COLÁISTE CHEATHARLACH
NAOMH PÁDRAIG
CARLOW COLLEGE
ST. PATRICK'S

Quality Assurance Policy: Appendices

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Appendix 1: Equality Policy

For document control purposes, the *Equality Policy* can be viewed online. If a member of staff, this Policy can be found on the Staff Portal. If a learner, this Policy can be found on the Student Portal. There is also a dedicated place on the website that outlines Equality, Diversity and Inclusivity at Carlow College.

Appendix 2: Dignity and Respect Policy

For document control purposes, the *Dignity and Respect Policy* can be viewed online. If a member of staff, this Policy can be found on the Staff Portal. If a learner, this Policy can be found on the Student Portal. There is also a comprehensive Dignity and Respect Handbook which outlines the Dignity and Respect Framework.

Appendix 3: 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: Calibre (font style); 12 point (font size); single-spaced (line spacing); 12 point (paragraph spacing before); 12 point (paragraph spacing after); heading should be provided in bold; headings / paragraphs should be numbered sequentially. Please note that there should be an extra space between policy sections.

COLÁISTE CHEATHARLACH
NAOMH PÁDRAIG
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 *(Mandatory)*

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 guideline regarding Managing Meetings' Records.
- 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 6: Quorum *(Mandatory)*

The quorum for a meeting shall be fifty percent plus one of the current membership of the *[Committee or Programme Board]*, one of whom shall be the *[Chair or Programme Director]*.

Section 7: Voting at Meetings *(Mandatory)*

All decisions of the *[Committee or Programme Board]* shall normally be carried by consensus. However, where this is not possible, a simple majority of votes shall decide, and in the case of equality of votes, the *[Chair or Programme Director]* shall have a second or casting vote.

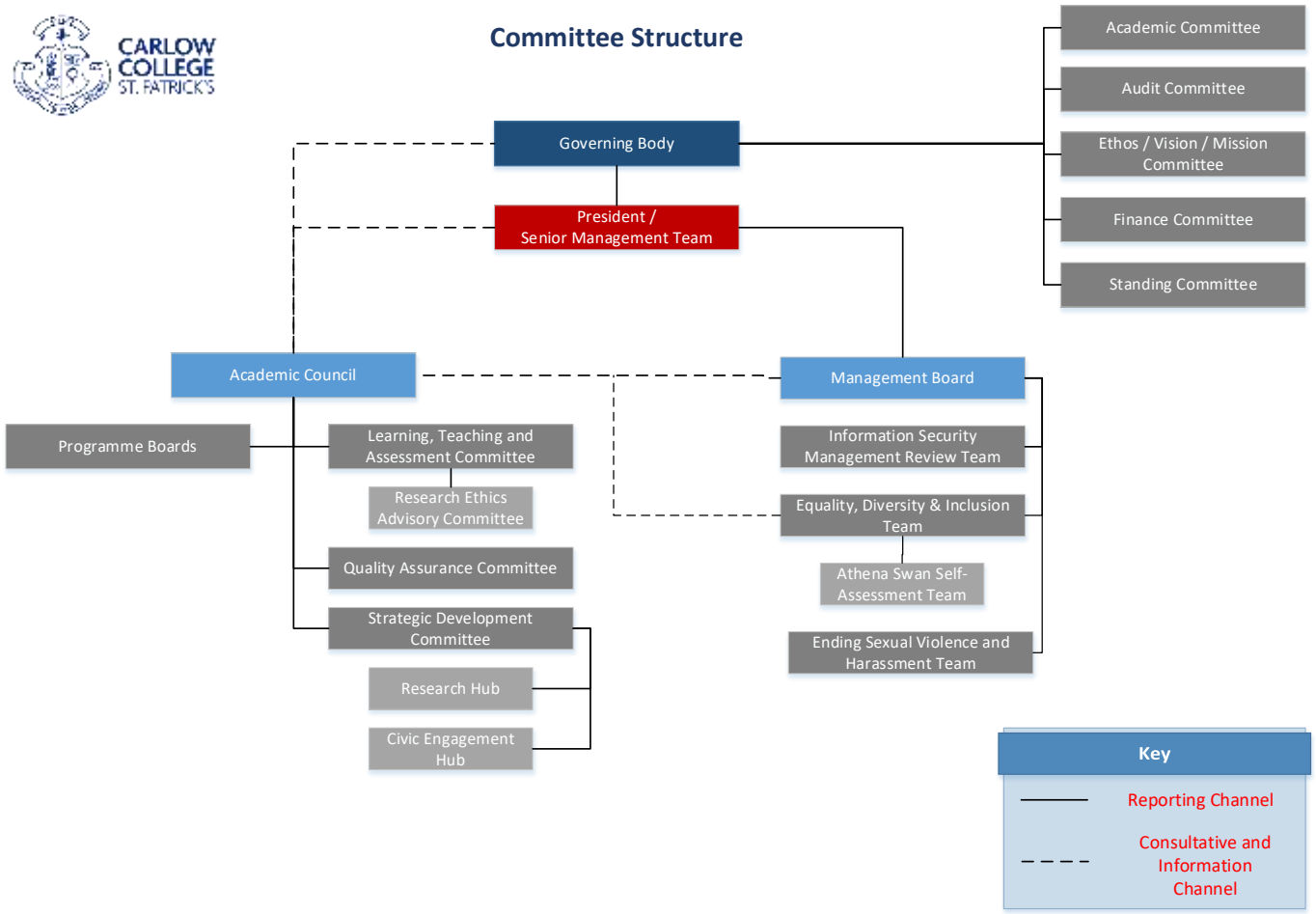
Section 8: Frequency of Meetings *(Mandatory)*

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

Appendix 4: Risk Management Policy

For document control purposes, the *Risk Management Policy* can be viewed online and, if a member of staff, on the Staff Portal.

