employment are subject to two satisfactory employment reference checks and evidence of qualifications.

**Carlow College is an equal opportunities employer.**

## Appendix 20: Garda Vetting Policy



**CARLOW  
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### TITLE: *GARDA VETTING POLICY*

<b>Effective Date</b>	22 November 2017	<b>Version</b>	02
<b>Approved By</b>	Management Board <i>and</i> Academic Council	<b>Date Approved</b>	22 November 2017 <sup>25</sup>
		<b>Review Date</b>	22 November 2020 <i>or as required</i>
<b>Superseded or Obsolete Policy / Procedure(s)</b>		<b>Owner</b>	
<i>Garda Vetting Policy and Procedures (2011)</i>		Office of the President	

### 1. Purpose of Policy

Carlow College, St. Patrick's (hereafter Carlow College) is committed to ensuring that pre-defined and published regulations and legislation are consistently adhered to. The purpose of the *Garda Vetting Policy* is to ensure clarity, transparency, accountability and efficiency in relation to the legal obligations outlined under the *National Vetting Bureau (Children and Vulnerable Persons) Act 2012*.<sup>26</sup>

As such, Carlow College mandates that as part of its recruitment process, it is a condition precedent of any offer of employment that the College receives evidence of a satisfactory Garda vetting outcome. In compliance with Section 21 (Retrospective Vetting) of the *National Vetting Bureau (Children and Vulnerable Persons) Act 2012* Carlow College 'shall, where the person concerned has not previously been the subject of an application for vetting disclosure under this Act, not later than such period as may be prescribed, make an application for vetting disclosure (in this Act referred to as an "application for retrospective vetting disclosure") in respect of that person.'<sup>27</sup>

Moreover, Carlow College offers several academic programmes that require learners to undertake placements, with external agencies, which will bring them into contact with the public and in which they will assume positions of trust. To ensure the protection of the public, Carlow College is committed to ensuring that only suitable candidates are allowed to undertake these programmes. Learners enrolled on the following programmes and modules are required

<sup>25</sup> The *Garda Vetting Policy*, as it relates to College personnel, was approved by Management Board 22 November 2017. The *Garda Vetting Policy*, as it relates to College learners, was approved by Academic Council 06 December 2017.

<sup>26</sup> This Policy is modelled on others agree in the higher education sector.

<sup>27</sup> In accordance with Statutory Instrument No. 223 of 2016 an application for retrospective vetting of employees who were in their employment prior to 29 April 2016 must be submitted by 31 December 2017.

to be Garda vetted. Registration on these programmes and modules are provisional, pending the outcome of the Vetting process.<sup>28</sup> The College, as a relevant organisation, will enter into an agreement with other relevant organisations, in writing, in accordance with Section 12 (3A) of the Act.<sup>29</sup>

### *1.1: Undergraduate Programmes*

PC404 B.A. in Applied Social Studies in Social Care

PC405 B.A. (Honours) in Citizenship and Community Studies

PC406 B.A. (Honours) in Applied Social Studies in Social Care

PC402 B.A. in Humanities (if enrolled in the Catechetics & Placement Module)

PC410 B.A. (Honours) in Humanities (if enrolled in the Catechetics & Placement Module)

This Policy supersedes the existing *Garda Vetting Policy and Procedures* (2011).

## **2. Definitions**

*Child*: a person under the age of eighteen years.

*Garda Síochána National Vetting Bureau (GSNVB)*: agency tasked with processing the requests to carry out retrospective vetting of current employees and vet prospective employees and learners (if enrolled on a programme or module listed above).

*Liaison Person*: the person authorised to communicate with the *GSNVB* on behalf of Carlow College and located in the Registry as stipulated by the *National Vetting Bureau (Children and Vulnerable Persons) Act 2012*.

*Relevant Organisation / Work and Activities*: a person (including a body corporate or an unincorporated body of persons) who employs, enters into a contract for services or permits any person to undertake relevant work or activities, a necessary and regular part of which consists mainly of the person having access to, or contact with, children or vulnerable persons.

*Specified Information*: information other than criminal convictions held by the *An Garda Síochána* that leads to a bona fide belief that a person poses a threat to children and/or vulnerable persons.<sup>30</sup>

*Vetting Subject*: a staff member, learner or service provider.

*Vulnerable Person*: a person, other than a child who: is suffering from a disorder of the mind, whether as a result of mental illness or dementia; has an intellectual disability; is suffering from a physical impairment, whether as a result of injury, illness or age; or has a physical disability, which is of such a nature or degree as to restrict the capacity of the person to guard himself or

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<sup>28</sup> The list of programmes is reviewed on an annual basis and may be updated to include new and/or existing programmes. Learners on research programmes who engage with children and/or vulnerable persons will require Garda vetting.

<sup>29</sup> Section 12 (3A) states that ‘where two or more relevant organisations jointly agree in writing to the employment, contracting, permitting or placement of a person to undertake relevant work or activities, it shall be a defence in any proceedings brought against a person for an offence under subsection (2) to show that another relevant organisation who was party to the agreement received a vetting disclosure in respect of the employment, contract, permission or placement of the person concerned.’

<sup>30</sup> For more information, see section 2 of the *National Vetting Bureau (Children and Vulnerable Persons) Act 2012*.

herself against harm by another person, or that results in the person requiring assistance with the activities of daily living including dressing, eating, walking, washing and bathing.

### **3. Scope of Policy**

This Policy applies to anyone who is employed and/or engaged by Carlow College or acts on behalf of Carlow College who may have access to children and/or vulnerable persons in the course of their employment, engagement or studies.

Individuals who are not employed directly by Carlow College, but who are employed by contractors (or sub-contractors) of Carlow College, and who may have access to or contact with children and/or vulnerable persons in the course of their duties, will also be required to undergo the vetting process. Carlow College will also ensure that Garda Vetting obligations are reflected, to the greatest extent possible, in any contract between Carlow College and any contractor and/or sub-contractor and, as appropriate, form part of the criteria required in any procurement process.

### **4. Policy Statement**

The principles and goals underlying the *Garda Vetting Policy* are:

- to ensure that Carlow College is compliant with legislative requirements for relevant organisations as set out in the *National Vetting Bureau (Children and Vulnerable Persons) Act 2012*;
- that staff members and prospective learners are fully informed of the purpose and process of Garda vetting within the College;
- to ensure the protection of staff members, learners and members of the public;
- to promote public trust and confidence in Carlow College as a provider of third level education;
- to provide clarity, transparency, accountability and efficiency in relation to Garda vetting procedures at Carlow College;

#### *4.1. E-Vetting Process*

Carlow College is registered with, and uses, the services of the *GSNVB* which undertakes vetting on addresses in the Republic of Ireland and Northern Ireland. Garda Vetting includes Police vetting in respect of other jurisdictions.

As part of the vetting process, each vetting subject shall disclose any and all relevant information.

A vetting subject who has resided outside of the Republic of Ireland, including Northern Ireland, for six months or more, after the age of 18, is required to provide that information on their Garda Vetting Form.

The onus is on the vetting subject to obtain police clearance. It is best to contact the embassy of the country in question to seek further information. A list of embassies can be found on the website of the Department of Foreign Affairs ([www.dfa.ie](http://www.dfa.ie)).

All communications with vetting subjects, and with the *GSNVB* in respect of applications, are confidential. Information collected as part of this vetting process will be treated in confidence by Carlow College and used or disclosed only in accordance with the legislation.

#### *4.2. E-Vetting Steps*

The following outlines the various steps involved in the Garda Vetting process.

## Step 1

The Liaison Person for learners is the Admissions Officer and the Liaison Person for staff is the Human Resources Officer. The relevant Liaison Person sends the vetting subject an invitation form. An applicant who is under 18 years of age at the point of completing the Vetting form must complete and submit an additional Vetting Parent/Guardian Consent Form.

The vetting invitation form is completed electronically by the vetting subject and returned to the relevant Liaison Person. Employees who do not have access to a computer at work may complete a manual form, which is available from the Liaison Person. The vetting subject is also required to provide the relevant Liaison Person with proof of identity.

## Step 2

The relevant Liaison Person validates the proof of identity and sends the vetting subject an e-mail with a link attached inviting him/her to complete a Vetting Application Form. The vetting subject is given instructions for completion of the form. This document highlights the importance of providing full and correct information on the form and of attaching, where necessary, police clearance from other jurisdictions in which the vetting subject resided.

## Step 3

The vetting subject completes the Vetting Application Form online and submits it to the relevant Liaison Person.

## Step 4

The relevant Liaison Person reviews the Vetting Application Form and submits it to the *GSNVB*. The *GSNVB* processes the application against their databases for convictions, pending prosecutions, application of the *Probation Act*, non-convictions and specified information.

## Step 5

The *GSNVB* processes the application and forwards a vetting disclosure to the relevant Liaison Person.

The *GSNVB* responds to the vetting request by ticking one of the relevant sections of the form, i.e. (a) no convictions recorded or (b) convictions that appear on Garda Records or (c) and/or attached prosecutions that are pending.

The following is an example of the type of information/disclosure that could be returned:

*Our records indicate previous convictions recorded against the named person when checked against the details supplied:*

Date	Offence	Court	Result
25/06/2003	Larceny	Dún Laoghaire	Fine €100.

## Step 6

The relevant Liaison Person reviews the vetting disclosure and, as soon as is practicable, provides a PDF copy of the disclosure to the vetting subject.

## Step 7

Where the information supplied by the *GSNVB* is inconsistent with the information supplied by the vetting subject, the relevant Liaison Person will contact the vetting subject to clarify if

the information supplied by the *GSNVB* is correct. If the vetting subject does not agree that the information supplied by the *GSNVB* is correct, the relevant Liaison Person will request the *GSNVB* to review their information and confirm or change their initial response.

### **Step 8**

Once the e-vetting information and outcome have been verified and confirmed, it is then reviewed by the relevant Liaison Person and classified as follows:

- (a) No convictions recorded
- (b) Minor offence
- (c) Serious offence

There are two separate guidelines for the handling of vetting disclosures: for learners see Appendix 1 and for staff see Appendix 2.

### **Step 9 (if applicable)**

Staff and learners should be aware that Carlow College reserves the right, at its discretion, to require staff and learners to undergo a further Garda Vetting process. In addition, staff and learners may be re-vetted if information concerning suitability to work with children or vulnerable persons comes to the attention of the College. Staff and learners subject to this policy and who acquire a charge/prosecution and/or conviction and/or anything that may affect their suitability for their studies or employment during the course of their studies/employment are required to immediately notify the relevant Liaison Person.

Carlow College will undergo the process of re-vetting all Staff every five years.

#### **4.3. Management of Garda Vetting Records**

Records arising from the Garda Vetting process will be used for this purpose only.

The Liaison Person is primarily responsible for the secure storage and management of records associated with the vetting process. Records pertaining to vetting are held on discrete files, whether manual or digital. They will not be placed on either a learner's general file or a staff member's personnel file, which are held by Academic Administration and Human Resources respectively.

The Vice President for Academic Affairs / Registrar is responsible for the storage and management of records arising from learner appeals.

Records arising from the vetting process will be distributed only to those identified as having roles and responsibilities in the following section. All persons to whom records are distributed are responsible for their secure storage. Records distributed to such persons should be destroyed securely (shredded) as soon as they are no longer required; this may be as soon as the end of a meeting with a vetting subject.

Vetting subjects have full access to all records pertaining to them, which are created as part of the vetting process.

## **5. Roles and Responsibilities**

### **5.1. Vetting of learners**

The **Liaison Person** is responsible for:

- Processing vetting applications and communicating with both vetting subjects and the *GSNVB*, and managing records arising from this process

- Creating and managing records of meetings held to discuss vetting disclosures (as delineated below).

The **Placement Coordinator** is responsible for communicating with agencies / schools.

In the case of a minor offence, the relevant **Programme Chair, Placement Coordinator and Liaison Person** are responsible for meeting with the vetting subject to discuss the circumstances of the offence.

Where an offence is deemed serious, the **Liaison Person, Practice Placement Advisory Committee and Programme Board Chair** are responsible for meeting with the vetting subject to discuss the circumstances of the offence and to make a decision on the vetting subject's continuation in the programme.

Where a vetting subject appeals a decision of the foregoing group, the Vice President for Academic Affairs / Registrar will convene an Appeal Committee comprising the Vice President for Academic Affairs / Registrar, two members appointed by the Academic Council who do not have a conflict of interest (that is, that have not been involved in the process to date) and a College Counsellor. The Appeal Committee will make a final decision on the continuation of the vetting subject in the programme. The Vice President for Academic Affairs / Registrar is responsible for the creation and management of records of the appeal process.

## 5.2. Vetting of staff

The **Liaison Person** is responsible for:

- Processing vetting applications and communicating with both vetting subjects and the GSNVB, and managing records arising from this process
- Creating and managing records of meetings held to discuss vetting disclosures (as delineated below)

In the case of a minor offence, the Liaison Person will convene a Garda Vetting Panel comprising the Line Manager, Liaison Person and/or alternative nominees of the President. The Garda Vetting Panel is responsible for discussing the circumstances of the offence with the vetting subject.

If an offence is deemed serious, the aforementioned Garda Vetting Panel is responsible for meeting with the vetting subject and deliberating on the vetting subject's explanation of the circumstances of the offence, and considering an appropriate recommendation.

## 6. Associated Documentation

- Appendix 1: Guidelines for the Handling of Vetting Disclosures – Learners
- Appendix 1.1: Sample Letter that the Agency/School Receive (Where Convictions are Recorded)
- Appendix 2: Guidelines for the Handling of Vetting Disclosures – Staff

## 7. Referenced Policies

- *Practice Placement Policy*
- *Employee Disciplinary Policy*
- *Data Protection Policy*

- *Records Retention Schedule*

## **8. Monitoring and Review**

The Garda Vetting Policy is approved by the Management Board and Academic Council. The Office of the President, in consultation with the two Liaison Persons, will monitor this Policy annually with a policy review scheduled three years after the effective date.

## Appendix 1: Handling of Vetting Disclosures (Learners)

### Handling of Vetting Disclosures (Learners)



**CARLOW  
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ST. PATRICK'S

### Handling of Vetting Outcomes for Learners

Carlow College, St. Patrick's (hereafter Carlow College) response to information provided by *Garda Síochána National Vetting Bureau (GSNVB)* will be as follows:

*a) No Convictions Recorded*

The names of all Carlow College's vetting subjects for whom no convictions have been recorded are forwarded to the relevant Liaison Person.

*b) Differentiation of Results*

Where the information supplied by the *GSNVB* is inconsistent with the response from the learner, the Liaison Person will meet with the learner to clarify whether the information supplied by the *GSNVB* is correct. If the learner does not agree that the information supplied by the *GSNVB* is correct, the Liaison Person will request the *GSNVB* to review their information and confirm or review their initial response.

*c) Minor Offence*

With regard to minor offences, which, within the absolute discretion of the College are not considered to pose any risk to children and/or vulnerable persons, the College's response is different depending on whether or not the learner openly disclosed the offence.

If the offence has not been disclosed, the Programme Board Chair, Placement Coordinator and the Liaison Person will meet with the learner to seek an explanation for the non-disclosure.

If a satisfactory explanation is received, the learner will be advised that the information will be provided (with the permission of the learner) to the agency/school by the Placement Coordinator.

If a satisfactory explanation is not received, the offence will be deemed to be a serious offence and will be dealt with as outlined in section (d) below.

*d) Serious Offence*

With regard to serious offences and convictions, the nature of which could potentially indicate a risk to children and/or vulnerable persons, the learner will be required to meet with the Liaison Person, Practice Placement Advisory Committee and the Programme Board Chair to discuss the circumstances of the disclosure. Following the meeting, the learner will be advised in writing of the College's decision.

If there has been evidence of significant rehabilitation and/or evidence of appropriate behaviour modification by the learner since the event took place, then the learner will be advised that he/she will be allowed to continue in the programme but that all placement agencies/schools will be advised of the offence with the permission of the learner (see Appendix 1.1: *Sample Letter that the Agency/School Receive*).

When the nature of the conviction(s) is such that the Liaison Person, Practice Placement Advisory Committee and the Programme Board Chair deem it to be of such a serious nature that the learner cannot continue on their programme/module, the provision registration will be terminated. Following the meeting, the learner will be advised in writing of the College's decision.

## **Appeals**

The learner may, within two weeks of the date of the letter, make an Appeal to the Vice President for Academic Affairs/Registrar to have their case reviewed by an Appeal Committee on Learner Garda Vetting, comprising of the: Vice President for Academic Affairs/Registrar, two members appointed by Academic Council that do not have a conflict of interest and a College Counsellor.

The decision of the Appeal Committee on Learner Garda Vetting will be final and binding.

## Appendix 1.1: Sample Letter that the Agency/School Receive (Where Convictions are Recorded)

### Sample Letter that the Agency/School Receive (Where Convictions are Recorded)



Placement Supervisor

Placement Agency/School

Date:

Re: *Joe Bloggs (S/N 109888777)*

Title of Programme

Dear

Thank you for agreeing to provide a placement for *Joe Bloggs* for the period *February to April 2018*.

In line with the Carlow College, St. Patrick's *Garda Vetting Policy*, learners on specific programmes including the *[Title of Programme]* are required to complete a Garda Vetting process as part of their registration as a learner of Carlow College, St Patrick's.

In case of *Joe Bloggs*, the Garda Síochána National Vetting Bureau has returned the information outlined in Table 1 below.

Having met to consider the matter, and taking into account all relevant circumstances including the information below, it is the College's judgement that *Joe Bloggs* is a suitable learner for the *[Title of Programme]* and recommends him/her for placement with your agency/school.

**Table 1:**

With reference to the above our records indicate previous convictions recorded against the above named person when checked the details supplied

Date	Offence	Court	Result
25/06/2009	Larceny	Galway City	Fine €50.00

This information is provided in accordance with College Policy and in strictest confidence and should not be disclosed to any third party or within your organisation other than in the context of this placement.

If you require any further information, please contact Placement Coordinator on *[phone no.]*

## Appendix 2: Handling of Vetting Disclosures (Staff)

### Handling of Vetting Disclosures (Staff)



**CARLOW  
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ST. PATRICK'S

### Handling of Vetting Outcomes, Staff and Service Providers

Carlow College, St. Patrick's (hereafter Carlow College) response to information provided by GSNVB will be as follows:

#### *a) No Convictions Recorded*

The names of all Carlow College's vetting subjects for whom no convictions have been recorded are forwarded to the relevant Liaison Person who issues a vetting disclosure to the vetting subject.

#### *b) Differentiation of Results*

Where the information supplied by the GSNVB is inconsistent with the response from the staff member, the Liaison Person will meet with the staff member to clarify whether the information supplied by the GSNVB is correct. If the staff member does not agree that the information supplied by the GSNVB is correct, the Liaison Person will request the GSNVB review their information and confirm or review their initial response.

If a conviction, as outlined in (c) or (d) below, is recorded or pending, the Liaison Person will convene a Garda Vetting Panel consisting of the: Line Manager, Liaison Person, and/or alternative nominees of the President.

The Garda Vetting Panel's remit is to consider the convictions as outlined in c) or d) below.

#### *c) Minor Offence*

With regard to minor offences, i.e. offences which are not considered to pose any risk to children and/or vulnerable persons, Carlow College's response may be different depending on whether or not the vetting subject openly disclosed the offence.

- i. If the offence has not been disclosed, the Garda Vetting Panel will meet with the vetting subject to seek an explanation for the non-disclosure.
- ii. If the explanation received by the Vetting Panel is deemed satisfactory, the Liaison Person will notify the vetting subject.
- iii. If a satisfactory explanation is not received, the offence will be deemed to be a serious offence and will be dealt with as for section (c) below.

#### *d) Serious Offence*

With regard to serious offences, i.e. the nature of which could potentially indicate a serious risk to children and/or vulnerable persons, the vetting subject will be required to meet with the Garda Vetting Panel in order to provide a detailed explanation as to the circumstances of the offence.

Following the meeting with the Garda Vetting Panel, this Panel:

- i. will deliberate on the vetting subject's explanation as to the circumstances of the offence and consider an appropriate recommendation and/or action.
- ii. will advise the subject in writing of the Panel's decision.

An appropriate recommendation may be to conduct an investigation in accordance with the Investigation section of the organisation's Disciplinary Procedure (reference section 6). This procedure also contains within it an appeals process. In the event of a candidate applying for a position, the offer may be withdrawn.

## Appendix 21: Performance Management & Development Policy



### TITLE: *PERFORMANCE MANAGEMENT & DEVELOPMENT POLICY*

<b>Effective Date</b>	01 January 2018	<b>Version</b>	01
<b>Approved By</b>	Management Board	<b>Date Approved</b>	8 November 2017
		<b>Review Date</b>	8 November 2020
<b>Superseded or Obsolete Policy / Procedure(s)</b>		<b>Owner</b>	
		Human Resources	

#### 1: Purpose of Policy

The purpose of the performance management process within Carlow College, St. Patrick's (hereafter Carlow College) is to ensure that the work performance and learning of every employee is managed effectively and fairly. This will be achieved through the process of an annual review of performance, interim reviews and regular one-to-one meetings throughout the year. The *Performance Management & Development Policy* is designed to ensure that individual effort and career development are nurtured in a supportive way consistent with College goals.

The performance review/appraisal is a mechanism for discussion of the individual's performance and also to set goals for the year. It will cover strengths as well as ways in which improvement may be made. It is also an opportunity to discuss job concerns and career development. At Carlow College, we value the process of the Performance Management and Development Programme which is embedded in the strategic vision, mission and ethos of the College.

In the probationary period, a performance review shall be completed at least once. Thereafter, reviews/appraisals will be carried out on a bi-annual basis.

This process is a key mechanism for explicitly directing all employees' contribution so that individuals can see how their work supports the aims and objectives of their team, department and Carlow College as a whole. The process should provide clear direction towards personal and organisational objectives so that each individual is able to achieve their potential and contribute to Carlow College's success.

#### 2: Definitions

*PMDP*: is an acronym for Performance Management Development Programme. The emphasis in Carlow College is on the development.

*Reviewer*: The Line Manager will conduct the performance appraisal.

*Reviewee:* a reviewee is defined as current staff member within the College. Depending on circumstances, a staff member may be both a reviewee and a reviewer at different stages of the PMDP process.

*Staff Appraisal:* a review/appraisal meeting is a confidential conversation on an individual's career development. It provides the opportunity to sustain and improve individual performance and development actions. Appraisals should be conducted formally once every year i.e. within the academic year of the College for Academic staff. Appraisals for all other staff should be conducted formally once every year i.e. within the twelve months. Informal feedback should be provided on an ongoing basis and the reviewer is responsible for ensuring that they hold a catch-up meeting at least twice in the review year. This catch-up meeting should be documented and focus of the progression of the objectives that have been set for the year.

### **3: Scope of Policy**

The *Performance Management & Development Policy* covers all staff and contract types within the College.