Appendix 5: Committee Structure Chart



Appendix 6: Summary of the Committee 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 (hereafter Carlow College) by governing and directing its activities.[1] 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)
- Diocesan priests (up to 5)
    - Nominated and appointed by the Bishop.

[1] Complete details of the Governing Body can be found in the *Instrument of Governance* (revised 6 October 2022).

- 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. The College is committed to gender equality and will strive to reflect this commitment by endeavouring to have at least 40% of each gender represented in the membership of the Governing Body.

The following staff at the College have right of attendance:

- President (1)
- College Vice Presidents (2)
- Vice President for Academic Affairs / Registrar (1)
- Students' Union President (1)
- Representative of the Property Trustees (1)
- Academic Staff Member (1)
- Professional Support Staff Member (1)
- Director of Strategy and Operations (1)
- Director of Student Services and Learner Supports (1)

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 at least 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 of Kildare and Leighlin.

Management Board

The Management Board manages the operations of Carlow College. The Management Board supports the President and the Senior Management Team in the development of the characteristic spirit of the College in accordance with its ethos, the development and implementation of its strategy, development of budgets and capital expenditure plans and the monitoring of corporate risks and performance, to progress the strategic development of the College. All decisions made by the Management Board are in accordance with legal, statutory, and fiduciary requirements.

The President of the College, as Chairperson of the Board, bears responsibility for leading and coordinating the work of 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 the nature of their function within the College. 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 striving to have at least 40% of each gender represented on the Board.

Members to the Management Board are as follows:

- President, Chair
- College Vice Presidents
- Vice President for Academic Affairs and Registrar
- Director of Strategy and Operations
- Director of Student Services and Learner Supports
- Head of Academic Delivery and Programmes
- Head of Human Resources and EDI
- Head of Digital Communications and Marketing
- Head of Facilities
- Union Shop Steward
- Students' Union President

The Academic Council has a consultative and information channel to the Management Board to plan and co-ordinate the educational work of the College. Working groups may be established to deliver on the remit of the Management Board and these working groups are required to report regularly to the Management Board.

Three teams / working groups have a reporting channel directly to the Management Board:

- **Equality, Diversity and Inclusion Team** ensures compliance with the Athena Swan Charter in Ireland and promotes the key principles on which the Athena Swan Charter is based with the aim of removing structural barriers, including, social, cultural and economic barriers, and addressing the gendered norms and

stereotypes that prevent staff and learners from achieving their full potential (see also pp. 16-17 below).[2]

- **Information Security Management Review Team** is responsible for ensuring the effective delivery of the Information Security Management System (ISMS) and its continual improvement.[3]

- **Ending Sexual Violence and Harassment Working Group** has the remit of implementing the Carlow College Action Plan to tackle Sexual Violence and Harassment.

In managing the College, the Management Board's primary terms of reference are to assist the President and the Senior Management Team:

1. to assist in the management of the operational activities of the College that align with College Strategy and to manage and direct the staff of the College in the implementation of such activities;

2. to monitor the implementation of the Strategic Plan through annual reports from all departments describing how they have forwarded the relevant strategic objectives in the plan;

3. to monitor the internal organisation, direction and management (i.e. approve the organogram, CPD strategy / initiatives and required implementation / actions from organisational reports);

4. to oversee the development, maintenance and approval of non-academic-related quality assurance policies and procedures.

5. to provide reports to the Governing Body and any of its sub-committees as required by their terms of reference (i.e. Audit Committee, Ethos Committee and Finance Committee).

6. to develop proposals to the Governing Body about the characteristic spirit and development of the College (when requested);

7. to prepare an Equality Report which will contain analysis of data relating to staff and learners, with regard to, for example, gender, ethnicity and disability; this report is submitted to the Governing Body for discussion;

[2] For more on EDI activities at Carlow College, please click on https://carlowcollege.ie/equality-diversity-inclusion/.
[3] For more on the Information Security Framework, please click on https://carlowcollege.ie/information-security-framework/.

8. to receive reports regarding the work of the Employee Engagement Group; EDI Team, Information Security Management Review Team, Ending Sexual Violence and Harassment Team, and any other working group established by the Board.

9. to identify and maintain the corporate risk register of the College;

10. to monitor key performance indicators across the College to ensure that the College is aligning to and meeting national policy goals;

11. to develop the decision-making process within the Management Board;

12. to establish and oversee the corporate governance framework: constitute, reconstitute, and discontinue committees; this includes the approval of sub-committees' terms of reference and reports from constituted sub-committees of the Management Board;

The Secretary will prepare and circulate the agenda and keep records of meetings adhering to the 'Managing Meetings' Records' contained in the Recordkeeping Manual. Any resolutions of the Management Board will be communicated to the Academic Council and the Governing Body.

The Management Board will meet monthly during the academic year. Meetings may be called when necessary, outside of the academic year.

Academic Council

The Academic Council is responsible for the governing and management of the academic affairs and is the primary decision-making body for all academic matters at Carlow 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 Governing Body via the Academic Committee of the Governing Body (Carlow College, St. Patrick's, *Instrument of Governance*, Ref. 11.1). The Academic Council conducts its work in accordance with legal, statutory, and fiduciary requirements.

The Academic Council is appointed by the President under devolved authority from the Governing Body. 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. The President chairs meetings of the Academic Council. If the President is not in attendance, a College Vice President or the Vice President for Academic Affairs and Registrar will act as Chair. Carlow College is committed to gender equality. As such, the College will uphold and reflect these values in the composition of the Academic Council where possible, by striving to have at least 40% of each gender represented on the Council.

The Academic Council is constituted by *ex officio* members who sit on the Council by the nature of their function within the College.

President;

Office of the Registrar, Administrator, Secretary

Vice President for Academic Affairs and Registrar

College Vice Presidents

Director of Student Services and Learning Supports

Head of Academic Delivery and Programmes, Chair of the Learning, Teaching and Assessment Committee

Chair of Strategic Development Committee

Chair of the Quality Assurance Committee

Chair of the Equality, Diversity and Inclusion Team

Programme Director, Arts and Humanities

Programme Director, English and History

Programme Director, Applied Social Studies (Professional Social Care)

Programme Director, Social, Political & Community Studies and Associated Certificates

Programme Director, Psychology

Programme Director, Leadership in Therapeutic Child and Social Care (MA)

Programme Director, Irish Regional History (PGD / MA); and

Librarian / Library Representative.

There are four non-*ex officio* members that serve on the Academic Council:

Academic Staff Members (2) (elected for a term of three years);

Professional Support Staff Member (1) (elected for a term of three years); and

Student Representative (1) (appointed by the Director of Student Services and Learning Supports).

Three committees have a reporting channel directly to the Academic Council:

- **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.[4]

- **Strategic Development Committee** informs and advises the Academic Council on (i) proposals and initiatives related to the Academic (educational, international, research and civic engagement) offerings of the College, which are consistent with the Strategic Plan of the College and on (ii) options for the future Academic positioning and development of the College.[5]

- **Learning, Teaching 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.[6]

The Academic Council's primary terms of reference are:

1. 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.

2. 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; the Academic Council informs the Management Board of the resource requirements for its activities.

3. To approve preliminary programme proposals and final programme proposals, including validation documents, for new academic programmes; these decisions are communicated to the Management Board and Governing Body.

4. To approve the programme review report and programme validation document as part of the cyclical programmatic review and re-validation process; these decisions are communicated to the Management Board and Governing Body.

5. To oversee the development, maintenance and approval of academic-related Quality Assurance policies and procedures.

[4] The Head of Quality Assurance and International Programmes is the Chair of this Committee and represents the Committee at the Academic Council.

[5] The Research Hub is a sub-committee of the Strategic Development Committee. The Research Hub's remit is to develop an agreed definition of research; to visibly promote research as a valued activity of the College; to strengthen the College's intellectual and academic environment; to align the College's research profile to local, regional and national agendas; and to further enable College strategy and to promote the College's research activity. The Civic Engagement Hub, is a sub-committee of the Strategic Development Committee. The Civic Engagement Hub's remit is to facilitate and support its staff and students in their contributions to community engagement in the various different areas of community engagement activities.

[6] The Research Ethics Advisory Committee (REAC) is a sub-committee of the Learning, Teaching and Assessment Committee. REAC ensures that all individuals involved in research projects via Carlow College are familiar with, and adhere to, the appropriate ethical guidelines, policies and procedures laid down by their disciplinary or professional body.

6. To establish and oversee the academic governance framework: constitute, reconstitute and discontinue committees; this includes the approval of sub-committees' terms of reference and reports from constituted sub-committees of the Academic Council.

7. To approve organisational reports which come under the remit of Academic Council.

8. To oversee assessment and examination procedures and ratify the appointment of external examiners.

9. To maintain an academic risk register and communicate any changes to the Management Board.

10. To promote and recognise excellence in teaching and research.

11. To make recommendations for the awards of scholarships, prizes, bursaries and other awards which recognise academic excellence.

12. To approve all academic-related Memoranda of Understanding and / or Memoranda of Agreement established by the College.

13. To exercise related functions which will facilitate the administration of the academic affairs of the College.

The Secretary will prepare and circulate the agenda and keep records of meetings adhering to the 'Managing Meetings' Records' contained in the Recordkeeping Manual. Any resolutions of the Management Board will be communicated to the Academic Council and the Governing Body.

The Academic Council will meet for a minimum of five meetings per academic year and at least twice a semester. The President may convene additional meetings as circumstances and need arise.

Equality, Diversity and Inclusion Team

The Athena Swan Bronze Award recognises the advancement of gender equality in higher education; Carlow College submitted an application in 2021 and was awarded the Bronze Award in early 2022. As part of its application, the College has developed a comprehensive four-year action plan for enacting positive culture change; this is led by the Athena Swan Self-Assessment Team (SAT). Through the Athena Swan framework, the SAT have identified such barriers and norms unique to Carlow College, and introduce a series of targeted actions to address them. These actions are in line with the HEA Gender Equality Task Force *Gender Action Plan 2018-2020: Accelerating Gender Equality in Irish Higher Education Institutions.* Carlow College has an Ending Sexual Violence and Harassment Working Group that reports to the Management Board.

The Self-Assessment Team was renamed the Equality, Diversity & Inclusion Team in 2023 and has a Consultative and Information Channel to the Academic Council; its Chair is an *ex officio* member of the Academic Council. Its remit is to advance EDI by promoting equality and countering discrimination in all forms in the access, experience, progression and achievement of all students and staff. The EDI Team work to ensure compliance with the Athena Swan Charter in Ireland and promote the key principles on which the Athena Swan Charter is based with the aim of removing structural barriers, including, social, cultural and economic barriers, and addressing the gendered norms and stereotypes that prevent staff and learners from achieving their full potential.