### **4: Policy Statement**

The College strives to achieve high standards of performance and service at all times. It is our policy to train and support all employees to carry out their roles to a high standard and to the best of their ability.

We aim to ensure that all employees are engaged with and have a rewarding role in the College and have opportunities to develop their potential. We aim to encourage and utilise their abilities and maximise their contribution. Continuous development is necessary to grow our capability at both College and individual level to operate successfully in a dynamic and changing environment.

Communicating, engaging and consulting with employees are central to the success of the College. Our performance process is one key element in how we demonstrate this on an on-going basis.

All employees can expect to have ongoing performance conversations and receive timely and balanced feedback on their performance. Employees will be supported to achieve the required high standard, and should an employee face difficulty in meeting the standard expected there are further procedures in place to address this (see Appendix 1.2: *Performance Improvement Programme (PIP)*).

The President and Management Board are strongly committed to this process and emphasise the role of managers in providing feedback and supporting employees to raise performance standards. As part of their role, all managers are required to engage with their employees in performance conversations, and regular documented reviews.

### **5: Roles and Responsibilities**

#### *5.1 Human Resource Office*

The Human Resources Office holds responsibility for this Policy and any subsequent practices and procedures thereafter. These responsibilities include, but are not limited to:

- Providing information for both the Reviewer and the Reviewee in the Performance Management & Development Process (PMDP);

- Storing and conducting analysis on training and development requirements for each function and coordinate documentation for the review process;
- Recording PMPD reviews on personnel files.

### *5.2 College President*

The President will act as the primary reviewer for the senior executive management team and/or any other direct reports. The President, supporting the PMDP, will ensure the process is implemented and completed in line with the overall strategic plan, goals and objectives of the College.

### *5.3 Reviewer (Line Manager)*

The Reviewer (Line Manager) will ensure a successful implementation of the process, that all stages are completed and agreed training and development needs are followed through on. Line Managers are responsible for arranging annual reviews and six-month review meetings with each of the employees who report to them, and for ensuring that there are formal opportunities to review progress and learning throughout the year on a regular basis.

The key responsibilities of the Reviewer in the PMDP are to:

- Agree clear priorities, directions and performance standards for the Reviewee;
- Jointly agree performance objectives;
- Provide guidance to the Reviewee;
- Evaluate performance objectives and determine whether they have been achieved;
- With Reviewee, arrange for feedback or coaching to be sought from appropriate sources relating to performance;
- Discuss performance development and career development opportunities as agreed with the Reviewee.

All Reviewers will be required to report on the implementation of PMDP in their areas of responsibilities as part of the strategic planning processes. They will also be required to ensure that as a process, the College PMDP contributes to both the achievement of agreed College goals, as well as creating a positive learning and development ethos for staff.

### *5.4 Reviewee (Employee)*

It is the responsibility of each Reviewee to participate in managing their performance, as they are responsible for their own performance. Other key responsibilities of the Reviewee in the performance management and development process are to:

- Contribute to the establishment of their own performance objectives in co-operation and consultation with the Reviewer;
- Identify training and development needs (if any);
- Take constructive feedback given by the Reviewer;
- Provide feedback to the Reviewer where appropriate;
- Discuss any other issues which may impact on performance;

- Reflect on their own performance;
- Maximise their potential and help meet their career aspirations.

The template for the *Performance Management and Development Review Form(s)* is applicable to all staff in Carlow College (see Appendix 1.1).

#### **6: Associated Documentation**

- Appendix 1: Performance Management and Development Programme
- Appendix 1.1: Performance Management and Development Review Form(s)
- Appendix 1.2: Performance Improvement Plan (PIP) Form

#### **7: Referenced Carlow College Policies**

- Recruitment Policy
- Training and Development Policy
- Disciplinary Procedure
- Equality Policy

#### **8: Monitoring and Review**

The *Performance Management & Development Policy* will be monitored annually by the Human Resources Office to ensure that it is fit-for-purpose and reviewed every three years.

## Appendix 1: Performance Management and Development Programme

### Performance Management and Development Programme



#### 1. Link to Carlow College Strategic Plan

By being part of the performance management process, staff take responsibility for their own development and learning actions. Within such a system not all individual actions may be met, given the limited resources available. Priority will be given to the development, skills training and actions, related to the strategic goals of the College. The Carlow College Performance Management and Development Programme (PMDP) recognises that there must be a link between the activities of staff with the College's strategic plan. This is accomplished by assessing each staff member's achievements and goals at four levels:

1. College
2. Management
3. Function/Department
4. Individual

#### 2. Promoting a Culture of Continuous Learning and Development

By providing a structured opportunity for discussing development, skills training and support actions, staff can ensure they are focusing on learning and development that is relevant to their work objectives and career goals.

#### 3. Communication and Structured Feedback

Communication is an essential element of Carlow Colleges' PMDP. PMDP opens up the opportunity to develop clear, structured channels of communications across the College and promotes on-going two-way feedback between the 'reviewer' and 'reviewee'.

#### 4. Key Principles of the PDMP

- a) **Developmental:** The PMDP acknowledges the responsibility of both staff and management in the joint planning of career development. Individuals are provided with the opportunity to consider their development needs for their future career plans through the establishment of developmental objectives.
- b) **Self-Review/Self-Assessment:** The PMDP is a structured review process which recognises that it is individual staff members that need to drive their own performance and development. In order for the review system to work effectively, individual staff members need to take ownership of the process and self-assessment/review will be pivotal to achieving a sense of ownership and participation. Without self-assessment/review there can be little benefit to the individual in terms of identifying strengths and areas that need improvement.
- c) **Two-way Review:** Communication is an essential element to the success of a Performance and Review Scheme. The PMDP opens clear channels of communications and promotes ongoing two-way feedback between the 'Reviewer' and the 'Reviewee'.
- d) **Quality:** The process of PMDP holds closely the core principles of quality assurance in that it is intended to promote a process of continuous improvement at an individual, function / department and College level through a mechanism of self-assessment. The programme

provides an on-going opportunity for each unit and staff member to reflect upon his or her contribution to the College and provides a means to improve upon this contribution within a developmental framework.

- e) **Relationship to Other College Policies and Procedures:** The PMDP is a developmental tool which is intended to improve performance. The PMDP is a developmental tool which is intended to improve performance. It is separate from and should not be linked to other College policies such as promotion, pay, or reward. The implementation and conduct of the Performance Management and Development Scheme process will be carried out with full regard to the College's *Equality Policy*.

## 5. Key Benefits of the PMDP

Some of the intended key benefits of PMDP are as follows:

- Improved communication between staff at all levels;
- Better communication of the College's goals and values;
- Better communication to the College of the reality of staff experience;
- Better understanding of how individual staff contribute to both their departments / functions and College activities;
- Cultivating a culture of continuous improvement in line with other Quality Assurance initiatives;
- Increased opportunities for organisational learning;
- Increased emphasis on career development of the individual;
- Improved planning at individual, departments / functions and College level;
- Improve overall performance arising from the above.

## 6. Benefits for Staff

Some of the intended benefits for Staff are that it:

- Improves communication between staff at all levels;
- Enables better communication of the College's goals and values;
- Cultivates a culture of continuous improvement;
- Provides staff with support in identifying their personal learning and development actions and the ways of meeting these actions;
- Provides staff with a clear understanding of how their role operations within their College/function/department;
- Enables staff to prioritise the key aspects of their role;
- Improves overall performance.

## 7. Performance Management Process

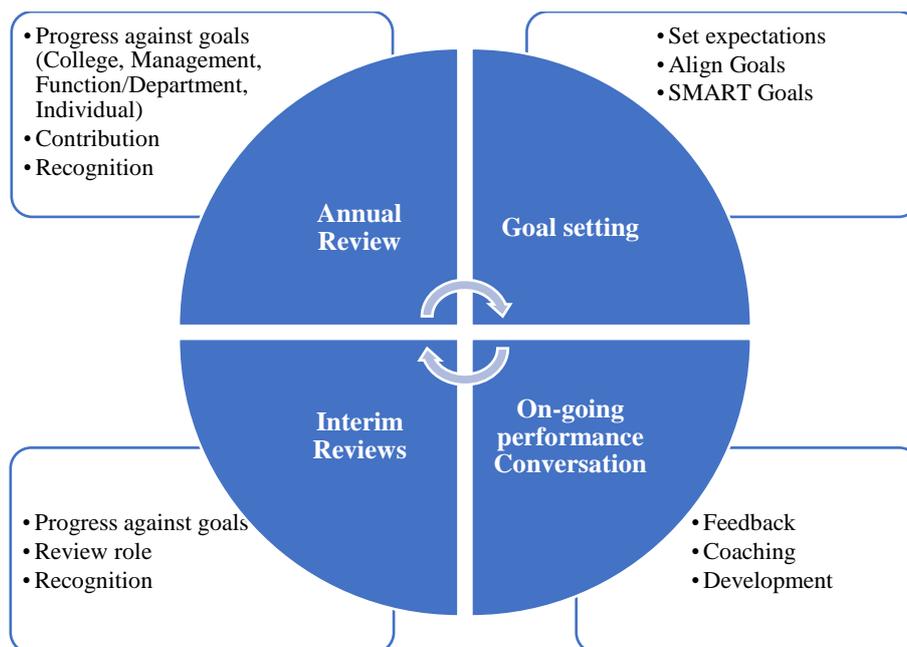
The Colleges' Performance Management Process aims to support employees to perform their role to a high standard, so that the organisation can achieve its goals. This two-way continuous communication process translates organisation goals into individual accountabilities, provides measures and feedback to assess progress against goals and identifies how we can improve organisational performance.

The success of the Performance Management Process in the organisation is dependent on:

- having clear and aligned goals and objectives;
- a climate of development;
- recognition of high performance;
- on-going conversations about the behaviours that contribute to performance;
- regular on-going reviews;
- individual ownership and responsibility for performance;
- regular communications, on both a one-to-one and team basis;
- understanding of and commitment to the performance management process.

There are a number of elements to the Performance Management Process. While HR is available to support the process, employees work directly with their Line Managers on this. The performance process is not linked to pay in the College at this point in time, however, the College reserves the right to review this, following consultation with employees.

### 7a. Performance Management Cycle



### 7b. When do the Reviews/Appraisals Take Place

Appraisals should be conducted formally once every year i.e. within the academic year of the College for Academic staff. Appraisals for all other staff should be conducted formally once every year i.e. within the twelve months. This will help facilitate the planning processes for training needed for the following academic year. However, where this timeframe is not suitable for a particular department/function, agreement will be reached with HR to agree a ‘band of months’ when the reviews can be conducted to suit their particular workload cycles. Having a scheduled ‘band of months’ allows for objectives for the following year to be linked to the strategic goals and objectives finalised by the Management Board.

## 7c. Goal Setting

Each employee is required to take ownership of their own performance and the continual implementation of the performance management process.

The main activities in the organisation's performance cycle are:

- goal setting, including identifying training and development needs;
- performance conversations;
- reviews.

Required levels of performance and goals/objectives will be agreed with your manager on an annual basis, in line with College objectives. It is vital that employees know exactly what is expected of them and the time-frame within which they must operate. The goal setting meeting will result in an agreed set of goals for each person, in terms of day to day responsibility as well as projects to develop the organisation.

It is worth noting that when setting goals, the intention is not to cover every aspect of the employee's work, but to concentrate on the more significant aspects of the job. For this reason, it is recommended that no more than six goals be set at any one time. Once a goal is achieved another goal should be set.

The quality and clarity of goals is critical to the success of the overall process as they lay down the foundation for future conversations. Goals/objectives should be **SMART**, as outlined below.

- **Specific:** clear unambiguous and concerned with a single, specific aspect of the results.
- **Measurable:** they must contain a number, ratio or description that will make it clear when they have been achieved; consider quality, quantity, cost and time.
- **Attainable:** while standards do change, objectives should be appropriate to the organisation and job holder's role and capabilities - not too easy, not too hard.
- **Results orientated:** goals have to focus on what is to be achieved and where it fits with the organisation's objectives.
- **Time specified:** this must clearly be defined.

It is part of a Line Manager's role to be able to describe what needs to happen to achieve high performance. The resource implications of goals set should also be addressed at this point. Training on goal-setting will be available to Line Managers and employees to facilitate this process. This training can either be done by HR or an external training organisation.

The goal setting meeting is also an opportunity to review the role and job description and capture how it has changed in the period to ensure it stays update. Job descriptions should reflect the role, not solely the role-holder (see our *Recruitment Policy* for reference). Agreeing personal development plans are another output of this meeting.

## 7d. Reviewing and Updating Job Descriptions

- d) The job description is a snapshot of the post at the time it was written and should be reviewed for accuracy on a regular basis.
- e) While job descriptions are usually future focused, they still become outdated as the duties and responsibilities of the job change. At a minimum, Job Descriptions should be reviewed in all instances where the post becomes vacant and before any recruitment action is initiated.

- f) Where significant change has occurred to a post over time, it is essential that the relevant line manager contact the Human Resources Office who will assist in the reviewing, providing support and guidance re next steps of the role.

### **7e. What PMDP is not?**

- Used to air grievances.
- Linked to incremental pay or promotion.
- A one size fits all approach.

### **8. Stages of the PMDP**

There are four sections within the PDMP cycle. These are as follows:

#### *Section 1: Pre-Review Self-Assessment Form*

Section 1 is a discussion document and can be completed in draft form by the reviewee before the meeting when reflecting on their objectives and learning and development requirements or during the PMDP review by the reviewer when actions have been agreed. During this confidential meeting, the reviewer and reviewee discuss and agree on the reviewee's achievements, helps and obstacles and progress to date, career development, objectives for the coming period (linked to College/Function/Department Strategy) and any learning and development actions required to achieve these objectives.

Employees who are appraised should have time to reflect on their performance over the previous year. Employees should consider which objectives have been met and why; which objectives have not been met and why; and to evaluate the learning undertaken during the previous year. Employees should complete Section 1 of the *Performance Management and Development Programme Review Form(s)* prior to their performance review and send this to their manager at least 1 week before the scheduled review meeting.

The reviewer should also consider the factors that may have affected the reviewee achieving the agreed objectives since the last review.

- **Helps:** good programme structure, support from team, larger budget available
- **Obstacles:** tight deadline, lack of support, limited resources, incompatible systems and budget costs. Here, you should try to provide measures/examples to overcome obstacles.

#### *Section 2: Review of Work Objectives*

This section should be completed with Section 1. Employees should complete Section 2 of the *Performance Management and Development Programme Review Form(s)* prior to their performance review and send this to their manager at least 1 week before the scheduled review meeting.

When completing this section, consideration must be given to the reviewee's main achievements against the agreed objectives since the last review. If a previous review does not exist for example a new staff member, the reviewee and reviewer should consider personal objectives agreed elsewhere. If these are not available, the reviewee and reviewer should look at the objectives for the department/function and consider how they contribute to these.

#### *Section 3: Review Discussion*

The purpose of the review meeting is to discuss achievements and performance during the previous twelve months against the previously agreed objectives and the personal development plan and to set goals and objectives for the upcoming year.

The description of the individual's performance should be agreed taking into consideration changes that may have happened during the twelve months, new objectives added and relative change in priority of objectives. At this stage, both the reviewer and reviewee may make additional comments. The documentation is then subsequently signed off by the Reviewer and the Reviewee.

#### *Section 4: Learning and Development*

This section requests the reviewee to identify any learning and development actions they have completed during the last cycle and how these were implemented in their role e.g. a reviewee may have requested to complete presentation skills training at their last reviewee and have since given a number of presentations as part of their role. Another example of this may include a reviewee who requested training in marketing who has become more involved in marketing initiatives within their department/function. In addition to training courses, a reviewee may have requested other learning and development supports. The reviewee may also advise at this stage of what further training requirements may be needed for the coming twelve months.

The development plan will identify the training/development needs of the individual to achieve their key objectives in the coming twelve months. The most suitable method of meeting a development need must be considered.

### **9. General Information**

#### **9a. Recording of appraisal meeting**

The signed and agreed review document should be forwarded to the HR Office. A copy of the form(s) should be given to the reviewee.

It is the responsibility of the reviewer to provide a copy of the completed form(s) to the reviewee. The original will be retained by HR on the reviewee's personnel file in the HR Office.

#### **9c. Next Review Date**

Both the reviewee and reviewer agree a date for the next review meeting. This should be within the PMDP yearly cycle; however, it is encouraged that the reviewer and reviewee meet on an informal basis over the year.

#### **9d. Approval of Learning and Development / Training**

After receiving the PMDP forms, with specific reference to the Learning and Development section and in consultation with the line manager, HR will review the learning and development needs and supports for the reviewee. Following this review, a decision and plan will be made on the implementation of these supports. This will be done by the Line Manager.

All staff who have completed their reviews should be recorded even in cases where no learning and development actions have been requested. This information will provide the HR Office with a summary of staff who have completed their reviews and will support the College in conducting a training needs analysis on the different departments/functions.

### **10. Performance Improvement Programme (PIP)**

#### **10a. Purpose of a PIP**

The aim of the PIP is to support the underperforming employee to work towards a satisfactory improvement in a fair, objective, and positive way.

## **10b. Scope**

This Performance Improvement Policy applies to all Carlow College's employees, whether on probation, full, part time, fixed-term or permanent etc. (list is not exhaustive).

## **10c. Policy Summary**

If your standard of work or behavior falls below an acceptable level and you fail to meet minimum standards within your role for one month or longer your Line Manager will make you aware that your performance or behavior is not at the required standard, point out how it must be improved and the timeframe that the improvements need to be made by. You will be provided with a bespoke Performance Improvement Plan (PIP).

The purpose of the PIP is to ensure that you have an opportunity to improve your performance up to a satisfactory level by encouraging improvement and supporting you to achieve the required standard of performance or behavior that Carlow College expects. We expect that you will achieve the required standards that are required in your role however if your behavior or performance does not improve or you do not reach the minimum targets set for you each month a more formal approach may be taken in conjunction with Carlow College's *Disciplinary Policy*.

## **10d. Unsatisfactory Job Performance**

If required minimum standards are not being achieved, with objectives not being met for two consecutive months or three out of six consecutive months, then your manager may discuss putting a PIP in place, to help focus improvements and re-set required levels.

## **10e. How Does a Performance Improvement Plan (PIP) Work?**

- The reviewer will highlight his/her concerns, giving you examples of events where your levels of performance have been below what is expected of you.
- Give you the chance to respond, explain why you think your performance is not at the required level and make suggestions on how this can be improved.
- Make sure you understand the performance standards of your role and what is required by Carlow College.
- Agree any areas of support to be offered to you to ensure your performance improves.
- Agree a timeline with you during which you ensure your performance reaches the required level.
- Explain that if performance does not improve then the disciplinary procedure may be invoked.

These points will be captured on a PIP. Please note that all PIPs should be signed off by HR prior to commencing.

The PIP will support your performance improvement and will include at a minimum the following details:

- Levels of improvement that are required by you;
- The support being provided to you;
- The timescale for achieving the improvement (normal a minimum of 4 – 6 weeks);
- The review date(s).

## **10f. Review and Feedback**

We hope that once you have had a discussion with your Line Manager and agreed your PIP, your performance will begin to improve and you will return to the required levels within the timeframes outlined.

Your line manager will give you weekly updates on your progress and this will be captured on your PIP to ensure you are on track. You will be given any required support.

If your performance has not improved to the required standards within the agreed timeframe, or where the situation requires more urgent action, it may be necessary to move to Carlow College's formal disciplinary process.

## **11. Confidentiality**

Discussion during the meeting will remain confidential to the reviewer and reviewee and nothing that is said or written will be revealed to others without the permission of the reviewee.

The appraisal system is not linked to the incremental progression of staff or to the promotions procedure in Carlow College. Staff applying for promotion may present an interview panel with completed appraisal forms subject to the agreement of the reviewer. Staff are under no obligation to present such information.

**Performance Management and Development Review Form(s)**

**SECTION 1: Pre-Review Self-Assessment Form**

\* Note that copies of the Performance Management Forms must be sent to Human Resources.

Name of Reviewee		
Job Title		
Department/Function		
Reviewee Contact Details	Email:	Tel:
Employment Commencement Date		
Commence Date of Appointment to current role		

Name of Reviewer	
Date of last review (if applicable)	
Date of current review meeting	
Have both the reviewee and reviewer a copy of the relevant job description?	<b>Yes</b> <b>No</b> If 'No', please ensure that one is drafted in consultation with both the line manager and staff member. HR can assist also.
Have both the reviewee and reviewer reviewed and read the function/department/College strategic plan?	<b>Yes</b> <b>No</b> If no, please specify.

**Section 1 and 2** is to be completed by the Reviewee in advance of the Review Discussion with Line Manager or nominated reviewer. You are asked to fill in the objectives for the past year and evaluate the extent to which you have achieved them.

If there were specific difficulties in achieving objectives, these should be noted in Section 2.6. You are asked to submit Section 1 of this form to your reviewer two weeks prior to the review.

*Please continue to next page*

## Section 1: Goal Setting/Objective Meeting with Reviewer (Line Manager) & Staff member (Reviewee)

**\*Review these objectives against the previous year's objectives.** If a previous review does not exist for example a new staff member, the reviewee and reviewer should consider personal objectives agreed elsewhere. If these are not available, the reviewee and reviewer should look at the objectives for the department/function and consider how they contribute to these.

(Agreed/set objectives between the line manager and reviewee). To complete this section, the reviewee and line manager will need to read the College and Function/Department strategy as well as the previous year's objectives to understand the objectives relevant to them. It is important also that the job description is read in conjunction re same.

<b>Goal/Objective 1</b>	
<b>Goal/Objective 2</b>	
<b>Goal/Objective 3</b>	
<b>Goal/Objective 4</b>	
<b>Goal/Objective 5</b>	
<b>Goal/Objective 6</b>	

*Please continue to next page*

## Section 2: Review of Work Objectives

\*The Reviewee should also complete this form ahead of the Review meeting.

### 2.1 Review of Work Objectives

What progress have you made in achieving the objectives set out in Section 1?

### 2.2 Review of Personal Objectives

Did you set personal objectives, if so, what progress have you made (e.g. professional qualification, skills, i.e. interpersonal skills, analytical skills etc.)?

### 2.3 Review of leadership/management/team work objective

Did you set leadership/management/team work objectives? If so, what progress have you made?

### 2.4 Review of Career Objectives

Did you set career objectives? If so, what progress have you made against achieving both medium and long-term career objectives?

*Please continue to next page*

**2.5 Helps to achieving objectives**  
What has helped you achieve your objectives in the last 12 months?


**2.6 Obstacles to achieving objectives (if any)**  
Were there any problems/obstacles in the way of achieving your objectives?  
If yes, please list and explain.


**2.7 Proposed measures to overcome these obstacles**  
Please list measures.


**2.8 Achievements**  
List your achievements and/or contributions to your role, team, internal College Community and the wider College community.


**2.9 Future Objectives**  
Please give some preliminary indications as to what your work, career and personal objectives will be for the coming year.