Programme Boards

Each academic programme at Carlow College has a programme board which meets at least five 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:

- Programme Director (1)
- Programme Administrator (1)
- Lecturers on the Programme[7]
- Learner Representatives for each stage of the programme

Three programmes within the College have sub-committees that have a reporting channel directly to the relevant Programme Board: the Applied Social Studies (Professional Social Care) Programme, the Arts & Humanities Programmes and the English & History Programme.

- Applied Social Studies (Professional Social Care)
    - **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.

[7] To view a programme-specific terms of reference, please see: https://www.carlowcollege.ie/explore/leadership-structure/governance/.

- Arts & Humanities Programmes and English & History Programme

    - **Workplace Learning Experience Advisory Committee** is responsible for the coherent management and effective co-ordination and delivery of the Workplace Learning Experience Module.

The Programmes Boards' primary terms of reference are:

- Create and keep records of meetings adhering to the guideline regarding *Managing Meetings' Records.*

- To develop the decision-making process within the Programme Board.

- Discuss pre-circulated reports from the Director of Student Services and Learner Supports, Teaching, Learning and Assessment Committee, Dissertation Coordinator (as applicable), Marketing Office, Admissions Office, the Student Recruitment Office and the Learner Information and Retention Officer.

- 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 progamme level as well as making recommendations for institution-wide solutions. Approve Academic Advisor Report on Learner Progress submitted Bi-Annually.

- 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.

- Discuss and plan for the development of the programme and, in collaboration with the Teaching, Learning and Assessment Committee, for the development of teaching and learning methods.

- Consider recommendations of external examiners and implement changes to address issues highlighted by these data on a discipline and progamme level.

- Make suggestions for new External Examiners.

- 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 Director.

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 learner representation. A meeting of the Programme Board can take place whenever it is deemed necessary by the Programme Director, but sufficient notice must be given to enable

attendance by the learner 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; and
- the week following the external exam board meeting.

Appendix 7: Organisational Chart

For document control purposes, the Organisational Chart can be viewed online.

Appendix 8: 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. The Governing Body oversees the recruitment and selection of the College President. The successful candidate at interview is recommend by the Governing Body to the Chairperson for appointment.

The President is responsible to the Governing Body, with the support of the College's Senior Management Team and Management Board, for managing the operations and resources of the College effectively and efficiently to ensure that the strategic objectives are met. 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 Further and Higher Education, Research, Innovation and Science, Quality and Qualifications Ireland (QQI), the Higher Education Authority (HEA) and educational bodies at local, national and international level.

College Vice President

The College Vice President is a designated person with a senior function who assists the President in directing the College's activities. The College Vice President and Bursar is a member of the Management Board and the Academic Council; this role also has right of attendance at all meeting of the Governing Body.

College Vice President

The College Vice President 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 College Vice President leads and manages the operational systems, policies and procedures within the College related to the following offices: Admissions, Grounds, International, Human Resources, Quality Assurance and Student Records Management System.

In additional office-specific responsibilities, the College Vice President 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 College Vice President is a member of Senior Management and Chair of the Quality Assurance Committee and is member of the following committees, the: Management Board, Academic Council, Learning, Teaching and Assessment Committee, Strategic Development Committee, Equality, Diversity and Inclusion Team and the Athena Swan Self-Assessment Team. This role also has right of attendance at all meeting of the Governing Body.

Vice President for Academic Affairs and Registrar

The Vice President for Academic Affairs and 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 and Registrar leads and manages the operational systems, policies and procedures within the College related to the following offices: academic administration, including programme delivery, exams and research.

The Vice President for Academic Affairs and 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, including the appointment of the Strategic Development Committee Chair;
- 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 relevant offices in relation to learner recruitment, admissions and registration;
- representing the College's interests in appropriate national and international fora;
- collating, reviewing and monitoring monthly reports from Programme Directors and drafting the annual Cross Programme Monitoring Report (CPMR); and
- overseeing the academic quality assurance strategy, policies and procedures.

The Vice President for Academic Affairs and Registrar is a member of Senior Management. If the President is not in attendance, the Vice President for Academic Affairs and Registrar will act as Chair of the Academic Council. The Vice President for Academic Affairs and Registrar is a member of the Academic Committee of the Governing Body and is member of the following committees: the Management Board, the Academic Council, the Quality Assurance Committee and the Strategic Development Committee. This role also has right of attendance at all meeting of the Governing Body.

Director of Strategy and Operations

The Director of Strategy and Operations leads and manages the operational systems, policies and procedures within the College related to the following offices: finance, facilities,

information technology, building services, student recruitment, data protection and digital communications / marketing.

The Director of Strategy and 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);
- 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;
- increasing and enhancing the effectiveness of support functions within the College;
- overseeing the effective execution of IT infrastructural development to support learner and staff requirements;
- engaging with the Department of Further and Higher Education, Research, Innovation and Science and the Higher Education Authority to progress the strategic alignment of the College within the national policy framework;
- playing a key role in the development of a collaborative engagement with potential partners in higher education at institutional level; and
- coordinating collaborations with key external stakeholders to identify key developmental opportunities for the College.

The Director of Strategy and Operations is a member of Senior Management. This function also submits institutional reports to the Finance and Audit Committees of the Governing Body and is a member of the following committees: the Management Board, the Quality Assurance Committee, the Strategic Development Committee and the Employee Engagement Group. This role also has right of attendance at all meeting of the Governing Body.

Director of Student Services & Learner Supports

The Director of Student Services & Learner Supports is charged with providing proactive and responsive leadership / management of student services operations and development. In particular, the Director of Student Services provides oversight and guidance to the following offices: Academic Resource, Disability Services, Writing Development Service, Careers, Chaplaincy, Counselling, Health, Learner Information and Retention Officer (LIRO), Library and the Students' Union.[8]

The Director of Student Services & Learner Supports is responsible for:

- developing, coordinating and assessing a comprehensive student activity 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 Director of Student Services & Learner Supports is a member of Senior Management and is a member of the: Management Board, Academic Council and the Quality Assurance Committee.[9] This role also has right of attendance at all meeting of the Governing Body.

Academic Leadership and Organisation

Office of the Registrar

The Office of the Registrar is comprised of the Vice President for Academic Affairs / Registrar, the Head of Academic Delivery and Programmes and the Office of the Registrar Administrator. The primary remit of the Office of the Registrar is to inform and advise the College on the academic functions and operations of the College on an ongoing basis between Management Board and Academic Council meetings.

The Office of the Registrar is responsible for:

[8] For more information on the function of these offices, please see Appendix 41.

[9] The Director of Student Services & Learner Supports appoints a member of their team to the Learning, Teaching and Assessment Committee.

- developing and maintaining a process for recording / archiving minutes, actions taken and reports for self-monitoring activities;
- informing and advising the President on the academic and operational functioning of the College between meetings of the Academic Council and the Management Board;
- forming working teams or groups to address specific matters which require a College response in a timely manner; and
- serving as an initial point of discussion and consideration of proposed initiatives arising from the functions in attendance at meetings.

The Office of the Registrar is the primary point of contact with QQI.[10]

Head of Academic Delivery and Programmes

The Head of Academic Delivery and Programmes primary responsibilities include, but are not limited to:

- Line Manage and be the first point of contact for academic staff, referring escalated issues to the Senior Management Team accordingly;
- provide assistance to the Quality Assurance Office with regards to quality reviews and regarding the development and implementation of quality assurance policies and procedures (where applicable);
- provide oversight, guidance and direction to Programme Directors, holding weekly meetings to ensure a consistent approach to all programme-related activity;
- in collaboration with HR and Programme Directors, manage and lead in the resourcing and staffing of programmes;
- in collaboration with the Programme Directors, direct and manage annual academic staff appraisals, including workload allocation;
- in conjunction with the Office of the Registrar, coordinate in academic planning, including timetabling, resourcing and monitoring of student feedback;

The Head of Academic Delivery and Programmes is a member of the: Learning, Teaching and Assessment Committee, Academic Council, Management Board, Strategic Development Committee and the Quality Assurance Committee.

[10] For more on the role of the Office of the Registrar, see Appendix 54.

Programme Directors[11]

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

Programme Directors have management and leadership responsibility for:

- providing strategic oversight and direction of their academic programme;
- providing academic leadership to the team of staff who contribute to the teaching and assessment of the programmes they manage;
- supporting and bringing together all academic staff to facilitate the delivery of a cohesive programme;
- leading programme teams in the continuous review and improvement of programmes, including module or programme modifications;
- regularly benchmarking the programme against cognate programmes at other institutions;
- leading existing programmes through programmatic review;
- contributing to the development of new programmes;
- holding and chairing at least five annual meetings of the Programme Board;
- meeting regularly with other Programme Directors and the Head of Academic Delivery and Programmes;
- attending Academic Council meetings and submitting a report to each meeting;
- preparing and submitting an annual programme monitoring report to the Vice President for Academic Affairs and Registrar;
- assisting the Office of the Registrar in the staffing of programmes and, in collaboration with HR, participate in the recruitment of new posts linked to the programme;
- providing mentoring, support and induction to new lecturers and tutors;
- in consultation and agreement with lecturers, selecting lecturers for duties as academic advisors and committee membership; and
- liaising with, and fostering, strong working relationships with all colleagues across the College.

[11] Carlow College has a Certificate Coordinator that oversees the administration of all Carlow College Certificate Programmes.

Programme Directors are the Chair of the Programme Boards and submit annual Programme Monitoring Reports to the Office of the Registrar. They meet regularly as a group with the Head of Academic Delivery and Programmes, submit regular reports to the Academic Council and attend Academic Council meetings.

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 and Exams Officer). 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 and postgraduate dissertations / 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 Head of Academic Delivery and Programmes.

Appendix 9: Annual Quality Enhancement Report Template

Please remove italicised instructions by the staff drafting the Annual Quality Enhancement Report Template. The Annual Department Reporting Template should be written using the following conventions: Calibre (font style); 12 point (font size); single-spaced (line spacing); 12 point (paragraph spacing before); 12 point (paragraph spacing after); heading should be provided in bold; headings / paragraphs should be numbered sequentially. Please note that there should be an extra space between policy sections.

The Annual Quality Enhancement Report should be submitted on 31 August and focus on the previous academic year (i.e. 31 August 2021 would be for the 2020 / 2021 Academic Year, or 1 September 2020 to 31 August 2021).

COLÁISTE CHEATHARLACH
NAOMH PÁDRAIG
CARLOW COLLEGE
ST. PATRICK'S

Annual Quality Enhancement Report

[INSERT DEPARTMENT / OFFICE NAME]

Section 1: Statement of Service

Please provide a high-level statement outlining the main service provided by the department / office and how the service supports the Strategic Objectives of the College. If there were any personnel changes within the department / office during the reporting period, please provide what changes were made and how they have enhanced the service provided (150 – 200 words).

Section 2: Quality Enhancement Objectives from the Previous Reporting Period

Please provide a list of the key objectives identified in the previous reporting period and whether they were completed or are still in progress. If in progress, please provide reasons / short reflections for the delay / non-completion.