*Please continue to next page*





**3.2 Personal Objectives: Outline your personal objectives for the next review period (If appropriate)**

<b>Objective</b>	<b>Actions to Progress Objectives</b>	<b>Timelines for Completion</b> <i>(please state if timeline is short/long-term)</i>

**3.3 Leadership/Management/Team objectives for the next review period**

<b>Objective</b>	<b>Actions to Progress Objectives</b>	<b>Timelines for Completion</b> <i>(please state if timeline is short/long-term)</i>

**3.4 Career Objectives: Outline your Career objectives for the next review period (If appropriate)**

<b>Objective</b>	<b>Actions to Progress Objectives</b>	<b>Timelines for Completion</b> <i>(please state if timeline is short/long-term)</i>

*Please continue to next page*



**3.5 Other Objectives: Outline other agreed objectives for the next review period (*If appropriate*)**

Objective(s)	Actions to Progress Objectives	Timelines for Completion <i>(please state if timeline is short/long-term)</i>

**3.6 Reviewee Comments**

**3.7 Reviewer Comments of Review Meeting**

**Signed by Reviewer:**

**Date:**

**Signed by Reviewee:**

**Date:**

*Please continue to next page*

**Comments by Line Manager (where he/she is not the Reviewer)**

--

<b>Signed Line Manager:</b>	<b>Date:</b>
-----------------------------	--------------

*(Signed copies of all the Review documents to be sent by the Line Manager to the Reviewee and Human Resources)*

## Performance Management and Development Review Form(s)

### SECTION 4: Planning for Development

*(This section is to be forwarded to HR also)*

Name of Reviewee: \_\_\_\_\_

Name of Reviewer: \_\_\_\_\_

Date of Review Discussion: \_\_\_\_\_

#### Training Programmes taken by the Reviewee in the last 12 months

Programme/Training Title 1:	Date Commenced:	Date Finished:
Purpose for taking this course:		
Benefits of taking this course:		
Programme/Training Title 2:	Date Commenced:	Date Finished:
Purpose for taking this course:		
Benefits of taking this course:		

*Please continue to next page*

### Course Specific Programmes

Name of Programme	How will this help the reviewee in meeting their objectives above?

### Development/Support/Resources/Information

\*A training programme may not always be the most effective means of development or support required in meeting objectives. Please consider other options – e.g. work-shadowing, managing a project team, new equipment, improve personal teaching abilities, etc.

Suggested Action	How will this help the reviewee in meeting the agree objectives above?

### Acknowledgement

- \* I acknowledge that the learning and development requests are being forwarded to the HR Office for action.
- \* The signatures also below indicate that the reviewee and reviewer have discussed and agreed the reviewee’s achievements, work objectives, career goals and development actions for the next PMDP cycle. In consultation with the Reviewer, the HR Office will review for consideration any learning and development, skills training actions and will relay any decisions to the reviewee.
- \* Both the reviewee and reviewer should agree a date for the next review meeting. This should be done each year as outlined above.
- \* The reviewee will receive a copy of these forms and the original will be saved on your personnel file within the HR Office.

<b>Date of next review meeting:</b>	<b>Date</b>
<b>Signature of Reviewee:</b>	<b>Date</b>
<b>Signature of Reviewer:</b>	<b>Date</b>

## Appendix 1.2: Performance Improvement Plan (PIP) Form

Performance Improvement Plan (PIP) Confidential	
Employee Name:	
Job Title:	
Manager Name:	
Date:	

The purpose of this Performance Improvement Plan (PIP) is to notify you that your work performance has been and is currently not at a satisfactory level, identify serious areas of concern in your work performance, reiterate **Carlow College, St. Patrick's** expectations, and allow you the opportunity to demonstrate improvement and commitment in your work performance.

Areas of Concern:
1.
2.
3.
Observations, Previous Discussions or Counselling:
1.
2.
3.

*Please continue to next page*

**Improvement Goals/Behaviours and Tasks:**

\*These are the goals related to areas of concern to be improved and addressed:

1.	
2.	
3.	
4.	

**Resources:**

Listed below are resources available to you to complete your Improvement activities (may include other people's time or expertise, funds for training materials and activities, or time away from usual responsibilities.)

1.	
2.	
3.	
4.	

**Management Support:** Listed below are ways in which your manager will support your Improvement activities.

1.	
2.	
3.	

**Expectations:** The following performance standards must be accomplished to demonstrate progress towards achievement of each Improvement goal:

1.	
2.	
3.	

**Follow-up Updates:**

You will receive feedback on your progress at your weekly supervisory meetings.

<b>Week 1:</b>	
<b>Week 2:</b>	
<b>Week 3:</b>	
<b>Week 4</b>	
<b>Week 5</b>	
<b>Week 6</b>	
<b>Week 7</b>	
<b>Week 8</b>	
<b>Week 9</b>	
<b>Week 10</b>	
<b>Week 11</b>	
<b>Week 12</b>	

**Timeline for Improvement, Consequences & Expectations:**

Effective immediately, you are placed on a 90-day PIP (this time line may be amended at the organisations discretion). During this time, you will be expected to make regular progress on the plan outlined above. Failure to meet or exceed these expectations, will result in disciplinary action, up to and including termination. Furthermore, failure to maintain performance expectations after the completion of the PIP may result in additional disciplinary action up to and including termination.

Should you have questions or concerns regarding the content, you will be expected to follow up directly with me.

We will meet again as noted above to discuss your Work Improvement Plan.

**Acknowledgement**

Employee Signature:	Manager Signature:
Employee Name (Print):	Manager Name (Print):
Date:	Date:

**Appendix 22: Professional Leave Request Form**

**Professional Leave Request Form**



**Name:** \_\_\_\_\_

**Event:** \_\_\_\_\_

**Date(s) of leave:** \_\_\_\_\_

**Duration of leave:** \_\_\_\_\_

**What is the nature of your participation:** \_\_\_\_\_

**If giving a paper or making a presentation, please provide the title and brief description:**

\_\_\_\_\_

**How will your participation benefit your work in the College? Please provide a brief explanation:**

\_\_\_\_\_

\_\_\_\_\_

**Expenses:** \_\_\_\_\_ **Total:** € \_\_\_\_\_

**Breakdown:**

**A. Conference Fee / Registration:** € \_\_\_\_\_

**B. Travel / Subsistence:** € \_\_\_\_\_

**Scheduled Lectures (*Date(s), Year, Subject*):**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Scheduled / Covered Lectures:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Professional leave requests must be submitted two working weeks in advance with supporting documentation and expenses report.

I understand that the timing of Professional Leave is at the College's discretion and that the above information may only be amended with the approval of the Registrar.

\_\_\_\_\_  
**Signature**

\_\_\_\_\_  
**Date**

**Request approved:**                      **Yes:** \_\_\_\_\_ **No:** \_\_\_\_\_

**Comments:** \_\_\_\_\_

**Signed:** \_\_\_\_\_

*Alison Hayden (on behalf of Dr Margaret Murphy, Assistant Registrar for Academic Affairs)*

## Appendix 23: Staff Doctoral Bursary



### Staff Doctoral Bursary

Carlow College, St. Patrick's recognises that a PhD is internationally recognised as the entry level qualification for lecturing staff working in third level institutions. The requirement for staff to hold a PhD, or a professional practice doctorate in certain circumstances, will be reflected in job descriptions and person specifications for teaching and research posts at the College.

To encourage and facilitate existing full-time staff to complete their doctoral studies whilst in the employment of Carlow College, the College offers a once-off College Bursary in the sum of 3,000 Euro to all full-time staff undertaking doctoral research. This award can be claimed following the conferring of the degree.

Applications should be made to the Office of the Registrar by completing the section below.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Title of doctoral degree (e.g. PhD, D.Soc.Sc.): \_\_\_\_\_

Awarding Institution: \_\_\_\_\_

Name of doctoral supervisor: \_\_\_\_\_

Name of internal examiner: \_\_\_\_\_

Name of external examiner: \_\_\_\_\_

Year of first registration: \_\_\_\_\_

Date of viva voce: \_\_\_\_\_

Date of final submission: \_\_\_\_\_

Date of conferral: \_\_\_\_\_

**Approved for payment:**

\_\_\_\_\_  
Vice President for Academic Affairs/Registrar

\_\_\_\_\_  
Date

## Appendix 24: Staff Postgraduate Study Leave Application Form



### Staff Postgraduate Study Leave Application Form

Full-time academic staff undertaking PhD research, and other postgraduate study, can apply for additional paid leave. A maximum of five days annual postgraduate study leave will be granted in respect of doctoral research and other postgraduate study. As far as possible, these should be days on which lectures are not scheduled so as to minimize disruption to schedules. This extra leave is intended to be used to support staff to attend doctoral supervision and other relevant lectures and presentations.

All full-time lecturing staff at Carlow College receive forty days annual leave in recognition of the expectation that academics spend time over the summer break on research related activities. Any request for postgraduate study leave that exceeds five days will therefore be treated as annual leave and must be applied for through the Registrar's secretary using the appropriate form. When making applications, staff members are asked to bear in mind that annual leave is not usually granted during the academic term and to therefore endeavour to minimise disruption to lecturing and teaching duties.

**Name:** \_\_\_\_\_

**Date of first registration for postgraduate study:** \_\_\_\_\_

**Estimated completion date of postgraduate work:** \_\_\_\_\_

**Name of institution where registered:** \_\_\_\_\_

**Title of programme under which you are registered (e.g. PhD):** \_\_\_\_\_

**What is the reason for applying for postgraduate study leave on this occasion?** \_\_\_\_\_

**On which date(s) do you wish to take postgraduate study leave?** \_\_\_\_\_

**Number of days study leave requested so far during this academic year?** \_\_\_\_\_

**If you are applying to take postgraduate study leave during term time, what arrangements have been made to cover your teaching?** \_\_\_\_\_

**Will your postgraduate study leave involve any extra financial cost to Carlow College? (If yes, please provide details and on a separate typed sheet)** YES / NO

<b>Office of the Registrar</b>	
Postgraduate study leave on the above dates:	Approved / Not Approved
_____ Vice President for Academic Affairs/Registrar	_____ Date

## Appendix 25: Staff Book Publications Bursary



### Staff Book Publications Bursary

Carlow College, St. Patrick's seeks to encourage and facilitate full-time staff seeking to publish their research in book form. The College recognises that academic publishers increasingly seek a financial contribution from authors to defray publishing costs. A grant in-aid of publication fund has therefore been put in place to which members of staff can apply when they are at the stage of submitting a manuscript to an established and respected publisher. In return, the College will ask for the Carlow College logo to be shown on the book as one of the bodies that aided publication. The grant to be made available will vary according to the book to be published. It is unlikely to exceed €2,500. Applications can be made where the member of staff is the sole author of a book-length scholarly work.

Applications should be made to the Office of the Registrar by completing the section below.

Name: \_\_\_\_\_

Title of Book: \_\_\_\_\_

Details of the grant in-aid of publication requested by your publisher and the purposes for which it will be used (*please provide documentary evidence*).

Proposed date of publication: \_\_\_\_\_

Name and address of publisher: \_\_\_\_\_

**Office of the Registrar**

**Approved for payment on receipt of the published book:**

**Yes / No**

**Vice President for Academic Affairs/Registrar**

**Date**

## Appendix 26: Academic Conference Attendance Expenses Guidelines and Procedures

### Academic Conference Attendance Expenses Guidelines and Procedures



#### 1. Introduction

Carlow College, St Patrick's (hereafter Carlow College) recognises that the process of attending high-profile conferences and presenting academic papers is at the core of good academic teaching and research practice. These presentations are seen to enhance both the reputation of academic staff and Carlow College. The College undertakes to support staff in such endeavours as far as possible within existing budgetary constraints. A copy of the conference paper should be presented to the Vice President for Academic Affairs and Registrar when claiming expenses. As a reciprocal gesture, the College also expects that any member of staff who receives conference expenses will share their learning from the conference by way of a presentation to their colleagues.

#### Staff attending conferences and giving papers

Wherever possible members of academic staff will be facilitated to attend conferences where they have been invited to make a presentation of their work. All members of staff who are applying for conference expenses are expected to acknowledge Carlow College in their written conference submissions. Due to budgetary constraints staff attending conferences but not presenting papers will not be able to claim expenses.

#### Conference Rates (maximum rate including registration, travel and subsistence)

	<u>Presenting a Conference paper</u>	
Conferences within Ireland:	<b>Registration</b> - Max amount paid:	€100
	<b>Travel</b> - Max amount paid:	€125
	<b>Subsistence</b> - Max amount paid:	<u>€ 75</u>
	<b>Total</b>	<b>€300</b>
Conferences within UK and Europe:	<b>Registration</b> - Max amount paid:	€175
	<b>Travel</b> - Max amount paid:	€175
	<b>Subsistence</b> - Max amount paid:	<u>€150</u>
	<b>Total</b>	<b>€500</b>
International conferences: (Outside of Europe)	<b>Registration</b> - Max amount paid:	€150
	<b>Travel</b> - Max amount paid:	€400
	<b>Subsistence</b> - Max amount paid:	<u>€100</u>
	<b>Total</b>	<b>€650</b>

#### Attendance Application and Reimbursement Claim

Applications to attend conferences should be made on the attached Application Form (A) at least 21 days in advance. Claims for reimbursement of conference expenses must be submitted on the attached Claim Form (B) within 21 days of the conference ending and must be accompanied by receipts for conference registration, travel, and subsistence.



## Conference Attendance Application Form

Name: \_\_\_\_\_

**A. Details of the conference (please attach conference brochure and call for papers)**

Dates: \_\_\_\_\_

Venue: \_\_\_\_\_

Organising Body: \_\_\_\_\_

Theme of Conference: \_\_\_\_\_

Please provide the title of the paper and a brief description (*you will be required to submit a copy of your paper to the Registrar when claiming expenses*).

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**B. How many other conference applications have you made during the current academic year and what has been the total amount of your financial reimbursement?**

Number of conference applications this academic year: \_\_\_\_\_

Total reimbursement to date: \_\_\_\_\_

**C. Please briefly explain how your participation benefits your work at Carlow College?**  
(*Staff members who receive conference expenses will be expected to give a paper or make a presentation to their colleagues and peers at Carlow College within six months of their conference attendance.*)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**D. Please provide a breakdown of your estimated expenses:**

Conference Fee / Registration Fee: \_\_\_\_\_

Travel: \_\_\_\_\_

Subsistence: \_\_\_\_\_

**E. If the conference is taking place during term time, what arrangements have been put in place to cover your teaching? (Such arrangements should not involve extra financial cost to the College.)**

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**F. Declaration**

I agree that if I receive financial reimbursement for conference expenses from Carlow College I will furnish a copy of my paper to the Vice President for Academic Affairs and Registrar when claiming my conference expenses. Furthermore, I undertake to present a paper to my colleagues who did not attend the conference within six months of my attendance.

**Signature of Applicant:** \_\_\_\_\_ **Date:** \_\_\_\_\_

<b>Office of the Registrar</b>	
<b>Conference attendance on the above date</b>	<b>Approved / Not Approved</b>
<b>Assistant Registrar: Academic Affairs</b>	<b>Date</b>



### Conference Expenses Claim Form

Name of applicant: \_\_\_\_\_

Name of conference attended: \_\_\_\_\_

Location of conference and date: \_\_\_\_\_

Title of your paper at the conference: \_\_\_\_\_

Please attach a copy of the paper presented at the conference (please tick) \_\_\_\_\_

Please provide a breakdown of your expenses and **provide receipts** for each of the following:

- a) Conference fee / registration: \_\_\_\_\_
- b) Travel: \_\_\_\_\_
- c) Subsistence: \_\_\_\_\_
- d) Total amount claimed: \_\_\_\_\_

**Office of the Registrar**

**Payment of Conference Expenses Claim Form**

**Approved / Not Approved**

\_\_\_\_\_  
Assistant Registrar for Academic Affairs

\_\_\_\_\_  
Date

\_\_\_\_\_  
Finance Officer

\_\_\_\_\_  
Date Paid

## Appendix 27: Teaching and Learning Policy



**CARLOW  
COLLEGE**  
ST. PATRICK'S

### TITLE: *TEACHING AND LEARNING POLICY*

<b>Effective Date</b>	05 April 2017	<b>Version</b>	02
<b>Approved By</b>	Academic Council	<b>Date Approved</b>	05 April 2017
		<b>Review Date</b>	05 April 2020 <i>or as required</i>
<b>Superseded or Obsolete Policy / Procedure(s)</b>		<b>Owner:</b>	
Relevant Sections of the <i>Quality Assurance Handbook</i> (2011)		Office of the Registrar	

#### 1. Purpose of Policy

The purpose of this document is to set out the *Teaching and Learning Policy* of Carlow College, St. Patrick's (hereafter Carlow College), which informs: (i) the educational practice in the College; (ii) ensures it is consistent with regulatory requirements applying; (iii) maintains the currency of practice with national and international developments; and (iv) secures the ongoing development of the College's learning environments.

The Policy is consistent with, and designed to support, the College's mission by ensuring the provision of quality educational programmes that support the achievement of student learning outcomes and enable access and educational progression for a diverse student population.

The key regulatory requirements relevant to this Policy are:

- the National Framework of Educational Qualifications (2003);
- the Framework for Qualifications of the European Higher Education Area (2005);
- the role and functioning of Quality and Qualifications Ireland as the degree awarding body for Carlow College.

This Policy updates the relevant sections in the College's *Quality Assurance Handbook* (2011).

#### 2. Scope of Policy

Teaching and Learning is at the core of the institutional purpose of Carlow College. The provisions and application of this Policy is mandatory on all College personnel engaged with Teaching and Learning, whether in a direct or in a support capacity.

### **3. Policy Statement**

#### ***3.1 An ethos that promotes learning and enquiry***

We promote a learning culture that is inclusive in scope and attends to the support needs of the diversity of learners whom we seek to attract and whom we serve.

We work to develop and enhance a suite of flexible learning pathways, pedagogical methods, and a range of delivery modes so as to support learning across a diverse community.

Through our staff recruitment and staff development policies and practices we seek to ensure that:

- academic staff are appropriately qualified and experienced for the roles they fulfil;
- are actively engaged with their professional and disciplinary communities;
- are enabled to keep up to date with contemporary advances and research in their professions, academic disciplines;
- are supporting in utilising inclusive approaches to teaching, learning and assessment.

We work to develop and promote a capacity for learning autonomy on the part of learners over the course of their educational progression while providing adequate guidance and support to enable them to achieve the required learning outcomes effectively.<sup>31</sup>

In our educational practice, we look to promote mutual respect in the learner-teacher relationship.<sup>32</sup>

To support this ethos, the College has a Complaints Officer and we maintain clear procedures for dealing with learner complaints. We seek to ensure that all learners are made aware of these procedures and their operation.<sup>33</sup>

#### ***3.2 Ongoing monitoring and evaluation***

The College is committed to ongoing and progressive evaluation and monitoring of the quality and effectiveness of its teaching and learning:

- all programmes are evaluated at programme and module level on an annual basis in relation to curriculum content, teaching methodologies and methods, and student achievement of prescribed learning outcomes;
- external peer review is an element in the evaluation of all programmes offering certification. This review is separate and additional to the role of the external discipline examiner in the learner assessment process;
- feedback from learners and other stakeholders is collected and informs programme review and development.

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<sup>31</sup> For more information on learner supports, please see *Quality Assurance Policy* (2017), Section 4.7: Learner Supports.

<sup>32</sup> For more information on the promotion of mutual respect in learner-teacher relationship, see the *Student Code of Conduct* and the *Teaching Code of Conduct* (see Appendix 1).

<sup>33</sup> For more information, please see the *Complaints Policy; Dignity and Respect Policy; Equality Policy*.

- the oversights, framing and mechanisms for these evaluations are set at College level by the Office of the Registrar in consultation with Programme Leads and teaching faculty.<sup>34</sup>

### ***3.3 National and international effective practice***

The College works to ensure that in its Teaching and Learning practice it is informed by developments in pedagogical practice at third level, both nationally and internationally. To advance this purpose, the College has established a Teaching and Learning Committee with a brief to advance teaching and learning practice in the College (Appendix 2: *Terms of Reference of the Teaching, Learning and Assessment Committee*).

### ***3.4 Maintaining and Developing the Learning Environment***

The College recognises the importance of a learning environment that supports the achievement of both general and specific learning outcomes. The learning environment is multi-faceted and related to the general learning ethos promoted, the specific programmes offered by the College, the delivery, learning and assessment modes, learner accessibility to the built environment and to online resources used in the College.

The degree to which the learning environment is fit-for-purpose is reviewed annually by the Office of the Registrar, informed by the Teaching and Learning Committee, the Director of Operations, the Head of Student Services, the Library Committee, the IT Officer, Student representatives, and external programme reviews. The long-term development of the College's learning environment is addressed through the strategic planning process of the College.

***Practice placements:*** Carlow College offers practice placement opportunities on a number of its programmes that involve working with children and vulnerable persons. Whether or not these placements are a core element of professional qualification, or more broadly offer opportunities to further professional development, learners who work with vulnerable persons or children are required to be Garda Vetted prior to commencing their practice placement.<sup>35</sup> Learners are expected and required to conform to the code of ethics and conduct of relevant professional bodies, in addition to the College requirements. All learners are subject to the *Policy on Breach of Professional Conduct and Termination of Training for Students Undertaking Professional Training Programmes*.

## **4. Responsibility and Roles**

The Office of the Registrar and Vice President for Academic Affairs holds responsibility for all matters, including Quality Assurance, in relation to Teaching and Learning. In this role, it is supported by the relevant College Committees, including the Teaching and Learning Committee. The Office reports to the President, the Academic Council and the Board of Governors.

## **5. Associated Documentation**

1. Appendix 1: Teaching Code of Conduct
2. Appendix 2: Terms of Reference of the Teaching, Learning and Assessment Committee

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<sup>34</sup> For more information on programme monitoring and review, please see *Quality Assurance Policy* (2017), Section 2.2: Programme Monitoring and Review.

<sup>35</sup> For more information, please see the *Garda Vetting Policy*.

## **6. Monitoring and Review**

The Teaching, Learning and Assessment Committee will monitor the implementation of the *Teaching and Learning Policy* annually and provide a report to the Vice President for Academic Affairs / Registrar. It will review the Policy at the direction of the Vice President for Academic Affairs / Registrar, but at a minimum of every three years and provide a report with recommendations to the Vice President for Academic Affairs / Registrar and the Academic Council.



**CARLOW  
COLLEGE**  
ST. PATRICK'S

## **TEACHING CODE OF CONDUCT**

### **The Core Values of Carlow College Teaching Staff:**

The lecturing staff of Carlow College, St. Patrick's (hereafter Carlow College) is firmly committed to a holistic vision of education, which promotes the professional development of learners, including their aesthetic, intellectual, cultural, emotional, creative, moral, social, political, and spiritual development.

The lecturing staff of Carlow College see education as providing vital opportunities for the development of awareness and the appreciation of cultural values. They are always mindful of Irish, European and wider global contexts.