No.	Planned Objectives	Update on Status

Section 3: Quality Enhancement and Impact

Provide an overview of any developments and enhancements, as well as evidence of the effectiveness quality enhancements. The evaluation should include reflections / observations and impact measures (quantitative and qualitative).

Section 4: Quality Enhancement Objectives for the Next Reporting Period

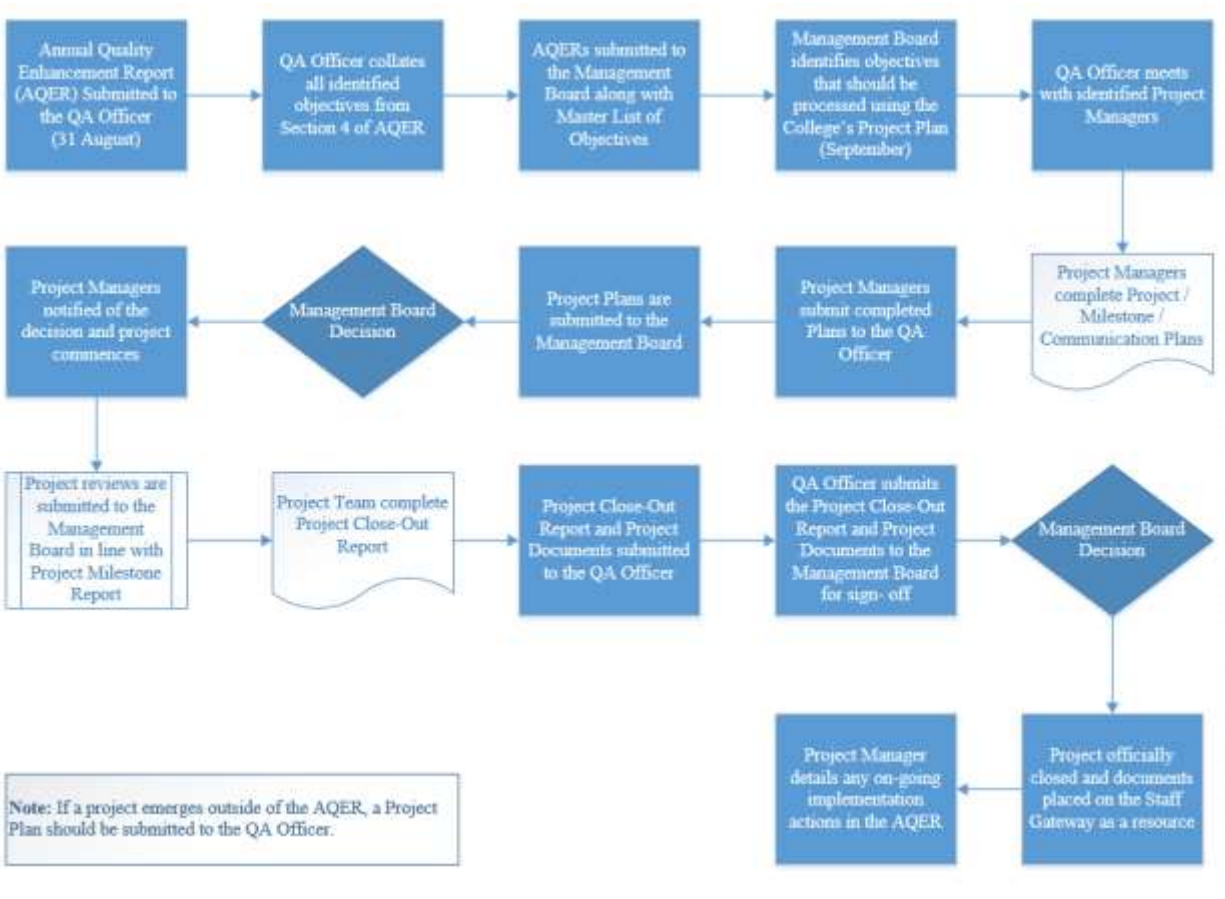
This section should describe quality assurance / enhancement activities for the upcoming reporting period and demonstrate how these are aligned to the institution's mission and strategic objectives. Provide a list of relevant objectives, the planned actions / indicators and list of key stakeholders to be consulted. If a project emerges during the Academic Year, please submit a project plan, and submit this to the Management Board.

Once all reports are submitted, the Quality Assurance Office will collate the identified objectives in Section 4 and identify those projects that are cross-functional; all cross-functional projects will need to complete a project plan and submit this to the Management Board before starting the project.

No.	Relevant objectives	Planned actions / indicators	Key Stakeholders

Appendix 10: Project Flowchart

For a project identified in Section 4 of the Annual Quality Enhancement Report, the Quality Assurance Officer will present the list of projects for consideration to the Management Board at its September Meeting. If a project is identified as being a priority and granted preliminary approval by the Management Board, the office / department proposing the project will complete this template and submit the plan to the Quality Assurance Officer; it will then be sent to the Management Board for formal approval. For a project that emerges during the Academic Year, the Project Plan should be submitted to the Quality Assurance Officer to be formally submitted to the Management Board for consideration.


Annual Quality Enhancement Report (AQER) Submitted to the QA Officer (31 August)
QA Officer collates all identified objectives from Section 4 of AQER
AQERs submitted to the Management Board along with Master List of Objectives
Management Board identifies objectives that should be processed using the College's Project Plan (September)
QA Officer meets with identified Project Managers
Project Managers complete Project / Milestone / Communication Plans
Project Managers submit completed Plans to the QA Officer
Project Plans are submitted to the Management Board
Management Board Decision
Project Managers notified of the decision and project commences
Project reviews are submitted to the Management Board in line with Project Milestone Report
Project Team complete Project Close-Out Report
Project Close-Out Report and Project Documents submitted to the QA Officer
QA Officer submits the Project Close-Out Report and Project Documents to the Management Board for sign- off
Management Board Decision
Project officially closed and documents placed on the Staff Gateway as a resource
Project Manager details any on-going implementation actions in the AQER
Note: If a project emerges outside of the AQER, a Project Plan should be submitted to the QA Officer.

Appendix 10.1: Project Plan Template

Please remove italicised instructions by the staff drafting the Project Plan. The Project Plan Template must be used for all projects taking place at Carlow College, St. Patrick's. Please note that some projects may include more associated documents and require extensive external stakeholder engagement. The templates below are the required documents and other templates can be submitted as part of the project.

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Project Plan: *[Name of Project]*

Project Title:		**Project Manager:**	
Core Project Team:			
Start Date:		**End Date:**	
Project Scope Statement ***(150 – 200 words) (the project scope statement provides a high-level outline of the parameters of the project; the scope statement will include the project goals, deliverables (i.e. those tangible and intangible things that must***			

***be completed before the project is closed) and exclusions)*:**		
Potential Project Risks *(this includes risks for the project and risks if the project is not approved)*:		
Project Costs *(if applicable)*:		
Key Stakeholders (Internal / External) *(if needed, please add additional rows)*:	**Name**	**Function**
Does this project involve the use of personal data?		

****

FOR OFFICE USE ONLY	
Date received by the Quality Assurance Office:	
Date approved by the Management Board:	

Date project completed:	
Date project officially closed by the Management Board:	

Appendix 10.2: Project Milestone Report Template

Please remove italicised instructions by the staff drafting the Project Milestone Report. A Milestone Report identifies the key 'milestones' of the Project and provides an indicative timeline for each milestone to be completed; this document essentially tracks the progress of the project. The Milestone Report can contain a simple list of 'milestones', which may include deliverables (i.e. tangible and intangible things that must be completed before the project is signed-off on). However, the Milestone Report can also break the entire project down into phases. Depending on the complexity of the project, there may be other project management documents completed by the Project Team. However, the identified templates contained within the Quality Assurance Policy are those templates that must be used for all projects at Carlow College.

The Milestone Report should be completed along with the Project Plan. Please note this is a 'live document' and all milestones may not be known until the initial stakeholders meeting. However, it is important that the Management Board has a sense of the identified milestones at the time of initial approval. All Milestone Reports should have review dates where the Project Manager provides the Management Board with an update on the Project; the number of review dates will vary from project-to-project.

Each project will be different, and the Quality Assurance Officer is available to meet with Project Managers to develop a Project Plan. There is also a folder on the Staff Portal that provides examples of Milestone Reports.

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CARLOW COLLEGE ST. PATRICK'S

Project Milestone Report: *[Project Title]*

ID[12]	Milestones[13]	Due Date[14]	Responsible[15]	Status / Date Completed[16]	Reason(s) for non-completion of milestone by due date[17]
1.0 Project Management (Example)					
1.1.1	*Work Breakdown Structure (WBS)*	*8 October 2019*	*QA Officer / Working Group Representatives*	*Completed / 8 October 2019*	
1.1.2	*Project Schedule*	*27 September 2019*	*Working Group Representatives*	*Completed / 27 September 2019*	

[12] This can be a simple numbering system of '1, 2, 3' or it can be a more complex labelling system for milestones (if the project is broken down into phases). There may be milestones that are repetitive, as such, this is where the ID can be helpful to distinguish between milestones.
[13] This is the title of the milestone.
[14] This is the date that the milestone should be completed by. The Please be specific when determining the due dates for milestones. For example, instead of putting 'July 2021', put '15 July 2021'.
[15] This is the person(s) that have responsibility to ensure that the milestone is achieved.
[16] If the milestone is achieved, please state 'completed' and provide the date that the milestone was completed. If the milestone is 'ongoing' or 'delayed' indicate as such; once completed, state 'completed' and provide the date that the milestone was completed. Please note that some milestones are sequential and if a milestone is delayed, it may delay the entire project.
[17] For milestones that are not achieved by the identified due date, please provide the reason(s) for non-completion by the due date. This information will be key to understanding institutional practices and informing future projects within the College.

1.1.3	*Communications Plan*	*15 October 2019*	*Working Group Representatives*	*Completed / 11 October 2019*	
1.2	*Initiate Review Process*	*1 November 2019*	*Working Group*		
1.2.1	*Establish Athena Swan Working Group*	*April 2019*	*President's Office*	*Completed / 2 May 2019*	

Appendix 10.3: Project Communications Plan Template

Please remove italicised instructions by the staff drafting the Project Communication Plan. The Communications Plan should be completed along with the Project Plan. This Plan will outline the types of communication that will be utilised throughout the project with the various stakeholders, the objective of the communication, how the communication will be conducted (medium), the frequency of the communication, the audience of the communication type, the person(s) responsible for ensuring that the communication type is completed (owner) and the related records (i.e. agenda, minutes, etc.). Please note that the Communication Plan should provide the types of communication that will be utilised for both internal and external stakeholders of the project.

Each project will be different, and the Quality Assurance Officer is available to meet with Project Managers to develop a Communications Plan. There is also a folder on the Staff Portal that provides examples of a Communications Plan.