In executing their professional role, the lecturing staff of Carlow College demonstrate commitment to democracy, social justice, equality and inclusion. They encourage active citizenship and support learners in thinking critically about significant social issues. They do this through placing a value on and in accommodating diversity, as well as in responding appropriately.

### **The Objectives of the Code:**

Carlow College's Teaching Code aims to clarify the ethics, as well as set out the core values, underpinning lecturers' practice. The Teaching Code aims to:

- set out clear standards of professional practice to which Carlow College lecturers are committed;
- assist in achieving and maintaining high standards of professional practice;
- encourage the lecturing staff to reflect on their professional practice;
- affirm the role of third level lecturers in the social, cultural and economic development of the country;
- support lecturers in their professional lives; and finally,
- attempt to promote collegiality within the lecturing profession.

### **The Teaching Code:**

1. Lecturers should respect confidential information relating to colleagues, learners and families gained in the course of professional practice, unless the wellbeing of an individual, or a legal imperative, requires disclosure.
2. Lecturers should uphold the reputation and standing of the academic profession. They should act with honesty and integrity in all aspects of their work. They should avoid direct conflict between their private interests and their professional work.

3. Lecturers should engage in mutually respectful professional relationships with learners, colleagues, College management, co-professionals, and all in the Carlow College community. They should interact with each member of the College community in a way that does not discriminate and that promotes equality in relation to gender, marital status, family status, sexual orientation, religion, age, disability, race, ethnicity, membership of the Travelling Community, and socio-economic status.
4. Recognising the unique and privileged relationships that exist between Lecturers and the learners entrusted to their care, Lecturers should conduct these relationships in a way that is professional, respectful and appropriate.
5. Lecturers should not practise the profession while under the influence of any substance which impairs their ability or medical fitness.
6. Lecturers should provide complete and accurate information, alongside all relevant and authentic documents, with respect to their professional status, qualifications and experience. They should use only their own names in the course of their professional duties. They should provide complete and accurate information on any professional matter as requested by the College.

## *Terms of Reference*

### **Teaching, Learning and Assessment Committee**

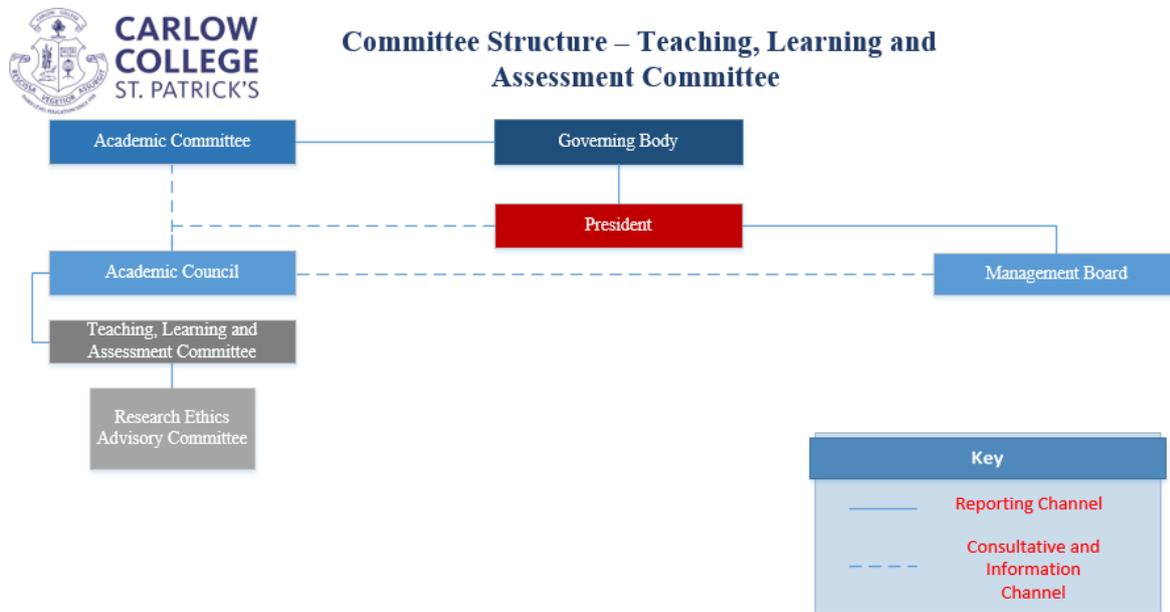
#### **Section 1: Remit**

Teaching and Learning is at the core of the institutional purpose of Carlow College, St. Patrick's. The importance of teaching and learning was recognised, and prioritised, in the *National Strategy for Higher Education to 2030* (2011) and the establishment and work of the *National Forum for the Enhancement of Teaching and Learning in Higher Education*. The role of the Teaching, Learning and Assessment Committee is to articulate, develop, and promote teaching and learning practice in the College consistent with best national and international practice and in-line with the strategic goals of the College.

#### **Section 2: Membership**

Function	Mode of Selection
Teaching, Learning and Assessment Lead, Chair	Ex Officio (must be appointed and will have Ex Officio status on Academic Council)
Assistant Registrar for Academic Affairs	Ex Officio
Assistant Registrar for Strategic Development	Ex Officio
Programme Board Chairs	Ex Officio
Academic staff member	Nominated by the Committee
Academic staff member	Nominated by the Committee
Library Representative	Ex Officio
IT Officer	Ex Officio
Director of Operations	Ex Officio
Learner representative	Nominated by the Committee
Quality Assurance Officer	Ex Officio
Research Ethics Advisory Committee Chair	Ex Officio

### Section 3: Reporting Structure



The Teaching, Learning and Assessment Committee is a sub-committee of Academic Council and the Teaching, Learning and Assessment Lead has *ex officio* status on Academic Council. Moreover, the Teaching, Learning and Assessment Lead directly reports to the Office of the Registrar and leads all teaching and learning initiatives in the College. As Chair of the Teaching, Learning and Assessment Committee, the Lead informs other relevant College committees and staff members of its deliberations. The Research Ethics Advisory Committee is a sub-committee and has a reporting channel to the Teaching, Learning and Assessment Committee.

### Section 4: Terms of Reference

The Teaching, Learning and Assessment Committee is tasked with:

- to develop the decision-making process within the committee;
- to develop and maintain: a process for recording/archiving minutes, actions taken and reports for self-monitoring activities;
- the development and oversight of the Teaching and Learning Strategy of the College;
- informing and being informed by the strategic planning process of the College;
- the oversight and development of educational practice;
- ensuring teaching and learning practice is consistent with regulatory requirements applying;
- maintaining and developing the currency of practice in line with national and international advances in pedagogical practice at third level;
- securing the ongoing development of the College’s learning environments in support of teaching and learning practice and goals;

- supporting academic staff in reviewing and developing their own pedagogical practice;
- promoting a range of delivery modes consistent with institutional and programmatic educational goals;
- promoting a range of assessment practices, including the use of assessment for formative and summative purposes consistent with institutional and programmatic educational goals;
- articulating desired graduate attributes for Carlow College, St. Patricks (in relation to levels 7, 8, and 9);
- informing and supporting the professional development of staff relative to teaching and learning practice.

### **Section 5: Frequency of Meetings**

The Committee shall meet monthly September through July; or otherwise at the discretion of the Committee.

## Appendix 28: Research Ethics Advisory Policy



### TITLE: *RESEARCH ETHICS ADVISORY POLICY*

<b>Effective Date</b>	2 November 2017	<b>Version</b>	02
<b>Approved By</b>	Academic Council	<b>Date Approved</b>	1 November 2017
		<b>Review Date</b>	1 November 2020 or As Required
<b>Superseded or Obsolete Policy / Procedure(s)</b>		<b>Owner</b>	
<i>Research Ethics Advisory Committee—Policy and Procedures</i> (Quality Assurance Handbook, 2011).		Office of the Registrar	

### 1. Purpose of Policy

Research is at the core of all teaching and learning in third-level institutions. Significantly, at the core of all research are the moral principles that govern a person's behaviour or the conducting of an activity. The purpose of this Policy rests in the fact that given the significance of ethics in research, all research involving humans and animals is now guided by legislation and policies such as *The Ethical Principles of Psychologists and Code of Conduct* which is informed by Section 8.09 of the American Psychiatric Association (APA, 2010). The APA in turn informs and guides the ethical principles of the Psychological Society of Ireland (PSI, 2016), the *British Psychological Society Code of Ethics and Conduct* (BPS, 2016), the Department of Health Service Executive (HSE, 2016), and the current *Guidelines for Ethical Conduct in the Care and Use of Animals* (BPS, 2016).

Moreover, research concerned with the study of individuals under the age of eighteen should always be guided by *Children First: National Guidance for the Protection and Welfare of Children* (2011) which provides national guidance for the protection and welfare of children in Ireland. To this effect, all involved in the study of individuals under the age of eighteen years, or adults deemed as vulnerable (i.e., members of a self-help group, prison populations, intellectually challenged persons) should follow the *Garda Vetting Policy* of Carlow College. It is also important that all researchers make themselves aware of the *Data Protection Legislation* and the *Data Protection Policy* at Carlow College St. Patrick's (hereafter Carlow College)

The Research Ethics Advisory Committee (REAC) of Carlow College is a committee concerned with the protection of humans and animals involved in research projects designed and carried out by external researchers, staff and/or learners of Carlow College. This may include surveys, questionnaires, interviews and focus groups to name but a few. It is mandatory

that all research conducted in Carlow College or by Carlow College staff, external researchers, or learners that involve humans or animals is ethically reviewed and approved by REAC.

## 2. Definitions

*Ethics*: moral principles that govern a person's behaviour or the conducting of an activity.

*Vulnerable persons*: a person, other than a child who: is suffering from a disorder of the mind, whether as a result of mental illness or dementia; has an intellectual disability; is suffering from a physical impairment, whether as a result of injury, illness or age; or has a physical disability, which is of such a nature or degree as to restrict the capacity of the person to guard himself or herself against harm by another person, or that results in the person requiring assistance with the activities of daily living including dressing, eating, walking, washing and bathing.

*Research*: the systematic investigation into and study of materials and sources in order to establish facts and reach new conclusions.

## 3. Scope of Policy

It is the responsibility of dissertation supervisors to point out to undergraduate and postgraduate learners the Procedures for Research Ethics Advisory Committee (Appendix 2). These guidelines are expected to be adhered to by all learners during their research.

External researchers or staff who wish to conduct research involving staff or learners from Carlow College must have ethical approval from their own institution which is recognised by current American and/or European societies and which matches the guidelines of REAC at Carlow College.

## 4. Policy Statement

REAC takes the view that ethical conduct in research is a shared responsibility. There is, therefore, an onus on all individuals involved in research projects in Carlow College to familiarise themselves with the appropriate ethical guidelines, policies and procedures laid down by their disciplinary and/or professional body and to ensure that these are followed. Particular attention must be paid to any research involving human and/or animal participants.

As such, it is mandatory that at undergraduate and postgraduate level, learners will address the ethical implications of their research with human/animal participants as part of the written research proposal submitted to their dissertation supervisor (see Appendix 1: *Ethics Checklist for Learners*). The dissertation supervisor is responsible for submitting the completed *Checklist* to the Chair of REAC by the first working day in November (see Appendix 2: *Procedures of the Research Ethics Advisory Committee*). Dissertation supervisors will also ensure that learners engaged in primary research are administered a copy of the *Procedures of the Research Ethics Advisory Committee* (Appendix 2) and that researchers use the templates provided for obtaining *Participant Consent* (Appendix 4) and/or *Gatekeeper/Agency Consent* (Appendix 5).

The purpose of the *Research Ethics Approval Policy* is to:

1. Promote the systematic and effective development of ethical research in Carlow College;
2. To guide and support learners and dissertation supervisors in matters related to ethical research, and to make recommendations on these matters to the Academic Council;
3. To support learners and staff in their research activities

4. To ensure REAC remains effective and responsive to user needs;
5. To remain available to staff and learners in relation to advising and guiding ethical research;
6. To maintain systematic data on current and ongoing research projects within the College.

## **5. Roles and Responsibilities**

**The Chair of REAC** is responsible for distributing eight documents to all dissertation supervisors (see Associated Documentation below).

S/he is further responsible for issuing reminder emails to all dissertation supervisors for the submission of completed *Ethics Checklists for Learners* and other relevant documentation as per Appendices 1-8 listed previously.

The Chair of REAC will ensure that external researchers and/or staff conducting studies at Carlow College have submitted documentation stating they have obtained ethical approval from their particular institution. If further documentation or clarification is required, the Chair is responsible for obtaining same prior to the commencement of any study at Carlow College. The Chair is responsible for communicating decision about the conduct of research within Carlow College to external researchers.

The Chair of REAC is responsible for compiling an annual report of REAC activities for Academic Council.

**Dissertation supervisors** are responsible for distributing the *Ethics Checklist for Learners* to their learner cohort. They are also responsible for the collection of the *Checklist* and the return of these to the Chair of REAC. Dissertation supervisors will advise learners on the viability of their research in the first instance, and will keep learners informed of communications between REAC and the supervisor regarding any issues that may arise.

**REAC committee members** are responsible for their attendance at four meetings annually and the decision-making that may arise regarding the support of a learner whose research that fall outside the typical ethical format.

**The Learner/Researcher** is responsible for their adherence to the *Research Ethics Approval Policy* and guidelines set down within.

## **6. Associated Documentation**

Appendix 1: *Ethics Checklist for Learners/ Researchers*

Appendix 2: *Procedures of Research Ethics Advisory Committee*

Appendix 3. *Participant Information Sheet Template*

Appendix 4. *Participant Consent Form Template*

Appendix 5. *Gatekeeper/Agency Information Sheet and Consent Form*

Appendix 6. *Lone Researcher Guidelines*

Appendix 7. *Guidelines for Reporting an Adverse Incident during Research Projects*

Appendix 8. *Handling Complaints Regarding Research Misconduct*

## **7. Referenced Carlow College Policies**

*Data Protection Policy*

*Garda Vetting Policy*

*Records Management Policy*

## **8. Monitoring and Review**

The Policy will be subject to continuous assessment and evaluation. The Policy will be formally reviewed on an annual basis by REAC and any changes will be approved by Academic Council.

## Appendix 28.1: Ethics Checklist for Learners



### ETHICS CHECKLIST FOR LEARNERS/RESEARCHERS

*This form is intended as an initial checklist for s proposing to undertake research involving human or animal participants.*

<i>Learner/Researcher Name</i>	
<i>Learner ID Number</i>	
<i>Course Name</i>	
<i>Supervisor Name</i>	
<i>Dissertation Title</i>	

#### Checklist

	YES	NO
1. Are any of your proposed participants vulnerable or unable to provide informed consent (e.g., individuals under the age of eighteen years, members of a self-help group, prison populations, intellectually challenged persons)?		
2. Will your proposed research require the cooperation of a gatekeeper* for initial access to participants? (e.g., learners at a school, residents of a nursing home)		
3. Will your proposed research involve collection of data relating to sensitive topics? (e.g., sexual activity, drug use, suicide, abuse or discrimination)		
4. Are pain or discomfort likely to result from your proposed research?		
5. Could your topic induce psychological stress or anxiety or cause harm or negative consequences beyond the risks encountered in daily life?		
6. Does your proposed research involve deception?		
7. Will it be necessary for participants to take part in your proposed research without their knowledge and consent at the time? (e.g., covert observations of people)		

	YES	NO
8. Will your proposed research involve the gathering of data about unlawful activity?		
9. Does your proposed research involve access to, or the collection of, sensitive/confidential data from other organisations?		
10. Will your proposed research involve prolonged or repetitive testing of individuals or groups?		
11. Will your research fail to meet the guidelines of the <i>Data Protection Legislation</i> ?		

If you have answered YES to any of the above questions, please make contact with your dissertation supervisor who will assist you further in developing appropriate safeguards to continue with your research project.

Please attach any survey/interview questions, schedules you propose using for your research.

Please attach letters seeking consent (Appendix 3 and 4) to work with external organisations.

Signed:

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Date:

---

Office Use Only

REAC ref number:

Decision:

\* Gatekeeping is the process of allowing or denying another person access to someone or something (Holloway and Wheeler, 2002).

## Appendix 29: Assessment of Learners Policy



### TITLE: ASSESSMENT OF LEARNERS POLICY

<b>Effective Date</b>	07 June 2017	<b>Version</b>	02
<b>Approved By</b>	Academic Council	<b>Date Approved</b>	07 June 2017
		<b>Review Date</b>	07 June 2020 <i>or as required</i>
<b>Superseded or Obsolete Policy / Procedure(s)</b>		<b>Owner</b>	
QA Handbook 2011 – Related Sections		Office of the Registrar	

#### 1. Purpose of Policy

Carlow College, St. Patrick's (hereafter Carlow College) recognises the centrality of learner assessment to the educational endeavour and to processes of progression and recognition for individual learners. The *Assessment of Learners Policy* sets out the purposes and scope of assessment practice in the College the related administrative procedures and regulations applying to the conduct of learner assessment leading to certification.

Quality Assured Learner Assessment is a key component of Quality Assured Educational Programmes and is core to the design and provision of the educational programmes which are at the heart of the College's mission.

The key regulatory requirements relevant to this Policy are:

- the National Framework of Educational Qualifications (2003);
- the Framework for Qualifications of the European Higher Education Area (2005);
- the role and functioning of Quality and Qualifications Ireland as the degree awarding body for Carlow College.

#### 2: Scope of Policy

The provisions and application of this Policy is mandatory on all College personnel engaged with Learner Assessment, whether in a direct or in an administrative capacity.

### **3: Policy Statement**

#### *3.1 Purposes of Learner Assessment*

Learner assessment may serve to identify the current knowledge of a learner, support the development of their learning, and provide a measure of learner achievement of prescribed learning outcomes. In all cases assessment is to be conducted within the context of specific modules. Accordingly, diagnostic, formative and summative assessment practices must relate to the identified learner outcomes for the given module, the specified transferable skills and knowledge for the programme, and the related stage on the National Framework of Qualifications. It is particularly important that learners experience a wide range of assessment, that the diversity of the student body is taken into account when designing assessment strategies and that opportunities for active student involvement in assessment are present.

Learner Assessment enables recognition of Learner achievement of learning outcomes and all modules must be assessed. A student may not be deemed to have achieved the required learning outcomes for a given module without undertaking related summative assessment or assessments.

A learner may not be permitted to progress from one stage of a programme to a higher stage of a programme without having displayed, through appropriate assessment, the achievement of the required learning outcomes.

#### *3.2 Credibility and Security of Learner Assessment Procedures*

The credibility and security of assessment procedures is core to value placed on assessment outcomes by internal and external audiences. All assessment for certification must be subject to external review.

Module assessment details must be provided to all learners in advance of their taking a given module. The rationale under-pinning assessment modes and their relationship to module and programme learning outcomes must be detailed for learners. All assessments must be criterion based and grading criteria must be available to learners in advance. Learners must also be aware of the consequences of late or missed assessment components.

When diagnostic and formative assessment is under-taken, it's purposes are best achieved through timely and appropriate feedback. This is particularly important during the first year of a learner's programme.

The administration of summative examination procedures, including such matters as the setting of exam papers, arrangements for the sitting of exams, the procedures for maintaining of the security of examinations scripts, the recording of results, the holding of Boards of Examinations, and procedures for the Appeal of Assessment decisions are set down in in College Regulations.

#### *3.3 Review and Development of Learner Assessment*

It is important that the assessment types, materials, tasks, practice etc. are reviewed to ensure that they remain appropriate to the module and programme as these develop. Accordingly, procedures for review and renew of assessment modes and weighting should be conducted periodically. These procedures should include feedback on assessment from learners and from external examiners.

### **4: Roles and Responsibilities**

The Office of the Registrar and Vice President for Academic Affairs holds responsibility for all matters, including Quality Assurance, in relation to Learning Assessment. In this role, it is supported by the relevant College Committees, including the Teaching, Learning and Assessment Committee. The Office reports to the President, the Academic Council and the Board of Governors.

## **5: Associated Documentation**

- Regulations in Relation to Assessment and Standards

## **6: Monitoring and Review**

The Teaching, Learning and Assessment Committee will monitor the implementation of the Assessment of Learners Policy annually and provide a report to the Vice President for Academic Affairs / Registrar. It will review the Policy at the direction of the Vice President for Academic Affairs / Registrar, but at a minimum of every three years and provide a report with recommendations to the Vice President for Academic Affairs / Registrar and the Academic Council.

## Appendix 30: Plagiarism Policy



### TITLE: *PLAGIARISM POLICY*

<b>Effective Date</b>	27 September 2017	<b>Version</b>	03
<b>Approved By</b>	Academic Council	<b>Date Approved</b>	27 September 2017
		<b>Review Date</b>	27 September 2017 <i>or as required</i>
<b>Superseded or Obsolete Policy / Procedure(s)</b>		<b>Owner</b>	
01 <i>Policy on Plagiarism</i> , Quality Assurance Handbook (2011)		Office of the Registrar	

### 1. Purpose of Policy

The purpose of this document is to set out the policy on plagiarism adopted by Carlow College, St. Patrick's (hereafter Carlow College). This *Plagiarism Policy* is informed by *QQI Assessment and Standards* (revised 2013). The aim underpinning the Policy is to foster academic integrity in learners. A key requirement is that appropriate acknowledgement is made for the contributions of others to any work submitted for assessment.

### 2. Definitions

Plagiarism is passing off the work of others as one's own. It is defined by the act not the intention, so even careless accidental copying or inadequate referencing are still classed as plagiarism, for it gives the false impression that the learner is the author and denies the genuine author their due acknowledgement.

Examples:

- Using phrases or sentences that a learner has come across elsewhere
- Copying word-for-word directly from a text published or electronic without the use of quotation marks.
- Paraphrasing the words from a text without a reference.
- Using text downloaded/purchased from the Internet

In addition to examples involving the written word, the copying and submission of other types of information, without attribution, is also classed as plagiarism. This includes, but is not limited to: diagrams, graphics, photographs, music and video files and experimental data.

### **3. Scope of Policy**

This Policy is applicable to all learners in relation to work submitted for credit.

### **4. Policy Statement**

Carlow College recognises that learners do not enter the institution with a full understanding of academic writing, values or practices. Explicit teaching of academic referencing occurs at various points in the degree programmes, e.g., as part of the Academic Skills module and when assignments are set. The method of attributing sources required by the College is in the form of standard and consistent referencing and bibliographic conventions, footnotes and end-notes. Learners must sign a confirmation of authorship on the Continuous Assessment Submission Form which must be included in all submissions.

Learners at Carlow College are required to submit work through a text-matching software system called *Turnitin*. This software allows learners to view *Originality Reports* which indicate if referencing has been done correctly. *Turnitin* may also be used to detect plagiarism. No specific college-wide similarity limit has been set. Each lecturer assesses whether the level of similarity recorded breaches a threshold for plagiarism relevant to the specific assignment (see Appendix 2: *Guidelines for Using Turnitin*).

The College recognises that there are different levels of plagiarism and that account must be taken of misunderstanding by learners of the correct conventions of referencing at the start of the Degree programmes. However, learners who engage in serious/repeated incidents of plagiarism will be subject to academic sanctions, including a reduced or fail grade for an assignment (see Appendix 1: *Procedures for Dealing with Plagiarism*)

### **5. Roles and Responsibilities**

The Office of the Registrar holds responsibility for all matters, including Quality Assurance, in relation to plagiarism. In this role, the Office is supported by the Assistant Registrars, Programme Board Chairs, Academic Advisors and lecturing staff across all programmes.

### **6. Associated Documentation**

- Appendix 1: Procedures for Dealing with Plagiarism
- Appendix 1.1: Plagiarism Report Form
- Appendix 2: Guidelines for Using *Turnitin* at Carlow College, St. Patrick's

### **7. Monitoring and Review**

The Policy will be subject to continuous assessment and evaluation. Staff and learners will receive refresher training at regular intervals. The Policy will be formally reviewed on an annual basis by the Office of the Registrar.

## *Procedures for Dealing with Plagiarism*

The lecturer should carefully consider the evidence of plagiarism. Indicators and/or proof of plagiarism may include, but are not limited to one or more of the following:

- An excessively high similarity score in *Turnitin*;
- Identification of the source of the materials used by the learner without proper attribution, or represented as the learner's own work;
- A demonstrably marked difference in the writing style of the learner, as compared to previous work, or variations in font, grammar and spelling from section to section;
- Written testimony from others regarding a learner's use of academically dishonest means to complete the assignment;
- First hand observation of the learner engaging in plagiarism;
- An unusual or suspicious degree of similarity in work submitted by different learners;
- Admission by the learner that s/he has plagiarised.

It is acknowledged that cases of plagiarism are rarely the same and some are far more serious than others. Seriousness varies according to the learner and the assignment. First year undergraduate learners are arguably still learning what academic integrity means but as they progress, learners are accountable to the highest standards of scholarship. Seriousness also involves the intent to deceive or not. Soft plagiarism is a pedagogical issue while hard plagiarism is an ethical one. Plagiarism is then viewed as minor, moderate and serious.

As soon as possible after the discovery of the alleged plagiarism, taking account of the context and nature of the case, the following course of action may be taken:

- Direct discussion with the learner to provide further advice about correct citation protocols and how to avoid plagiarism in the future. The learner may be required to re-submit the work / assignment with or without any of the sanctions listed below:
  - a) Resubmission of the work / assignment without penalty;
  - b) Resubmission of the work / assignment with a penalty of a mark reduction of 5% or 10%;
  - c) Resubmission of the work / assignment with a capping of the grade / mark to a pass / 40%.

In all cases where a lecturer imposes a penalty in relation to plagiarism a *Plagiarism Record Form* should be filled in (see Appendix 1.1). This form should be emailed to the Office of the Registrar, the Programme Board Chair and the relevant Academic Advisor.

Where a single offence or a pattern of offences by a learner is deemed by the Registrar to potentially threaten or compromise the integrity of the learner's achievement of the required learning outcomes and standards of the programme, the Registrar may bring the case for consideration to the Academic Council.

Appeals by a learner in relation to plagiarism may be made to the Registrar within two weeks of the application of a sanction. The grounds for appeal may relate to (i) the decision as to whether plagiarism occurred and (ii) the penalty imposed. On receiving an appeal, the Registrar will adjudicate on the matter. The result of the appeal will be conveyed to both parties.

# Plagiarism Report Form



## *Directions:*

This form should be completed in all cases where a lecturer has imposed a plagiarism penalty.

Once completed, it should be emailed to the Office of the Registrar and the relevant Programme Board Chair and Academic Advisor.

## *Form:*

Name of Learner	
Stage	
Programme	
Academic Advisor	
Name of Lecturer	
Name of Module	
Assignment type and title	
Summary of the type and quantity of plagiarised material detected	
Penalty imposed	
Date	

## Guidelines for Using *Turnitin* at Carlow College, St. Patrick's



### Learners

Most written assignments are required to be submitted through *Turnitin*.<sup>36</sup> Assignments are submitted through the *Turnitin* link set up on the relevant module's Moodle page. Learners who are enrolled on a module are able to access the link. The lecturer will set up a 'test link' and a 'final submission' link.

Learners are given the opportunity to make a test submission before the assignment's deadline. This submission will generate an *Originality Report*. This is the result of the comparison between the submitted work and open websites on the internet as well as *Turnitin*'s own database of previously submitted papers. The percentage of matched material is represented by a 'score' between 1 and 100.

The similarity score does not tell the learner if an essay is plagiarised, it just records how much is matching to published material. **There is no correct score.** A high score does not necessarily indicate plagiarism. It may indicate an overly high level of quotations from primary or secondary sources. This might be bad essay writing practice but if the material is correctly referenced, there is no issue of plagiarism. A low score, on the other hand, does not mean there has not been plagiarism. If an assignment scores 10%, but that 10% is unreferenced material, then it means that 10% of the assignment has been plagiarised, and that is clearly problematic.

Following the test submission, learners have the opportunity to look at their *Originality Reports* and make changes to the assignment if they wish. Changing the essay solely in order to lower the score is counter-productive and misses the point of *Turnitin*. Learners should concentrate on developing good academic referencing skills and honing their ability to use their own voice in their written work.

Assignments must be submitted through the final submission link before the assignment deadline. A hard copy of the assignment, showing a *Turnitin* number, must also be submitted to Administration.

### Lecturers

Lecturers should set up the *Turnitin* links on their relevant Moodle page in good time, preferably at least four weeks before the assignment is due. A 'test link' should be set up which allows learners to see *Originality Reports* and a 'final submission link' which also allows learners to see *Originality Reports*. Assignments submitted through the 'final submission link' are the ones to be graded. Lecturers are encouraged to use settings which exclude quotations, bibliography and small matches such as common phrases.

Lecturers should avoid giving learners the impression that there is a 'threshold' for the similarity score above which assignments will be considered to be 'plagiarised'. It is more helpful to give learners examples of good quotation and referencing techniques.

*Turnitin* can assist in the detection of plagiarism as it is faster and more effective than investigating for the original sources through conventional search engines (i.e. Google). However, the lecturer must use his or her own judgement in determining whether a learner has plagiarised material in their assignment.

Procedures to be followed if plagiarism is detected are covered in the *Plagiarism Policy* (2017).

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<sup>36</sup> Lecturers may decide that specific pieces of personal/reflective/creative writing do not need to be processed through *Turnitin* and will advise the class if this is the case.

## **Appendix 31: Supports for Learners Within the College**

### ***Academic Advisors***

The Academic Advisor role is an integral part of the Teaching, Learning and Assessment Strategy at Carlow College. Through our *Teaching and Learning Policy* (see Appendix 27) we are committed to providing adequate guidance and support to enable access and educational progression for our diverse learner population. The role of the Academic Advisor is to act as the link person or first point of contact between academic programmes and individual learners. An Academic Advisor is assigned to each programme stage and is generally a full-time member of academic staff.

The function of the Academic Advisor is to provide support and guidance on academic matters, course-related queries, and concerns, with a view to maximising learner retention, engagement, progression and achievement. A key area of focus for this role is to identify and deal with early signs of learner difficulties. This is achieved through the monitoring of a range of learner issues such as attendance, extension requests, non-submission of assignments, poor grades and plagiarism scores (see Appendix 32.1: *Role and Purpose of the Academic Advisor*).

### ***Academic Resource Office***

Carlow College recognises the importance of providing an inclusive and positive teaching, learning and assessment environment for our learners. The Academic Resource Office, through the co-ordination and delivery of disability and general learning support services, supports learners in their academic development and assists with the achievement of their learning goals (see Appendix 32.2: *Academic Resource Office Statement of Service*). Working in collaboration with academic colleagues, services are delivered through a combination of a cross-programme mandatory stage one Academic Skills module; individual and small group appointments with our Essay Doctor writing service; academic advice and guidance from our drop-by Academic Help Desk service; open access workshops and presentations on learning development topics; and advice, guidance and training on assistive technologies and improving digital skills.<sup>37</sup>

The Academic Resource Office also co-ordinates applications to the ESF Fund for Students with Disabilities through a needs assessment process and provides study-related assistive technology equipment and training, personal supports and an appointment-based learning support service for learners with disabilities and learning differences.<sup>38</sup> The Academic Resource Officer works collaboratively with Programme Board Chairs, academic and administrative staff to ensure programme and examination accommodations are provided to learners where appropriate. The Academic Resource Officer is a member of the Disability Advisors Working Network (DAWN) which is the professional organisation for staff who support students with disabilities in Irish higher education institutions.<sup>39</sup>

### ***Admissions Office***

The Admissions Office aims to provide an efficient service to prospective, new and continuing learners who wish to, or are undertaking, programmes of study at Carlow College. The Admissions Office supports the overall mission of Carlow College through: the promotion of our campus and its programmes to prospective and continuing learners, second-level schools, Colleges of Further Education, educational institutions and stakeholder organisations; the furnishing of information, advice and guidance on entry requirements, registration and fees, applications for withdrawal or deferral of a programme, and Garda Vetting procedures for our full-time and part-time programmes;

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<sup>37</sup> For further information see <http://www.carlowcollege.ie/Student-Life/Assistive-Technology>.

<sup>38</sup> In compliance with the HEA (2017) *Fund for Students with Disabilities Guidelines for Higher Education Institutions*, an annual Service Delivery Plan for learners with disabilities and learning differences has been developed and is available from the Academic Resource Office.

<sup>39</sup> The Academic Resource Office adheres to the DAWN (2016) *Guidelines for the Provision of Supports and Reasonable Accommodations to Students with Disabilities in Higher Education*.

the co-ordination of the examination registration process for learners and the compilation of examination and assessment result broadsheets for the Office of the Registrar and Programme Board Chairs; and the provision of up-to-date and accurate statistical data for College Management and external agencies.

### ***Advice and Information Service***

The academic staff member assigned to this role is the first port of call in relation to both academic and non-academic complaints. The Advice and Information Officer's primary role is to Listen, Inform, Refer and Record. This is a confidential service established to guide and support learners in how best to deal with issues that are causing them difficulty in college. Where an informal route is taken, the Advice and Information Officer has a role of communicating with relevant parties and sometimes to facilitate meetings and identify a mediated course of action; where a formal procedure is initiated the Advice and Information Officer's primary role is to organise and act as secretary to formal meetings under the established Complaints procedures.

### ***Careers Office***

The Careers Office is committed to assisting learners and recent graduates in their transition to a rewarding graduate destination. Professional support and guidance is offered on the following: graduate employability and careers management skills; graduate CV clinics and regular drop-in sessions; graduate vacancy lists; work experience, internship and vacation opportunities; postgraduate study and job applications; personal statements and career decision-making; interview skills and practice; and psychometric test practice. Services are delivered through a combination of drop-in sessions, CV clinics, career appointments, workshops, campus presentations, information resources and external events (see Appendix 32.3: *Careers Office Statement of Service*).

The Careers Officer works with the College's marketing function, Programme Board Chairs and academic colleagues to conduct annual graduate surveys, and to develop and deliver targeted career and postgraduate information sessions to learners. In addition, the Careers Officer works in collaboration with the School Liaison Officer to set up and deliver partnership projects with external agencies such as *Foróige* to provide teaching / mentoring opportunities for our learner body.<sup>40</sup> The Careers Officer holds professional membership of the Associate Graduate Careers Advisory Services (Ireland) which is the professional body for careers and employability professionals working with learners, graduates and prospective entrants in higher education.

### ***Central Administration Office***

The Central Administration Office plays a very important role in the overall running of the academic programmes at Carlow College. The primary duties of this Office are to answer learner queries, scheduling programme appointments, data compilation and processing correspondence requests and the recording of essay and exam results. Owing to its central role, this Office is a main point of contact for both staff members and learners on a daily basis.

### ***Chaplaincy Service***

The Chaplaincy Service promotes the spiritual and pastoral development of the college community through prayer, pastoral care and spiritual life programmes in a safe, caring, confidential and welcoming environment. The Chaplain provides friendship, a compassionate presence and a listening ear for the entire college community irrespective of religious convictions or beliefs. An open-door approach is maintained to enable learners to seek support, especially in times of distress, illness and bereavement. The service offers opportunities for learner involvement in liturgical celebrations; spiritual reflection and development; and participation in self-development programmes and social

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<sup>40</sup> This *Foróige*-led programme provides an opportunity for Carlow College learners to receive valuable training and practical classroom experience in the delivery of a Leadership for Life programme to local second level Transition Year learners.

justice activities. The Chaplaincy space offers a peaceful environment for meditation or time away from the demands of college life (see Appendix 32.4: *Chaplaincy Statement of Service*).

The Chaplain also works in close partnership with the St. Vincent de Paul Society and oversees a modest hardship fund, financed through Chaplaincy fundraising initiatives, which is available to learners who experience extreme financial difficulty (see Appendix 32.5: *Application Guidelines for St. Vincent de Paul Student Hardship Fund*). The Chaplain is a member of the National Association of Irish College and University Chaplains CN3 network which explores best practice in pastoral care, community development and interfaith dialogue in third level settings.

### ***Health Service***

The Health Service provides our learners with access to the best support possible and immediate medical assistance when needed. Our free, confidential, on-campus nursing service is supported by an off-campus, subsidised GP service. The GP service works in conjunction with the learner's own doctor service and is located in close proximity to the college with both male and female doctors available. An open door / drop-in approach is operated by our College Nurse who also co-ordinates appointments for the GP service. In addition to responding to immediate medical care needs, our nurse provides professional advice and information on a range of issues including: nutrition and dietary support; management of long-term illness and medical conditions, flu vaccination; Hep B vaccination; contraception, sexual health and general well-being (see Appendix 32.6: *Health Service Statement of Service*).

The Health Service also runs a number of campaigns and events throughout the year to raise awareness of health issues among the college community. Initiatives include 'Wellness Week' which promotes positive physical and recreational activities to support general wellbeing; the 'Paint it Pink' breast cancer awareness campaign; and the 'November/Movember' campaign which raises awareness of Men's Health. The service also collaborates with local health and community organisations to promote their services within the College. This is achieved through the provision of workshops, information stands and guest speakers throughout the academic year. The College Nurse is a member of the Irish Student Health Association (ISHA) which provides professional development for health service staff in higher education.

### ***International Office***

The International Office serves to enable our international learners, both degree seeking and semester study abroad, to achieve their academic and professional goals and objectives. As the first point of contact for international learners, the International Office provides prospective learners with information on: our degree programmes at Carlow College; the application process including entry requirements; tuition fees; living costs; accommodation and student visas. The International Officer oversees the application process for all international applicants and ensures that applicants requiring a student visa are processed in accordance with the guidelines and standards detailed by the Department of Justice and Equality. Moreover, as a third-level institution operating in the Republic of Ireland, Carlow College is committed to meeting, and exceeding, the standards outlined in the *Code of Practice for Provision of Programmes of Education and Training to International Learners* (QQI, 2015). During each stage of a learners' academic programme of study, the International Office provides on-going advice and advocacy regarding academic, immigration, cross-cultural and personal matters.

At an institutional level, the International Office supports and promotes international initiatives within the College to enhance the international profile of Carlow College. Since 2003, Carlow College has developed educational cooperation agreements with many institutions of higher learning in the United States. The purpose of these agreements is to enhance educational experiences and the cultural understanding of learners and faculty members at both Carlow College and its affiliated institutions. Academic collaborations have centred on: faculty exchanges; learner semester study

abroad exchanges; development of short-term faculty led academic programmes and inter-institutional module collaboration (see Appendix 32.7: *International Affiliations*).

### ***IT Services***

IT Services at Carlow College support the use of computing and information technology throughout the College to all registered learners and staff. Technical support and guidance is provided through a dedicated helpdesk email ([itsupport@carlowcollege.ie](mailto:itsupport@carlowcollege.ie)). Services available to the college community include:

- use of an individual college email address;
- access to college systems such as our virtual learning environment Moodle, Library online catalogue and databases for research;
- access to MS Office 365 suite, OneDrive cloud storage, and Imagine Academy for self-directed training on MS Office products;
- use of email, printing and copying services throughout the campus;
- 70 plus PC terminals available for use on the upper floor of the P.J. Brophy Library and access to a dedicated IT Resource Room with 8 PC terminals in Middle House;
- WiFi provision throughout the campus for individual portable devices;
- assistive technology software (Read and Write Gold 11) available on all college PCs and laptops available for loan to the student body;
- provision of video conferencing and internet services;
- management of the college's Student Information System;
- a secure network infrastructure and secure access to systems and services;
- back-up services which provide archive and recovery services for servers.

The IT Administrator works collaboratively with staff across all functions in the College regarding programme and administrative resources and is a member of the Teaching, Learning and Assessment Committee and the Learner Resources Committee.

### ***Library Services***

The P.J. Brophy Memorial Library supports the teaching, learning and research needs of Carlow College's staff and learners, as well as those of external users and outside institutions. Library staff give regular orientations to the resources and services available and provide on-going information and advice to users. The library operates an inter-library loan scheme where books, journal articles and dissertations which are not available in the library can be requested from another library service. It also provides access to the majority of college PCs, photocopiers and printers. Assistive technology equipment and software is also available in the library for learners with disabilities or learning differences. All registered learners are issued with a Learner Identity Card which also acts as a library card. Learners must have a current learner card in order to gain access to library services. Access is available to learners from other Third Level Institutions engaged in scholarly research and visiting members of the public where specific rules and regulations are followed (see Appendix 32.8: *Library Admissions and User Services Policy*).

In addition to the print and digital book collections, journals, and aggregated databases contained in the P.J. Brophy Memorial Library itself, users also have access to three ancillary library/research-related spaces in the College: the Keefe Research Library; the Wall Manuscripts Room; and the

Delany Archive.<sup>41</sup> Between them, these four repositories contain works in Philosophy, Theology, History, English, Psychology, Sociology and many other subjects which have been built-up and added to since the foundation of the College in the eighteenth century. The library aims to create a safe and pleasant working atmosphere for all users who avail of its services, and to support and advance the broader educational goals of the College.

### ***Student Counselling Service***

Our full-time Student Counselling Service is staffed by professionally qualified psychotherapists / counsellors who endeavour to meet the unique needs of each individual learner to ensure that their college experience is a happy and rewarding one. The service provides compassionate and inclusive support for learners in a safe and confidential setting to assist them in dealing with any personal issues or challenges which may be impacting on their academic and / or personal well-being. The service adheres to a strict Code of Ethics and Ethical Practice as outlined by Psychological Counselling in Higher Education Ireland (PCHEI) and the Irish Association of Counselling and Psychotherapy (IACP). To ensure best practice, our Counsellors are engaged in continual external supervision processes.

Learners may avail of individual counselling to assist with issues such as: abuse; anger management; anxiety; bereavement and loss; life-transitions; addiction; self-confidence and esteem issues. Our Counsellors also liaise with academic and support staff as appropriate within the College and refer learners to external professionals and voluntary support groups when necessary (see Appendix 32.9: *Procedures for Directing Learners to the Student Counselling Service*). In addition, the service facilitates supportive workshops throughout the academic year on such topics as transitions and adjusting to college life; self-care, stress management and mindfulness. Our counsellors are also engaged with local organisations in the promotion of mental health awareness and contribute to events throughout the year such as the Mensana Mental Health Festival (see Appendix 32.10: *Student Counselling Service Statement of Service*).

### ***Students' Union***

The role of the Students' Union is to represent the views of our learners within college structures and to provide a voice on matters academic and non-academic at local and national level. The Students' Union consists of one full-time officer; the SU President and five voluntary officers: Vice-President Education; Vice-President Welfare; Mature Student Officer; Entertainments Officer and Clubs and Societies Officer. The SU President co-ordinates the activities of the Union and works in consultation with the Head of Student Services and Learner Supports. The Students' Union has a designated office, lounge area and recreational space in the Student Resource Building.<sup>42</sup> The services provided include: representation of the learner voice on college boards, committees and academic programmes; advice, guidance and information on welfare issues and SUSI grants system; tenancy mediation; organisation of student-centred events; entertainment; fundraising initiatives and political campaigns; and assistance in the development, organisation and management of clubs and societies. In addition, the Officers collaborate with staff on initiatives such as the first-year induction programme and various information campaigns throughout the year. Carlow College Students' Union is affiliated with the Union of Students in Ireland (USI) and Officers avail of on-going training and development opportunities provided.

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<sup>41</sup> For more information on The Delany Archive, please see [www.delanyarchive.ie](http://www.delanyarchive.ie).

<sup>42</sup> More information on the Students' Union is available at: <http://www.carlowcollege.ie/Student-Life/Students-Union/Information/About-the-SU>.



### Role and Purpose of the Academic Advisor

The Academic Advisor role is an integral part of the Teaching, Learning and Assessment Strategy at Carlow College, St. Patrick's. Through our *Teaching and Learning Policy* we are committed to providing adequate guidance and support to enable access and educational progression for our diverse learner population. The role of the Academic Advisor (AA) is to act as the link person or first point of contact between academic programmes and individual learners. An AA is assigned to each programme stage and is generally a full-time member of academic staff.

The function of the AA is to provide support and guidance on academic matters, course-related queries, and concerns, with a view to maximising learner retention, engagement, progression and achievement. A key area of focus for the AA role is to identify and deal with early signs of learner difficulties. This is achieved through the monitoring of a range of learner issues such as attendance, extension requests, non-submission of assignments, poor grades and plagiarism scores.

### Tasks of the Academic Advisor

- To meet with learners to discuss queries relating to academic performance.
- To deal with learner requests for extensions on submissions.
- To provide information on the selection of appropriate modules, programme pathways, and related aspects of the educational experience.
- Where appropriate, to direct learners to Student Support Services and other learner resources.
- Where appropriate, to direct learners to the College Counselling Service.
- To monitor learner attendance and to make written contact with learners at risk of withdrawal.
- To monitor extension requests, non-submission of assignments, poor grades and plagiarism scores.
- To write learner references as required. This task may also fall to other lecturers depending on learner requests.
- To meet other AAs at the beginning and end of the academic year to ensure standardisation of procedures and to review common concerns/feedback from learners.
- Where appropriate, to inform Programme Board and Exam Board meetings of matters relevant to learner progress.
- To write a 'Report on Learner Progress' for submission to Programme Board Chairs at the end of each term. This report forms part of the handover process with the AA for the subsequent year.

## PROCEDURES FOR GRANTING ASSIGNMENT EXTENSIONS

### 1. Learners with documented proof of reason for extension:

Students request an assignment extension by completing an **Extension Request Form**, attaching documentation and emailing it to their Academic Advisor. If approved, the Advisor's email response and form are copied to [admin@carlowcollege.ie](mailto:admin@carlowcollege.ie)

### 2. Learners without documented proof of reason for extension:

Learners who feel that they have serious and compelling reasons to be granted an extension but lack documentary evidence may approach their Academic Advisor by email. The Advisor may then request the learner to come for an appointment. If the Advisor decides that an extension is merited, he/she will complete an **Extension Request Form** and inform the Central Administration Office. Only one extension per year can be granted without documentation.

*Academic Advisors can grant extensions of between 1-3 weeks' duration. Longer extensions can only be granted by Programme Board Chairs.*

## PROCEDURES REGARDING ABSENCE FROM CLASS

### 1. Learners with documented proof of reason for absence:

Learners with documented proof of absence do not need to contact their Academic Advisor but must submit an **Absence Form** and their document(s) to the Central Administration Office.

The learner will be marked absent by their lecturers/tutors but these absences will be amended to 'certified absence' by Central Administration. Attendance sheets must be submitted by lecturers to the Central Administration Office at mid-term and at the close of each term for processing.

### 2. Learners without documented proof of reason for absence:

Learners who feel that they have serious and compelling reasons to be excused from tutorials or classes where an attendance record has been taken for which no documentary evidence is available may approach their Academic Advisor by email.

The Advisor may then request the student to come for an appointment. If the Advisor decides that the learner is to be excused, then he/she will complete an **Absence Form** and inform the Central Administration Office who will amend the attendance sheets as above.

### 3. Prolonged Absences

In the case of prolonged absences by a learner, such as a hospital stay, the Academic Advisor will email the relevant lecturers and tutors to advise them of this having due regard to confidentiality and the treatment of the learner's sensitive personal information.

## EXTENSION REQUEST FORM

*To be completed by the learner and emailed to the relevant Academic Advisor. All information provided will be respected and treated in confidence.*

**TO BE COMPLETED BY LEARNER:**

**LEARNER NAME:** \_\_\_\_\_ **LEARNER NUMBER:** \_\_\_\_\_

**PROGRAMME:** \_\_\_\_\_ **STAGE:** \_\_\_\_\_

**Please indicate why this form is being completed by ticking the appropriate box or boxes:**

Request for **extension to coursework deadline** beyond the date it is due

Request for **extension to dissertation / portfolio deadline** beyond the date it is due

**Date(s) Absent from College:** \_\_\_\_\_

**Details of specific deadlines/ in-class assessments/ examinations affected:**

Date: \_\_\_\_\_ Module: \_\_\_\_\_ Details: \_\_\_\_\_

**Nature of circumstances:** \_\_\_\_\_

*(Please attach documentary evidence)*

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### FOR OFFICIAL USE ONLY

**Date Explanation / Request Received:** \_\_\_\_\_

**Request Granted:**                      **YES**                       **NO**

**Date of Extension:** \_\_\_\_\_

*Note: AAs can grant extensions of between 1-3 weeks' duration. Longer extensions can only be granted by Programme Board Chairs.*

**Learner Notified:**                      **YES**                       **NO**

**Lecturer Notified:**                      **YES**                       **NO**

**Signed:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Academic Advisor

# ABSENCE FORM

*For use by learners with documented proof of reason for absence ONLY*

Learners with documented proof of reason for absence should complete this form, attach their documentation and submit to the Central Administration Office. The Central Administration Office will amend the absence to a certified absence. All information provided will be respected and treated in confidence. Do not contact the stage Academic Advisor.

NOTE: Learners who feel that they have serious and compelling reasons to be excused from tutorials or classes where an attendance record has been taken, for which no documentary evidence is available, should not complete this form. Contact the relevant Academic Advisor by email to arrange an appointment.

*TO BE COMPLETED BY LEARNER:*

LEARNER NAME: \_\_\_\_\_ LEARNER NUMBER: \_\_\_\_\_

PROGRAMME: \_\_\_\_\_ STAGE: \_\_\_\_\_

**Please indicate why this form is being completed by ticking the appropriate box or boxes:**

Explanation for **absence from lecture or tutorial** (with documented proof)

Explanation for **absence from in-class assessment** (with documented proof)

Date(s) Absent from College: \_\_\_\_\_

**Details of specific lectures or tutorials/ in-class assessments/ examinations affected:**

Date: \_\_\_\_\_ Module: \_\_\_\_\_ Details: \_\_\_\_\_

Date: \_\_\_\_\_ Module: \_\_\_\_\_ Details: \_\_\_\_\_

Date: \_\_\_\_\_ Module: \_\_\_\_\_ Details: \_\_\_\_\_

**Nature of circumstances:** \_\_\_\_\_

*(Please attach documentary evidence)*

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## FOR OFFICIAL USE ONLY

Date explanation received: \_\_\_\_\_

Documentary evidence received: YES  NO

Attendance roll amended: YES  NO

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Central Administration Office

## ABSENCE FORM – UNDOCUMENTED ABSENCES

For use by Academic Advisors where no documentary evidence is available regarding learner absence(s)

Learners who feel that they have serious and compelling reasons to be excused from tutorials or classes where an attendance record has been taken, for which no documentary evidence is available, are advised to contact their Academic Advisor by email to arrange an appointment.

NOTE: Learners with documented proof of reason for absence should not contact their Academic Advisor. They should complete the standard Absence Form, attach their documentation and submit both to the Central Administration Office. The Central Administration Office will amend the absence to a certified one.

*TO BE COMPLETED BY ACADEMIC ADVISOR:*

LEARNER NAME: \_\_\_\_\_ LEARNER NUMBER: \_\_\_\_\_

PROGRAMME: \_\_\_\_\_ STAGE: \_\_\_\_\_

**Please indicate why this form is being completed by ticking the appropriate box or boxes:**

Explanation for **absence from lecture or tutorial**

Explanation for **absence from in-class assessment**

**Date(s) Absent from College:** \_\_\_\_\_

**Details of specific lectures or tutorials/ in-class assessments/ examinations affected:**

Date: \_\_\_\_\_ Module: \_\_\_\_\_ Details: \_\_\_\_\_

Date: \_\_\_\_\_ Module: \_\_\_\_\_ Details: \_\_\_\_\_

Date: \_\_\_\_\_ Module: \_\_\_\_\_ Details: \_\_\_\_\_

**Nature of circumstances:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### FOR OFFICIAL USE ONLY

Date meeting took place with student: \_\_\_\_\_

Circumstances for absence accepted: YES  NO

Central Administration Office informed and attendance updated: YES  NO

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Academic Advisor



**ACADEMIC ADVISOR REPORT ON LEARNER PROGRESS**

*Tick programme, stage and term*

**PROGRAMME:**

Applied Social Studies

Citizenship & Community Studies

BA in Humanities

BA Hons in Humanities

English and History






**STAGE:**

 1

 2

 3

 4

**TERM:**

Term 1

Term 2



**ESSAY EXTENSIONS:**

	<b>Fulltime</b>	<b>ACCS</b>
Number of extension requests received		
Number of extensions granted with documentation		
Number of extensions granted without documentation		
Reasons given		
Assignments and dates		
Non-submission/Late submission (without extension request)		

**ATTENDANCE:**

	<b>Fulltime</b>	<b>ACCS</b>
*Poor attendance at week 4		
**Poor attendance at week 8		
Letters sent		

\*More than 2 lectures missed in a module

\*\*More than 4 lectures missed in a module

**ELECTIVES:** (Humanities and English and History)

	<b>Fulltime</b>	<b>ACCS</b>
Number of learners who changed electives		
Details of changes		

**ONE-TO ONE MEETINGS:**

	<b>Fulltime</b>	<b>ACCS</b>
Number		
Issues		

**FAIL GRADES:**

	<b>Fulltime</b>	<b>ACCS</b>
Number		
Assignment		

**PENALTIES IMPOSED:**

	<b>Fulltime</b>	<b>ACCS</b>
Number		
Assignment		

**REQUEST FOR REFERENCES:**

	<b>Fulltime</b>	<b>ACCS</b>
Number		
Purpose		

This report to be completed by Academic Advisors at the end of Term 1 and Term 2 and forwarded to Programme Board Chairs.

## Appendix 31.2: Academic Resource Office Statement of Purpose



# Academic Resource Office Statement of Service

*Helping learners to settle, stay and succeed at Carlow College*

## **1.0 Our Aims:**

Carlow College, St. Patrick's is committed to providing an inclusive and positive learning environment for all students. The Academic Resource Office, through the coordination and delivery of disability and learning support services, supports students in their academic development and assists with the achievement of their learning goals.

Our aim is to provide our students with high quality academic, personal and assistive technology supports which are relevant and responsive to their needs. To achieve this we are committed to:

- Encouraging a culture of inclusive and accessible teaching and learning within our College.
- Ensuring that adequate systems exist to support the learning process.
- Ensuring that adequate structures exist to promote and co-ordinate learning-related supports (both personal and technological) for students with disabilities / learning differences.
- Actively promoting our services to ensure that all staff and students are aware of the academic supports available to our student body.
- Making our services relevant and responsive to students' needs through accurate record-keeping and monitoring of student feedback on an annual basis.

## **2.0 Our Services:**

Our services are delivered through a combination of a cross-programme mandatory stage one Academic Skills module; individual and small group appointments with our Essay Doctor writing service; academic advice and guidance from our drop-by Academic Help Desk service; open access workshops and presentations on learning development topics; and advice, guidance and training on assistive technologies and improving digital skills.

We also co-ordinate applications to the ESF Fund for Students with Disabilities through a needs assessment process and provide study-related technological, personal supports and an appointment-based Learning Support service for students with disabilities and learning differences.

## **3.0 What you can expect from us:**

- A free, confidential and professional service.
- Support and guidance in transitioning to a third level academic environment.
- Opportunities to develop your research, writing, IT and digital skills.
- Information and guidance on appropriate academic and personal support requirements for students with disabilities/learning differences.
- Advice and information in relation to eligibility criteria for the ESF Fund for Students with Disabilities and, where appropriate, assistance with the application process.
- Referrals to other sources of support, both internal and external, where we are unable to fully meet your needs.
- Consideration of your feedback when planning our service delivery.

#### **4.0 What we expect from you:**

- That you will take responsibility for your own learning development and academic progression.
- That you will provide us with enough relevant information to enable us to assist you with your query.
- That you will keep appointments as agreed and arrive promptly. We expect you to inform us as soon as possible if you are unable to attend for any reason or will be late. This will allow us to postpone, reschedule or cancel your appointment.
- That you will follow specific college procedures for obtaining reasonable accommodation in relation to examination arrangements, academic adjustments, assistive technologies and access to support tutors.
- Where applicable, that you will comply with college guidelines regarding the maintenance and use of ESF-funded supports (equipment, software or hardware) provided to you for the duration of your studies.
- That you will treat staff with courtesy and respect.
- That you provide honest and constructive feedback on our services when requested.

#### **5.0 Statement of confidentiality:**

*For students with disabilities and/or learning differences*

Students are encouraged to disclose any disability, learning difference or additional requirement during the application process, at the start of their studies or at any point during their time at Carlow College, St. Patrick's. Such disclosure is encouraged so that we can work with the student in ensuring that any reasonable accommodation or support required is identified and facilitated in consultation with the individual student. However, the decision to disclose rests entirely with the individual student.

Any information disclosed will remain confidential, but it must be acknowledged that, in general, support cannot be provided in isolation. With written permission, information relating to a student will be disclosed to individuals within the college solely for the purpose of arranging reasonable accommodation or necessary support.

In accordance with the Data Protection Act (1988 – 2003) any record of your contact with us is considered 'sensitive personal data' and is held securely. Such information may be used for statistical and monitoring purposes without your identity being revealed.

#### **6.0 Limitations to service:**

- Our services are normally available Monday – Friday from 9am – 5pm during term-time.
- Where a student with a disability or learning differences chooses not to disclose this information to the Disability and Needs Assessment Service, or not to comply with a request for medical evidence/certification of their disability, this will impact on the type of supports that can be put in place to assist the student which require disclosure.

## **7.0 How you can help us improve our service:**

We are committed to continuous quality improvement which we monitor using student feedback surveys. Your comments help us to understand your needs so that we can continue to develop and improve our service. Evaluations and any arising recommendations are considered on a cyclical basis and are reported through the college's strategic management processes.

If for any reason you are unhappy with our service, please let us know in the first instance and we will do our best to resolve the issue quickly and fairly in accordance with the College's complaints process.

## **8.0 How to contact us**

### ***Academic Resource Officer:***

Lisa Fortune, 2<sup>nd</sup> Floor, Middle House

Phone: 059 9153223 Email: [lfortune@carlowcollege.ie](mailto:lfortune@carlowcollege.ie)

### ***Disability and Assistive Technology Service:***

Email: [aro@carlowcollege.ie](mailto:aro@carlowcollege.ie)

### ***Essay Doctor Service:***

Dr Simon Workman (BA/BA (Hons) in Humanities; BA (Hons) in English and History).

Dr Candice Condon (BA/BA (Hons) in Applied Social Studies in Social Care; BA (Hons) in Citizenship and Community Studies).

Email: [essaydoctor@carlowcollege.ie](mailto:essaydoctor@carlowcollege.ie)

## Appendix 31.3: Careers Office Statement of Purpose



# Careers Office Statement of Service

*Helping learners to settle, stay and succeed at Carlow College*

## 1.0 Our Aims

The Careers Office at Carlow College, St. Patrick's is committed to assisting students and recent graduates in their transition to a rewarding graduate destination.

We aim to deliver a professional, innovative and efficient careers guidance and employability service that will help students to:

- increase their employability skills;
- be more confident about applying for jobs or further study;
- develop a greater awareness of where to search for information relevant to their employment or career choices.

We do this by offering access to a wide range of information, confidential and impartial advice and professional guidance, training and coaching. We also facilitate advertising vacancies that offer experiential opportunities for students to develop and articulate employability skills and graduate attributes, throughout the student journey and for up to two years after graduation.

## 2.0 Career Office Services

Our services are delivered through a combination of drop-in sessions, CV clinics, career appointments, workshops, campus presentations and external events.

**Careers** – professional individual advice and guidance

- Career decision-making – what can I do with my degree?
- Advice on further study – what next?
- Personal development planning, such as developing good job-hunting skills
- CV writing and completing application forms
- Labour Market Information
- Employer liaison opportunities including Campus Presentations
- Practice psychometric tests on-line

**Volunteering** – enhancing your CV through community participation

- Participation in voluntary and work experience activities
- Reflective learning support for tracking your skills development through voluntary work
- Links to a national network of opportunities

## 3.0 What you can expect from us:

- Support in developing and improving your employability skills
- Advice to increase your confidence with applications for jobs and further study
- An improved awareness of how to search for relevant information for your next step

- An impartial, confidential and professional service
- If we are unable to fully meet your needs, we will endeavour to refer or signpost you to the appropriate internal or external service
- Consideration of your feedback when planning our service delivery

#### **4.0 What we expect from you:**

- That you will take responsibility for your own career plan and goals
- That you will keep all appointments on time or phone to reschedule or cancel if you are unable to attend for any reason or will be late
- That you will treat all staff and students with courtesy and respect
- That you will be mindful of your role in representing the College when liaising with employers and other opportunity providers
- That you will provide honest and constructive feedback on our services when requested

#### **5.0 We value your feedback:**

We are committed to monitoring the quality of the services we provide as part of our ongoing improvement process. We aim to hold annual focus groups and conduct a student/graduate feedback survey where students' views on the effectiveness and impact of employability activities are reported.

If you have attended an activity with the Careers Office, have a suggestion or simply have some general comments to make, we would value your feedback. Send an email to [careersoffice@carlowcollege.ie](mailto:careersoffice@carlowcollege.ie).

#### **6.0 Always improving:**

We are committed to continuous quality improvement and actively promote a cycle of 'plan, do, review' in our service delivery.

Evaluations and any arising recommendations for improvement are considered on a cyclical basis and are reported through the college's strategic management processes.

#### **7.0 Contacting us:**

Eleanor Kehoe, **Careers Officer**  
 Carlow College, St. Patrick's  
 College Street, Carlow, Ireland | 00 353 (0)59 9153263  
[careersoffice@carlowcollege.ie](mailto:careersoffice@carlowcollege.ie) | [www.carlowcollege.ie](http://www.carlowcollege.ie)

**Careers Office:** Tuesday, Wednesday & Thursday: 10.00 – 17.30 Term-Time

## Appendix 31.4: Chaplaincy Statement of Service



# Chaplaincy Statement of Service

*Helping learners to settle, stay and succeed at Carlow College*

## **1.0 Our Aims:**

The aim of the Chaplaincy services at Carlow College, St. Patrick's is to promote the spiritual and pastoral development of the college community through prayer, worship, pastoral care and various spiritual life programs in a safe, caring, confidential and hospitable environment. An open door approach is offered where members of the college community can find personal support in good times and in bad, a listening ear, and a compassionate presence irrespective of all religious beliefs and none.

## **2.0 Our Services:**

### **Liturgical Celebrations**

- Mass to celebrate various occasions.
- Marking special events in the life of the college community.
- Chapel is open throughout the day as a space to experience tranquillity and serenity, for reflection and prayer or just for an escape.
- A candle burns on the altar on a daily basis and candles are available as is the prayer wall and book of intentions.
- Sacred space is designed thematically.

### **Spirituality**

- Prayer opportunities are provided for spiritual reflection and development.
- Meditation, Lectio Divina, Taize Moments.
- Bereavement and illness support.
- Prayer tables throughout the college.
- Resources for catechetical learners.

### **Outreach and Justice**

- Putting faith into action through charity fundraisers and other volunteer services in the community.
- Creating community and relationship building through the hospitality of the 'Agape Latte' times.
- Participation in Diocesan Programs and the Lourdes pilgrimage.
- Promoting volunteer work in the developing world overseas.
- Promoting the World Meeting of Families and Pope Francis visit to Ireland in August 2018.
- St. Vincent de Paul Hardship Fund.

## **3.0 What you can expect from us:**

- An open, warm, welcoming and hospitable environment.

- Personal support especially during times of crisis or when experiencing financial hardship.
- Bereavement support and follow up.
- Support in times of illness or family crisis.
- To be treated with respect and dignity and listened to in a non-judgemental manner.
- The Chaplain is actually available any time, any place and anywhere.
- Those on the fringe of the college community will receive special attention.
- That the chaplain becomes an ‘Anam Cara’.

#### 4.0 What we expect from you:

- That you take responsibility for your own personal, spiritual and faith growth and development.
- Mutual respect and acknowledgement.
- That you will respect the chapel, the sacred spaces and the need for individual spiritual needs.
- Honesty, integrity, simplicity and a sense of humour.

#### 5.0 Statement of confidentiality:

The Chaplain respects the uniqueness of each person and their story is treated with sensitivity and confidentiality. In personal meetings with the Chaplain privileged communications remain private and confidential and are treated with respect and dignity. However, relevant parties will be notified if it is felt that the student is in danger, a danger to him/herself or to others. The same applies if it becomes known that another person is in danger.

#### 6.0 How you can help us improve our service:

We are committed to continuous quality improvement which we monitor using student feedback surveys. Your comments help us to understand your needs so that we can continue to develop and improve our service. Evaluations and any arising recommendations are considered on a cyclical basis and are reported through the college’s strategic management processes.

#### 7.0 How to contact us:

Sr Mary Murphy, **Chaplain**  
 Carlow College, St. Patrick’s  
 College Street, Carlow, Ireland | 00 353 (0)59 9153245 / 087 6548548  
[Chaplaincy@carlowcollege.ie](mailto:Chaplaincy@carlowcollege.ie) | [www.carlowcollege.ie](http://www.carlowcollege.ie)

**Chaplaincy Office:** Tuesday, Wednesday & Thursday: 9.00 – 17.00 Term-Time  
 (24 hour on – call in an emergency)

**Social Media:** Facebook and Messenger

## Appendix 31.5: Application Guidelines for St. Vincent de Paul Student Hardship Fund

### STUDENT HARDSHIP FUND

#### CARLOW COLLEGE APPLICATION FORM 2017/2018



**The Student Hardship Fund is an Emergency Fund Only.**

The Student Hardship Fund was an initiative of the Carlow College Student Union that was approved by the Student Affairs Team (SAT) during the 2012-2013 academic year.

The Student Hardship Fund does not receive Government Funding. Monies in the fund are raised by the Student Union and the Chaplaincy Office through various fundraising activities.

The Student Hardship fund cannot assist with Child Care costs or rent costs or arrears.

<b>Date of Application</b>		<b>Student ID</b>		
<b>Name</b>		<b>Male</b>	<input type="checkbox"/>	<b>Female</b>
<b>Phone</b>		<b>E-Mail</b>		
<b>Study Course</b>		<b>Year</b>		
<b>Assistance Requested</b>				
In receipt of Maintenance Grant			Yes	No
In receipt of any other bursary, scholarship or grant			Yes	No
In receipt of social welfare payments			Yes	No
Engaged in part-time/full-time work			Yes	No
If Yes, how many hours _____				
Living in parents'/guardians' home			Yes	No
Living in own home			Yes	No
Rented accommodation student			Yes	No
Rented accommodation other			Yes	No
Number of dependent children ( <i>please provide ages</i> )				
Overall weekly income			€	

**Last bank statement must be presented at interview.**

<b>Approved / Not Approved</b>	<b>Signatures</b>	

The information contained in this form is confidential

## Appendix 31.6: Health Service Statement of Service



# Health Service Statement of Service

*Helping learners to settle, stay and succeed at Carlow College*

## **1.0 Our Aims:**

The Health Service in Carlow College, St. Patrick's aspires to provide an appropriate and confidential student health service to all students. The Health Service aims to provide medical care to all students and staff in emergency situation and in the management of any illness or condition that requires special attention. The Health Service aims to provide treatment, information and referrals to off-campus GP, and signposting to the college counsellor and other community services as required.

## **2.0 Our Services:**

The Health Service is provided by on campus Nurse and off-campus Doctors:

- Nurse - the nurse service is available on campus four days per week as a drop in for urgent or routine health care needs. All consultations are strictly confidential and no information is shared without student's prior consent.
- Doctor - the doctor's service is provided by off campus GP surgery five days per week in conjunction with students own GP service. All consultations with the doctor are booked through Carlow College Health Service only.
- Contraception - advice and information can be obtained from the nurse and appointments can be arranged with GP for prescriptions and follow ups.
- STI information and testing – advice and information can be obtained from the nurse and referrals made to local STI clinic.
- Vaccinations – Hepatitis B clinics are organised for registered students on the Social Care and Citizenship and Community studies programmes. Referrals for Flu vaccine and other vaccines can be made to GP service.
- Health Awareness Campaigns – Quit Smoking, Breast Cancer Awareness, Mental Health, Men's Health.

## **3.0 What you can expect from us:**

- Provide medical attention in case of health emergency.
- Support you through your time in college with any ongoing health issues.
- An impartial, confidential and professional service.
- Information and advice on health related topics.
- Link with off-campus GP service.

## **4.0 What we expect from you:**

- Register with the health service at the beginning of your first academic year.
- Attend all booked appointments on time or cancel appointments if not attending.
- Maintain link with own GP and attend own GP for any non-urgent issues when possible.

- Students with medical cards who live within 20km of their own GP must attend their own GP to avail of medical card service.
- That you will take responsibility for your own health and well-being.

### **5.0 Statement of confidentiality:**

The confidential treatment of health information and health records is a professional obligation of the College Nurse to ensure trust from those receiving medical treatment. The Nurse is routinely involved in making judgements as to the ethical, moral and legal implications concerning the protection of the privacy of the individuals cared for within their workplace/college.

The nurse works in accordance with Carlow College St. Patrick's data protection statement.

### **6.0 How you can help us improve our service:**

We are committed to continuous quality improvement which we monitor using student feedback surveys. Your comments help us to understand your needs so that we can continue to develop and improve our service. Evaluations and any arising recommendations are considered on a cyclical basis and are reported through the college's strategic management processes.

If you have attended the health centre, have a suggestion or simply have some general comments on the service we would value your feedback. Send an email to [nurse@carlowcollege.ie](mailto:nurse@carlowcollege.ie).

### **7.0 How to contact us:**

#### **Maura Hennessy**

College Nurse, Carlow College, St. Patrick's, College Street, Carlow.

Office: Student Resource Building

Tel: 059 9153237 (office hours)

Email: [mhennessy@carlowcollege.ie](mailto:mhennessy@carlowcollege.ie) / [nurse@carlowcollege.ie](mailto:nurse@carlowcollege.ie)

**Nurse Office: Monday & Thursday 10.30am- 3.30pm / Tuesday & Thursday 10.30am - 5.30pm during term-time.**

### **8.0 Out of Hours Emergency:**

If urgent medical assistance is required please contact:

- Your own local GP service
- Caredoc out-of-hour service (6pm to 8am) 1850 334999
- Dial 999 / 112 and ask for the service you require

## Appendix 31.7: International Affiliations

Name of Institution	Location	Start of Affiliation
Cardinal Stritch University	Milwaukee, Wisconsin	2018
Carlow University	Pittsburgh, Pennsylvania	2011
Francis Marion University	Florence, South Carolina	2018
Illinois Consortium for International Studies and Programmes	States of Illinois/Wisconsin/Indiana	2009
Carl Sandberg College	Galesburg, Illinois	
College of Du Page	Glen Elynn, Illinois	
College of Lake County	Grayslake, Illinois	
Danville Area Community College	Danville, Illinois	
Elgin Community College	Elgin, Illinois	
Harper College	Palatine, Illinois	
Heartland Community College	Normal, Illinois	
Illinois Central College	Peoria, Illinois	
Illinois Eastern Community College	Olney, Illinois	
Illinois Valley Community College	Oglesby, Illinois	
Ivy Tech Community College	Valparaiso, Indiana	
John A. Logan College	Carterville, Illinois	
Joliet Junior College	Joliet, Illinois	
Kankakee Community College	Kankakee, Illinois	
Kishwaukee College	Malta, Illinois	
Lake Land College	Mattoon, Illinois	
Lewis & Clark Community College	Altoon, Illinois	
McHenry County College	Crystal Lake, Illinois	
Moraine Valley Community College	Palos Hills, Illinois	
Morton College	Morton, Illinois	

<b>Name of Institution</b>	<b>Location</b>	<b>Start of Affiliation</b>
Oakton Community College	Des Plaines, Illinois	2009
Parkland Community College	Champaign, Illinois	
Prairie State College	Matteson, Illinois	
Rend Lake College	Ina, Illinois	
South Suburban College	Oak Forest, Illinois	
University of St Francis	Joliet, Illinois	
Waubonsee Community College	Sugar Grove, Illinois	
Wisconsin Consortium	Madison, Wisconsin	
Monmouth University	Long Branch, New Jersey	2018
Mount Mercy University	Cedar Rapids, Iowa	2016
St. Ambrose University	Davenport, Iowa	2003
University of West Florida	Pensacola, Florida	2016

## Appendix 31.8: Library Admission and User Services Policy



**CARLOW  
COLLEGE**  
ST. PATRICK'S

### **TITLE: *LIBRARY ADMISSION AND USER SERVICES POLICY***

<b>Effective Date</b>	06 December 2017	<b>Version</b>	02
<b>Approved By</b>	Academic Council	<b>Date Approved</b>	06 December 2017
		<b>Review Date</b>	06 December 2020 <i>or as required</i>
<b>Superseded or Obsolete Policy / Procedure(s)</b>		<b>Owner</b>	
<i>Quality Assurance Handbook</i> (2011), pp. 141-43; 147-54.		Librarian	

### **1. Purpose of Policy**

The purpose of the *Library Admission and User Services Policy* is to ensure that appropriate access to resources is provided in support of the teaching, learning and research priorities outlined in the Carlow College, St. Patrick's (hereafter Carlow College) *Strategic Plan, 2017 – 2022*. Moreover, this Policy will facilitate visiting readers engaged in scholarship. Regulations, which apply to all Library users, are in place to ensure the fullest use of our Libraries collections and resources. In this Policy, the term 'Library' includes all Library services provided by Carlow College, including the P.J. Brophy Memorial Library and Keffe Library.

### **2. Scope of Policy**

This Policy applies to the admission of all Library users, access to and use of the Library's collections, resources and services.

### **3. Policy Statement**

Registered learners and staff of Carlow College have access to the Library. All registered learners are issued with a Learner Identity Card which also acts as a Library card. Learners must have a current learner card in order to gain entrance to the Library.

Access to the Library is available to learners from other Third Level Institutes, individuals engaged in scholarly research and visiting members of the public where specific regulations and guidelines are followed (see Appendix 1: *Library Regulations*). As the Library's primary function is to support the needs of its learners and staff, the interests of external users should not conflict with those of Carlow College learners or staff.

The principles and goals underlying the *Library Admission and User Services Policy* are:

- To ensure the fullest access to the Library collections, services and resources;
- To facilitate visiting and other readers engaged in scholarship;
- To support teaching, learning and research priorities of learners and staff;
- To ensure a quality library service is provided with a suitable study and learning environment for all Library users;
- To ensure all Library resources are distributed as fairly as possible amongst all Library users.

#### **4. Roles and Responsibilities**

The Librarian holds responsibility for all matters, including quality assurance, in relation to Library Admission and User Services. In this role, the Librarian is supported by Library Staff and the relevant College committees, including the Learner Resource Committee. The Librarian reports to the Vice President for Academic Affairs.

#### **5. Associated Documentation**

- Appendix 1: Library Regulations

#### **6. Referenced Policies**

- *IT Policy*

#### **7. Monitoring and Review**

The *Library Admission and User Services Policy* is approved by the Academic Council. The College Librarian will monitor this Policy annually and review it every three years to ensure that it reflects the needs of the college body, visiting users and the resources available in the Library itself.

## **Library Regulations**

In these regulations, the term 'Library' includes all Library services provided by Carlow College, St. Patrick's (hereafter Carlow College), including the P.J. Brophy Memorial Library and Keeffe Library.

### **1. Library Admission**

- 1.1.** All current Carlow College learners and staff have to access Carlow College Library services; however, this access is contingent on following Library regulations.
- 1.2.** As a Carlow College Library user you must have a current Learner Identity Card. These cards must be produced if requested by a member of the Library staff.
- 1.3.** Learners/Researchers visiting from other Third Level Institutes must have an approved letter from their college for each visit stating the date and purpose of their visit. Further to this, the Library will consider requests to read, without borrowing privileges, in the Library from: any persons engaged in scholarly research; members of the public requiring access to Library material not available to them in any other library.
- 1.4.** The Library is open for visitation to members of the public; however, they must sign in at reception before gaining admittance stating time and date of their visit. Members of the public do not have access to Library computers or study spaces.

### **2. Children in the Library**

- 2.1.** While the Library cannot facilitate children in general, it recognises that Carlow College staff and learners may need to bring their children to the library on rare occasions. While in the Library parents/guardians are responsible for the supervision and health and safety of their child.
- 2.2.** Children accompanying library users are not allowed beyond the Library Desk.
- 2.3.** Children accompanying library users are permitted into the Library for a short period only which would allow library users:
  - to take out an item;
  - to pay fines, return items or retrieve a reserved item;
  - to use the photocopying and printing services.

### **3. Borrowing and Consultation**

*As a user of Carlow College Library you are expected to:*

- 3.1.** Be responsible for your learner card. Learners may not borrow without this.

- 3.2. Be responsible for the items that you borrow and ensure it is returned correctly, on time and undamaged as charges will apply for late, unreturned, or damaged items. The fixed penalty for late items is €1 per book per day.
- 3.3. Use our e-resources, digital and electronic resources, within their specified terms of use.
- 3.4. If you have charges on your account, you will not be able to borrow.
- 3.5. Only remove material from the library that has been borrowed correctly.
- 3.6. The loan periods for items borrowed are overnight, weekly and over the weekend.

#### **4. Behaviour in the Library**

*As a user of Carlow College Library you are expected to:*

- 4.1. Treat Library staff and fellow users with respect at all times.
- 4.2. Ensure you have your learner card at all times and produce it to a member of Library staff if requested.
- 4.3. Cooperate with Library staff in ensuring that all library facilities and resources are used properly.
- 4.4. Cooperate with Library staff if the book alarm sounds when exiting the Library and produce any Library material in your possession.
- 4.5. Treat all Library materials and Library building with respect.
- 4.6. Keep your mobile device on silent and use in a way that does not disturb other Library users.
- 4.7. Refrain from making noise.
- 4.8. Take responsibility for your own belongings and do not leave unattended as Carlow College Library cannot be held responsible for their loss or damage.
- 4.9. Refrain from eating or drinking in the library; food and drink is not allowed in the Library.
- 4.10. Use Library computers according to the terms of use outlined in the *IT Policy*.
- 4.11. Cooperate with Library staff if the fire alarm sounds and vacate the building as instructed.

#### **5. Breach of Regulations**

Users who do not abide by the library regulations will be liable to a range of penalties:

- 5.1. Non-payment of library fines will result in suspension of lending facilities. Furthermore, a learner will not obtain their end of year academic results and will be unable to register for the next academic year unless any and all books borrowed are returned, and all outstanding fines and associated costs are paid in full.
- 5.2. A reader damaging or losing a book belonging to the Library will be required to meet the replacement cost of the item.

- 5.3. If you breach a Library regulation, you may be asked to leave the Library and further action may follow. You will be advised of the regulation you have violated and your name and student number will be taken for identification and further contact purposes if necessary.
- 5.4. You may be asked to meet with a member of Library Senior Management/Librarian for a meeting which could result in the withdrawal of borrowing privileges

## **6. Keffe Library & Special Collections**

- 6.1. Items in the Keffe Library and Special Collections are for reference only and cannot be borrowed.
- 6.2. Items cannot normally be photocopied.
- 6.3. Many items in this collection are rare, fragile and old and require careful handling.

## Appendix 31.9: Procedures for Directing Learners to the Student Counselling Service



### PROCEDURES FOR DIRECTING LEARNERS TO THE STUDENT COUNSELLING SERVICE

Education is about development of the whole person; personally, socially, and academically. While attending Carlow College, St. Patrick's, learners may seek advice and guidance on issues through contact with staff such as Lecturers, Academic Advisors, Programme Board Chairs, the Nurse, Chaplain, Students' Union Officer or Class Representative. However, there are times when it is right to seek help in an environment which is separate from the above. The College Counselling Service provides a free professional and confidential service to all Carlow College, St. Patrick's learners.

Many learners seeking counselling do so by contacting the service directly for an appointment. However, when a learner is facing difficulties, it is often the Academic Advisor, individual lecturers and tutors, or those in pastoral care or information roles which are the 'first port of call'. The first signs of personal distress may often be that the quality of a learner's work is suffering and/or that the learner is displaying unusual behaviour. Consequently, the Lecturer, Tutor, Academic Advisor, Students' Union Officer or Class Rep are often in a very good position to notice when a learner is in need of help and suggest that they arrange an appointment with the Counselling Service.

The following guidelines have been established to provide staff members and Students' Union Officer and Class Reps with guidance on how to direct learners to avail of the College Counselling Service:

#### 1. DIRECTING LEARNERS TO THE STUDENT COUNSELLING SERVICE

*It is appropriate to direct a learner to the Counselling Service when:*

- there are concerns about the learner's safety;
- there has been an uncharacteristic drop in academic performance;
- the learner appears withdrawn, low in mood, tearful or unduly anxious;
- the learner displays unusual behaviour (e.g. obsessive thoughts/substance misuse);
- the learner has experienced significant life changes and crises (e.g. bereavement / relationship issues);
- the staff member / Students' Union Officer or Class Rep is unsure of what to do or how to respond;
- the situation is depleting the staff member / Student' Union Officer or Class Rep of their own emotional responses.

Note that this is not an exhaustive list.

*It is suggested that learners be directed to the Counselling Service by:*

- talking to the learner in a straightforward manner and pointing out the specific behaviour that has led to the concern;
- making it clear that directing the learner to the service represents your best judgement about how they can get help;
- reminding the learner that it is a free, professional and confidential service.

However, the decision to engage with the Counselling Service rests solely with the learner. If he/she does not wish to follow your advice, then his/her wishes should be respected. No further action is required.

## **2. APPOINTMENTS CAN BE MADE WITH THE STUDENT COUNSELLING SERVICE IN THE FOLLOWING WAYS:**

During office hours (Monday – Friday between 9am – 5pm):

- (i) the learner can contact the service directly by phone (059 9153225), email ([counsellor@carlowcollege.ie](mailto:counsellor@carlowcollege.ie)) or in person (Learner Resource Building);
- (ii) the learner can be verbally directed to the service by a staff member / Students' Union Officer or Class Rep;
- (iii) **while the learner is in the presence of a staff member / Students' Union Officer or Class Rep**, a call (059 9153225) or email ([counsellor@carlowcollege.ie](mailto:counsellor@carlowcollege.ie)) on behalf of the learner to arrange an appointment with the Counselling Service may be made. Below are some important notes when making an appointment on behalf of the learner:

- the Counsellor should be advised of the Learner's Name, Programme, Stage and Contact number;
- while confirmation of attendance cannot be divulged by the Counselling Service, learners that engage with the service are encouraged to contact the staff member / Students' Union Officer or Class Rep who arranged the appointment to let them know that they have attended;
- if the learner does not attend the scheduled appointment or contact the service, the Counsellor will contact the learner directly to reschedule.
- No further action is required on the part of the staff member / Students' Union Officer or Class Rep.

### **Consultation**

Where a learner presents with difficulties and a staff member / Students' Union Officer or Class Rep is unsure of what to suggest or how to respond, a brief phone consultation (059 9153225) with a Counsellor during office hours may be helpful. The name of the learner should not be disclosed. All consultations are dealt with in confidence.

## **3. OUT-OF-HOURS EMERGENCY**

The Student Counselling Service, including phones and email, operate from Monday to Friday between 9am and 5pm.

If urgent emotional support is required outside of these times, the following services should be contacted:

- Learner's own local GP service
- CareDoc out-of-hour service (6pm to 8am) 1850 334999
- The Samaritans 24 hours Freephone listening service 116123
- Carlow Garda Station 059 9131505

### **Confidentiality**

The principle of confidentiality is paramount to the process of counselling. It enables learners to speak freely about personal concerns in a safe and private environment. The Counselling Service is bound by Psychological Counselling in Higher Education Ireland (PCHEI) and the Irish Association of Counselling and Psychotherapy (IACP) professional Codes of Ethics to maintain confidentiality except in the rare circumstances where (i) a learner is a risk to him/herself, or to another person or (ii) where disclosure is required as part of a legal process or Garda investigation.

Any discussions that take place between the learner and the Counsellor will not be divulged to a third party, such as their Academic Advisor, without the learner's consent. This applies regardless of whether the learner attends the Counsellor of their own volition or is directed to the service by a staff member / Students' Union Officer or Class Rep. In the case of the latter, information divulged in the course of directing the learner to the service is also confidential and is not for discussion with other staff members or Students' Union Officers or Class Reps.

On occasion, it may be helpful to share information with other support services, academic departments, Health service or external professionals. If necessary, disclosure will be arranged through the Counsellor with the learner's written consent. The learner may choose to refuse consent and the potential implications of this will be explored and discussed as they relate to the individual learner's situation.

### **Counsellor/Academic Advisor Contact**

Where a Counsellor thinks the personal issues of a learner attending the service are having an effect on their academic work, the Counsellor will encourage the learner to contact their Academic Advisor in the first instance. With the learner's written consent, the Counsellor can discuss measures with the Academic Advisor which might be helpful and supportive to the learner without necessarily revealing more specific and confidential information. Where appropriate, the Counsellor may engage in a three-way meeting with the learner and Academic Advisor in order to assist the learner engage with the appropriate academic processes.

## Appendix 31.10: Student Counselling Service Statement of Service



# Student Counselling Service Statement of Service

*Helping learners to settle, stay and succeed at Carlow College*

## **1.0 Our Aims:**

The Student Counselling Service at Carlow College St Patrick's is committed to the provision of professional counselling to all students and groups in the context of holistic education in order to address personal and social issues that hinder academic performance.

The Student Counselling Service is staffed by professionally qualified psychotherapists/counsellors who endeavour to meet the unique needs of each student irrespective of age, gender identity and expression, sexual orientation, marital status, family status, religion, socioeconomic status, disability, ethnicity, culture, or membership of the traveller community, to ensure that the college experience of our students is a happy and rewarding one. We aim:

- to respond effectively to the needs and concerns of all students;
- to maximise their potential on the basis of personal identity, ethical, spiritual and moral values;
- to support the academic and personal development of students; and
- to provide a safe space to explore any issues and challenges in their lives which may be impacting on their academic and/or personal health.

## **2.0 Our Services:**

The Student Counselling Service at Carlow College, St Patrick's is a free, professional and confidential service. It adheres to a strict code of ethics and ethical practice as outlined by PCHEI, Psychological Counselling in Higher Education Ireland, and the Irish Association of Counselling and Psychotherapy (IACP). We provide:

- Compassionate and inclusive support for students on a one-to-one basis in a safe and confidential setting in dealing with any issues and challenges in their lives which may be impacting on their academic and/or personal health.
- Professional one-to-one counselling in areas such as: abuse; anger management, anxiety; bereavement loss and transition; bullying; communication problems; conflict; depression; gender issues; relationship issues; self-confidence and esteem issues, stress management; trauma and other pain caused by life crises.
- Workshops throughout the year on a variety of topics including; adjusting to college life, stress management, mindfulness and mental health issues.

## **3.0 What you can expect from us:**

- The Student Counselling Service is a free, confidential and professional service available to all registered students in Carlow College St Patrick's.
- An inclusive, non-judgemental, student-centred service which is committed to the promotion of student well-being and success.
- Our psychotherapists / counsellors are accredited members of IACP. We recognise the importance of confidentiality and work under the ethical guidelines of IACP and PCHEI.

#### **4.0 What we expect from you:**

- That you will keep all appointments on time or phone or email to reschedule or cancel if you are unable to attend for any reason or will be late.
- That you will treat all staff and students with courtesy and respect.
- That you will take responsibility for your own happiness and wellbeing.
- That you will provide honest and constructive feedback on our services when requested.

#### **5.0 Statement of confidentiality:**

The confidentiality of the counselling relationship is fundamental. It is necessary both ethically and practically: without an assurance of confidentiality, many of students who seek help from the Student Counselling Service would not do so. All information disclosed by students will be treated as confidential. Confidential Information, in general, will only be disclosed with the student's consent.

We encourage all students to read our confidentiality statement prior to making any commitment with the Service. At the student's first appointment with the Service, confidentiality is discussed and any concerns that the student may have in relation to this are explored. Confidentiality is also relevant for significant others and third parties who may wish to contact the Service in relation to particular issues or student concerns.

In accordance with the Data Protection Act (1988 – 2003) any record of your contact with us is considered 'sensitive personal data' and is held securely. Such information may be used for statistical and monitoring purposes without your identity being revealed.

The Student Counselling Service also adheres to its reporting responsibilities under the *Children First: National Guidelines for the Protection and Welfare of Children* (2017).

#### **6.0 Limitations to service:**

- Our services are normally available Monday – Friday from 9am – 5pm during term-time.
- In exceptional circumstances, the counsellor/psychotherapist may need to break confidentiality. This occurs in one of two ways:
  1. Where there is a serious concern that there may be a threat to the safety or life of the learner or others.
  2. Where disclosures may be required as part of a legal process or Garda investigation.

Where possible a full explanation will be given to the student/client regarding the necessary procedures and intended actions that may need to be taken.

##### *Basic Principles on Sharing Information*

Information is shared with other services and third parties only with the learner's consent (subject to the exceptions previously mentioned), for a defined purpose, such as accessing additional supports, and services for the student. Information shared is on a need to know basis and will vary according to who needs it and for what purpose.

With consent from the learner, information to be shared may be passed on to the required services.

### **7.0 How you can help us improve our service:**

We are committed to continuous quality improvement which we monitor using student feedback surveys. Your comments help us to understand your needs so that we can continue to develop and improve our service. Evaluations and any arising recommendations are considered on a cyclical basis and are reported through the College's strategic management processes.

If you have attended the Student Counselling Service, have a suggestion or simply have some general comments to make, we would value your feedback. Send an email to [counsellor @carlowcollege.ie](mailto:counsellor@carlowcollege.ie).

### **8.0 How to contact us:**

**Bernie Dunne** MIACP (Monday, Wednesday and Thursday, 9am – 5pm)

**Martina Kelly** MIACP (Tuesday and Friday, 9am – 5pm)

Counsellor's Office: Student Resource Building

Tel: 0599153225 Phone or text: 0857564441 (Office hours)

Email: [counsellor@carlowcollege.ie](mailto:counsellor@carlowcollege.ie)

### **9.0 Out of Hours Emergency:**

If urgent emotional support is required outside of these times, the following services should be contacted:

- Learner's own local GP service
- Caredoc out-of-hour service (6pm to 8am) 1850 334999
- The Samaritans 24 hours Freephone listening service 116123
- Carlow Garda Station 059 9131505

## Appendix 32: Terms of Reference for the Learner Resources Committee



### *Terms of Reference* **Learner Resources Committee**

#### **Section 1: Remit**

Carlow College, St. Patrick's endeavours to support learners' academic success by providing a variety of learner resources, professional services and supports to enhance the learner experience and to assist learners in meeting the many demands of both their personal and academic lives.

The significant contribution of learner resources and supports in fostering a positive learning environment which supports the well-being and integration of diverse learner cohorts into the college community is recognised internationally in *Standards and Guidelines for Quality Assurance in the European Higher Education Area* (2015) (Standard 1.6). The importance of adopting an integrated approach, from the perspective of the learner, to the overall provision of supports and services to the student body is emphasised in section 7.1 of the *QQI Core Statutory Quality Assurance (QA) Guidelines* (2016). Further, section 3.4 of the *Code of Practice for Provision of Programmes of Education and Training to International Learners* (2015) sets out specific requirements which relate to the pastoral care, which includes support services and information provision, to international learners.

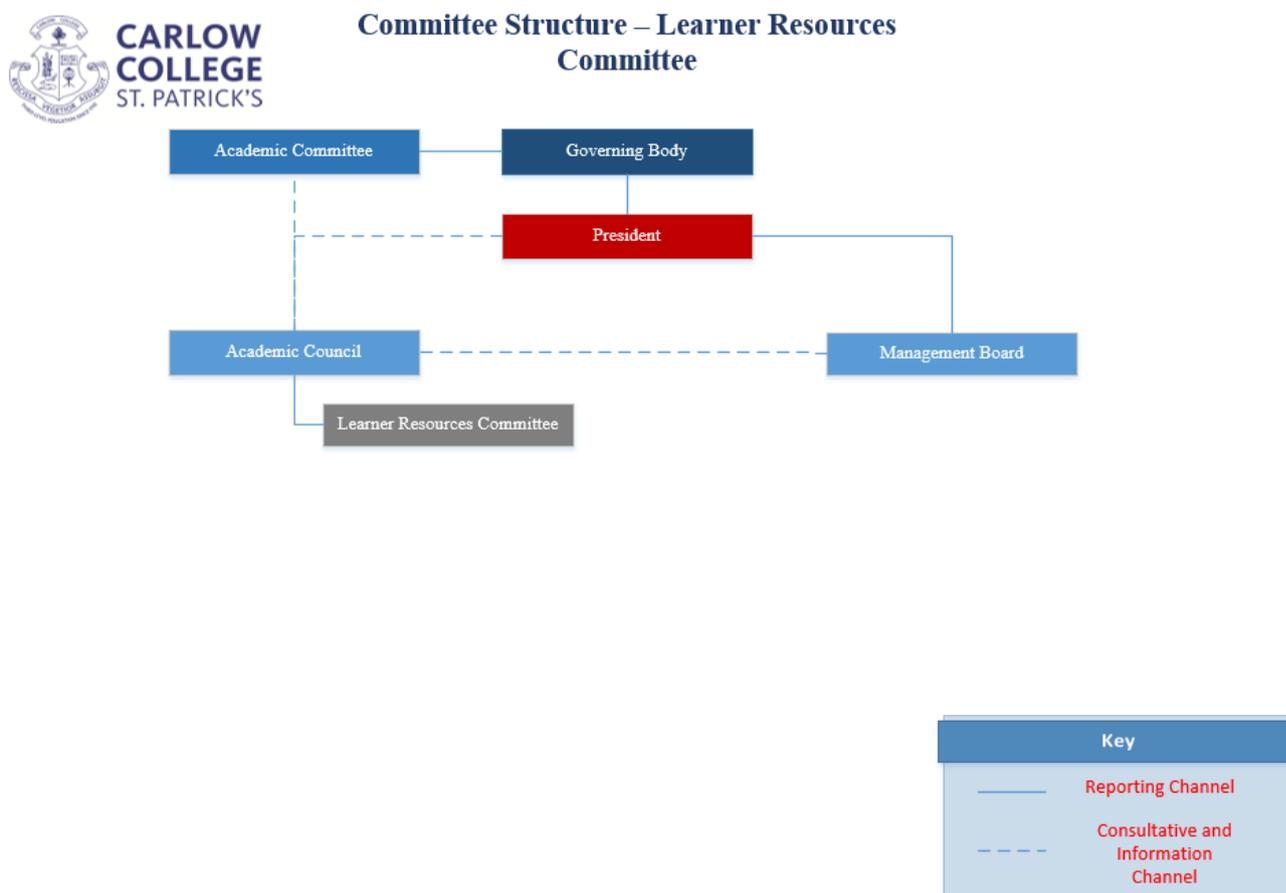
The role of the Learner Resources Committee is to oversee the promotion, co-ordination, monitoring and development of the learning resources, services and supports available to the student body.

#### **Section 2: Membership**

<b>Function</b>	<b>Mode of Selection</b>
Head of Student Services	<i>Ex Officio</i>
Head/Lead Librarian	<i>Ex Officio</i>
International Officer	<i>Ex Officio</i>
IT Officer	<i>Ex Officio</i>
Facilities Manager	<i>Ex Officio</i>
Students' Union VP for Welfare	<i>Ex Officio</i>

Students' Union Mature Student Officer	<i>Ex Officio</i>
Academic Representative	Appointed by Academic Council for a period of 3 years
Administration Representative	Appointed by Academic Council for a period of 3 years
Library Representative	Appointed by Academic Council for a period of 3 years
Student Services Representative	Appointed by Academic Council for a period of 3 years

### Section 3: Reporting Structure



The Learner Resource Committee is a representative sub-committee of the Academic Council and draws its membership from across the college community. The Learner Resource Committee lead will report directly to the Office of the Registrar and will have *ex officio* status on Academic Council.

#### **Section 4: Terms of Reference**

- To develop the decision-making process within the Learner Resources Committee.
- To develop and maintain records of meetings adhering to the *Guidelines Regarding Keeping Records of Meetings*.
- To ensure that a coherent and integrated range of learning resources, services and supports exist within the College.
- To monitor the promotion, adequacy and effectiveness of the support services and resources available to learners.
- To facilitate systematic learner feedback on the sufficiency and quality of the non-programme-related professional learning resources, services and supports provided.
- To ensure that learner resources and supports are in line with national and international best practice and are responsive to the needs of learners and academic programmes.
- To identify gaps within the system in relation to learner resources and develop non-academic policies and guidelines as required.
- To contribute to the on-going development of a supportive learner-centred learning environment which acknowledges learner diversity and supports the well-being and integration of all learners into the Carlow College community.
- To identify opportunities to enhance the student experience and to increase student engagement.

#### **Section 5: Frequency of Meetings**

The Learner Resource Committee shall meet as required by its work, but at a minimum of four times during the academic year.

**Appendix 33: End of Year Reporting Template**



**END-OF-YEAR REPORTING TEMPLATE**

Service:

<b>Phone:</b>	<b>Email:</b>	<b>Service Lead:</b>
<b>Service Statement and Overview:</b>		<b>Service Achievements (please list no more than four):</b>
<p>Please provide the service statement and a service overview denoting the primary functions of the service (e.g. primary roles/responsibilities).</p>		<p>Please provide service achievements for the preceding academic year under the three main areas espoused by Carlow College Student Services. There should be no more than four achievements listed for each of the three areas (bullet points suggested and emphasise collaborative efforts).</p> <p><b>Settle</b></p> <p><b>Stay</b></p> <p><b>Succeed</b></p>

**Key Performance Indicators/Benchmarks:**

Please provide service data denoting the student profile availing of the service provided, areas of growth from previous academic years and information from service evaluations.

**Opportunities for Growth:**

Based on KPIs/Benchmarks, please provide opportunities for growth within the service area (e.g. growth potential for current service initiatives and new initiatives resulting from the changing student profile of Carlow College).

**2017/2018 Strategic Goals:**

Please list service goals for the next academic year under the main areas espoused by Carlow College Student Services. In the right column, please indicate how these goals will be assessed/measured.

**Settle**

**Stay**

**Succeed**

**Assessment Measures:**

Blank area for entering assessment measures.

## Appendix 34: Records Management Policy



### TITLE: *RECORDS MANAGEMENT POLICY*

<b>Effective Date</b>	17 January 2018	<b>Version</b>	02
<b>Approved By</b>	Management Board	<b>Date Approved</b>	16 January 2018
		<b>Review Date</b>	01 June 2018
<b>Superseded or Obsolete Policy / Procedure(s)</b>	<b>Owner</b>		
01 - <i>Interim Records Management Policy</i>	Archivist		

#### 1. Purpose of Policy

Carlow College, St. Patrick's (hereafter Carlow College) processes vast amounts of information and records daily. Records are a valuable source of knowledge and comprise evidence of College functions and activities. The effective management of records is necessary to ensure informed decision-making and forward planning, and the promotion of accountability and transparency.

The purpose of this *Records Management Policy* is to set down the high-level principles and precepts which underpin how Carlow College manages records within its custody and control. Work on the implementation of a comprehensive records management system is ongoing. This Policy will be at the centre of a framework of related and more explicit policies and procedures, including a records classification scheme and records retention schedules. These policies and procedures will be contained in a Records Management Manual.

Various regulations, legislation and quality assurance guidelines require Carlow College to create and keep records, and manage them effectively. Such imperatives include, but are not limited to, quality assurance guidelines issued by Quality and Qualifications Ireland (QQI); the *Freedom of Information Act 2014* and the *Data Protection Acts 1988 and 2003*; and legislation and regulations which apply to the College as a registered charity. All policies and procedures which form part of the records management framework will accord with regulatory and legislative requirements, best practice and standards such as *ISO 15489 Records Management*. Existing policies, such as the College's *Data Protection Policy*, will be reviewed in order to bring them in line with the forthcoming *General Data Protection Regulation (GDPR)*; effective on 25 May 2018).

A further motivation for a quality records management system is to support the business needs of Carlow College; to ensure that the College creates and keeps records which are authentic,

reliable, complete and available for as long as they are required, and capable of supporting the College's functions and activities.

## **2. Definitions**

**Records** are documents in all formats and media created and received in the course of official duties, and constitute evidence of Carlow College's functions and activities. Examples of records include, but are not limited to, emails, letters, minutes of meetings, spreadsheets, databases, photographs, maps, drawings, voice messages and recordings, text messages, social media postings, closed-circuit television (CCTV) and other film footage, examination scripts, and information held in systems such as those used for student information and financial management.

**Records management** is the application of documented policies and procedures to the creation, maintenance, use and disposal of records, and includes areas such as correspondence / email and forms management, version control, the relationship between electronic and hard copy records, records classification, retention scheduling, disaster management, vital records protection, records storage and security, the management of records conversion programmes, destruction of records and transfer to the archive service.

**Archives** are documents in all formats and media which merit permanent retention due to ongoing administrative, legal, financial, historical or intrinsic importance. Some 2-8% of records are retained as archives. A separate suite of policies, approved by the Delany Archive Trust, refers to the management of archival records owned by Carlow College.

## **3. Scope of Policy**

This Policy applies to all records created and received by College Governors, Trustees and employees in the course of their official duties. Such records are owned by Carlow College and persons leaving the College or changing position within it, are required to leave all records for their successors.

With regard to employees, except in exceptional circumstances, all College records are to be captured within official systems. Where records are created or received in non-official systems, they are to be copied to official systems. It is acknowledged that College Governors and Trustees may be based externally to the College premises and capture within official systems in the same way is not possible. However, College Governors and Trustees are to use their Carlow College email accounts for College business.

Due to the requirements of legislation, including the *Freedom of Information Act 2014* and *Data Protection Acts 1988 and 2003* (to be superseded by *GDPR*), records held by Carlow College service providers may also fall within the scope of this Policy.

## **4. Policy Statement**

The principles that underpin this Policy are the promotion of accountability and transparency; compliance with regulatory, legislative and quality assurance requirements; and facilitation of efficient and informed administration and management.

The implementation of a comprehensive and quality records management system has numerous benefits:

- Carlow College is in receipt of public moneys and is a registered charity. The application of documented policies and procedures to recordkeeping promotes

accountability and transparency, and enhances stakeholder confidence as to how the College manages its affairs;

- The maintenance of quality information and records systems promotes ease of adherence to oversight requirements, including audit and quality assurance;
- Effective records management permits the College to protect its own interests as well as those of stakeholders, including learners, employees, oversight bodies and the wider community;
- To support both protection of privacy and freedom of information services.

A quality records management system also has internal drivers as it will assist the College to:

- Conduct business in an orderly and efficient manner;
- Ensure that adequate records documenting core functions and activities are kept;
- Deliver services in a consistent and equitable manner;
- Support and document decision-making, policy formulation and forward planning;
- Promote certainty for employees as to how to administer records, including what records are to be created and kept, and for how long;
- Preserve the heritage and corporate memory of the College.

## **5. Roles and Responsibilities**

Specific and detailed responsibilities will be delineated in further policies and procedures which form part of the records management framework, but in general:

- All employees who create and keep records as part of their official duties are responsible for them in a wide sense. The general replacement of centralised departmental recordkeeping systems with more individual ‘systems’, including email accounts and personal computer drives enhances the level of responsibility of all employees;
- Line managers have operational responsibility for records relating to their functional areas;
- It is the responsibility of the Archivist to: devise policies and procedures for consultation with operational employees and for relevant approval; report on compliance; and advise on records and archival issues;
- The Records Management Group is a cross-functional committee which acts as a sounding board for proposed developments in records management issues;
- Carlow College’s archives are cared for by the Delany Archive Trust. The Delany Archive is located in Carlow College’s premises. The College is represented by two trustees, who direct and approve the Archive’s activities and policies.

## **6. Associated Documentation**

It is not possible to list all regulations and legislation which require Carlow College to create and keep records, and to which the College must comply. However, overarching and important

requirements include regulations issued by QQI in connection with the College's core function, the provision of third level education; audit rules; Freedom of Information and Data Protection legislation; and the College's responsibilities as an employer. The records management framework will also be in accordance with relevant international standards such as *ISO 15489 Records Management*.

The *Records Management Policy* will be at the centre of a framework of related and more explicit policies and procedures, including a records classification scheme and records retention schedules. These policies and procedures will be contained in a Records Management Manual.

Many records are created and kept electronically and the College has a discrete suite of policies owned by the Information Technology (hereafter IT) Office. The IT Officer is a member of the Records Management Group in order to ensure that related policies complement each other.

## **7. Referenced Policies**

- *Data Protection Policy*
- *Freedom of Information Policy* (forthcoming)
- *IT Policy*
- *Policies of the Delany Archive Trust*

## **8. Monitoring and Review**

The *Records Management Policy* is approved by Management Board. The Archivist, in consultation with the Records Management Group, will monitor this Policy annually with a policy review scheduled three years after the effective date.

## Appendix 35: Terms of Reference for the Quality Assurance Committee



### *Terms of Reference*

### Quality Assurance Committee

#### Section 1: Remit

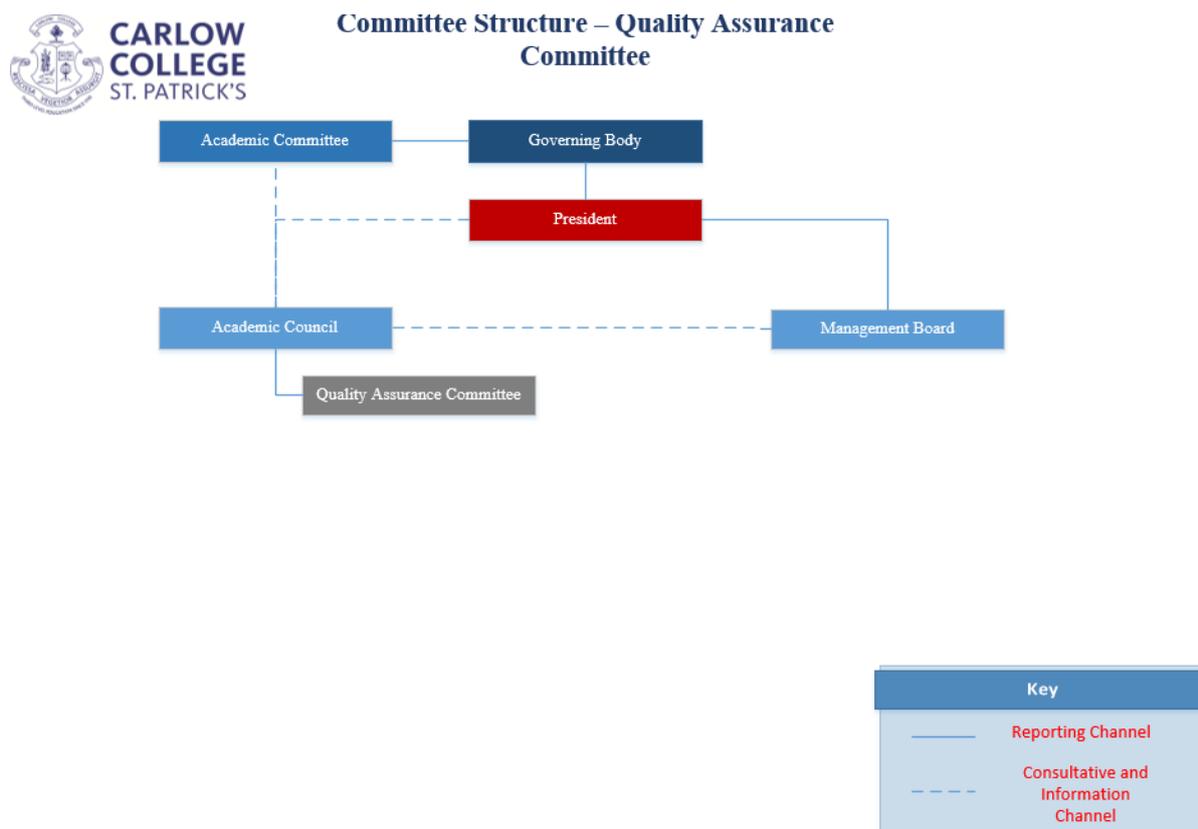
The Quality Assurance Committee is responsible for the development and maintenance of the *Quality Assurance Policy* at Carlow College, St. Patrick's (hereafter Carlow College) by ensuring that this Policy is compliant with both national and international benchmarks. Nationally, the Committee will ensure that the *Quality Assurance Policy* is compliant with the *Qualifications and Quality Assurance (Education and Training) Act 2012* and the complementary guidelines created by Quality and Qualification Ireland (QQI), *Core Statutory Quality Assurance (QA) Guidelines (2016)*. Internationally, this Committee will ensure that the *Quality Assurance Policy* is compliant with the *Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) (2015)*. In addition to the *Quality Assurance Policy*, the Quality Assurance Committee is responsible for the development / implementation of quality processes and quality assurance / quality improvement activities across academic and administrative areas of the College.

#### Section 2: Membership

Function	Mode of Selection
Quality Assurance Officer, Chair	Ex Officio
Vice President for Academic Affairs / Registrar	Ex Officio
Director of Operations	Ex Officio
Assistant Registrar for Academic Affairs	Ex Officio
President of Students' Union	Ex Officio
Academic Staff Representative	Elected by Academic Staff for three years
Academic Council Representative	Nominated by Academic Council for three years
Academic Council Representative	Nominated by Academic Council for three years

Learner Resource Committee Representative	Nominated by Learner Resource Committee for three years
Teaching, Learning and Assessment Committee Representative	Nominated by Teaching, Learning and Assessment Committee for three years

### Section 3: Reporting Structure



The Quality Assurance Committee’s primary remit is to develop and maintain the *Quality Assurance Policy* at Carlow College. The function of the Quality Assurance Officer is to provide direct assistance and leadership to committee members of the Committee and the College at whole to ensure that the quality systems at Carlow College are robust and improvement focused. The Quality Assurance Committee has a direct reporting channel to Academic Council and the Chair of the Committee will report monthly to Academic Council any quality assurance / quality improvement developments / issues.

### Section 4: Terms of Reference

The Quality Assurance Committee’s primary terms of reference are:

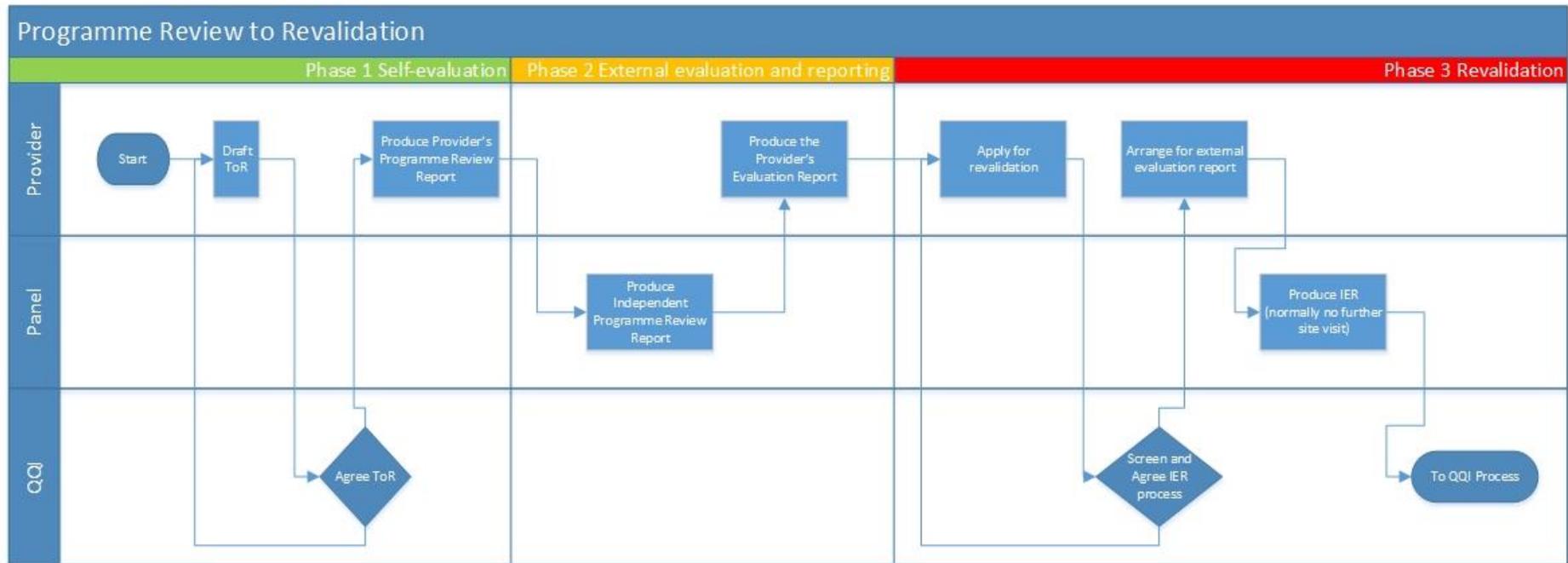
- create and keep records of meetings adhering to the *Guidelines Regarding Keeping Records of Meetings*;
- to develop the decision-making process within the team;

- to develop and maintain the *Quality Assurance Policy* of Carlow College;
- to direct and monitor quality assurance / quality improvement activities within the College;
- to review and enhance quality assurance policies / procedures;
- to support quality development at both the micro and macro levels to encourage and support the development of a quality culture;
- to ensure that Carlow College is active in meeting both national and international benchmarks for quality assurance;
- to lead and assist with all external quality reviews;
- to review all feedback received from external examiners and provide ongoing monitoring of the quality systems within the College.

### **Section 5: Frequency of Meetings**

The Quality Assurance Committee will meet four times a year during academic years where no Institutional Review is scheduled but will meet no less than once a month during academic years where Institutional Reviews are scheduled.

**Appendix 36: Illustration of the phases and stages of Programme Review to Revalidation<sup>43</sup>**



<sup>43</sup> *Programme Review Manual 2016/2017* (Dublin: QQI, December 2016), p. 15.