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Project Communication Plan: *[Project Title]*

Communication Type	Objective of Communication	Medium	Frequency	Audience	Owner	Related Records
Initial Meeting (Example)	*Introduce the Self-Assessment Team (SAT) and review project objectives / management approach.*	• *Face to Face*	*Once*	*SAT*	*SAT, Chair*	• *Agenda* • *Meeting Minutes* • *Project Schedule / Resources* • *Terms of Reference for SAT*
SAT Meetings (Example)	*Meeting to review progress from working groups*	• *Face to Face*	*Monthly*	*SAT*	*SAT, Chair*	• *Agenda* • *Meeting*

		• *Email*				*Minutes* • *Project Change Control* • *Schedule Revisions*

Appendix 10.4: Project Close-Out Report Template

Please remove italicised instructions by the staff drafting the Project Close-Out Report. The Project Close-Out Report should be completed at the end of the project, after all the milestones have been achieved and accepted by the Project Team. The Project Close-Out Report is an executive summary that provides: an overview of the project including a summary of the project's scope and added value to the institution, the key achievements of the project, the lessons learned from the project and the on-going implementation requirements to ensure that the new systems / policies are embedded within the College. Please note that if the project relates to the development of a policy, this will correspond with the Policy Implementation / Action Document, this should be attached to the Project Close-Out Report. Once the Project Close-Out Report is completed, the following documents should be submitted to the Quality Assurance Office: Project Plan, Project Milestone Report, Project Communication Plan and Project Close-Out Report. The Quality Assurance Officer will submit the Project Close-Out Report to the Management Board and notify this body that the project has officially be closed. Any on-going project implementation actions provided in this report will be detailed in the Annual Quality Enhancement Report for the relevant department.

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Project Close-Out Report: *[Project Title]*

Project Manager:			
Core Project Team:			
Start Date:		**End Date:**	
Project Scope Statement *(150 – 200 words) (the project scope*			

***statement provides a high-level outline of the parameters of the project; the scope statement will include the project goals, deliverables (i.e. those tangible and intangible things that must be completed before the project is closed) and exclusions)*:**	
Key Achievements *(provide an executive summary of the project achievements and how the projects impact, both qualitative and quantitative, will be assessed for ongoing quality enhancement)*:	
Lessons Learned *(provide a high-level summary of the lessons learned from this project and how these lessons may inform future projects)*:	
Project Implementation *(please provide a list of actions that are still required to fully embed the project into the Quality Assurance Framework; the list provided here will be detailed in the Annual Quality*	

***Enhancement Report for the relevant department)*:**	

Appendix 11: Policy on Policies

For document control purposes, the *Policy on Policies* can be viewed online and, if a member of staff, on the Staff Portal.

Appendix 12: Master List of Policies and Procedures in Carlow College, St. Patrick's

For document control purposes, the Master List of Policies and Procedures can be viewed online and is continuously updated. Many of the policies at Carlow College, St. Patrick's can be found on the Polices A – Z section of the website. If you are a student, you can view student policies via the Student Portal. If you are a staff member, you can view staff policies via the Staff Portal.

Appendix 13: Programme Development and Approval (Undergraduate and Postgraduate Programmes)

COLÁISTE CHEATHARLACH NAOMH PÁDRAIG
CARLOW COLLEGE ST. PATRICK'S

Programme Development and Approval

(Undergraduate and Postgraduate Programmes)[18]

The programme development and approval process[19] 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* (2017);
- Carlow College, St. Patrick's *Quality Assurance Policy*;
- QQI's *Programme Validation Descriptor* (April 2024) (referred hereafter as *Validation Descriptor Template*) or relevant awarding body validation guidelines;
- QQI's *Guide to Completing QQI Programme Validation Descriptor – Higher Education and Training* (April 2024);
- Carlow College, St. Patrick's *Guidelines for the Oversight Group and the Establishment of Programme Design Teams* (see Appendix 15, *Quality Assurance Policy: Appendices*);
- Carlow College, St. Patrick's *Preliminary Programme Proposal Form* (see Appendix 13.2, *Quality Assurance Policy: Appendices*);
- Carlow College, St. Patrick's Proposed *Programme Schedule (Indicative)* (see Appendix 13.3, *Quality Assurance Policy: Appendices*);
- Carlow College, St. Patrick's *Evaluation Criteria for Programme Proposal* (see Appendix 13.4, *Quality Assurance Policy: Appendices*); and
- Carlow College, St. Patrick's *Module Descriptor Template* (see Appendix 13.5, *Quality Assurance Policy: Appendices*).

Blended Learning Programmes are also informed by the following documents:

[18] This section refers to documents submitted to QQI for validation. Other providers may have slightly different templates and the relevant template should be obtained from the Office of the Registrar.
[19] For the *Flowchart of the Programme Development and Approval Process* see Appendix 13.1.

- QQI Guidelines for Providers of Fully Online and Blended Learning Programmes (2023);
- Carlow College, St. Patrick's *Blended Learning Policy*; and
- Carlow College, St. Patrick's Blended Learning Handbook for Staff.

Staff engaged in programme development should be cognisant of academic integrity, which can be defined as 'compliance with ethical and professional principles, standards, practices and consistent system of values, that serves as guidance for making decisions and taking actions in education, research and scholarship'.[20] Moreover, the Carlow College Teaching Code of Conduct has the following as a stated Code: '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'.

PHASE 1: PRELIMINARY PROPOSAL

Eligibility

New programme proposals can be made by any member of College staff. The Strategic Development Committee will hold an annual workshop for all academic staff on the process for proposing a new programme.

Proposal to Approval

All new programme proposals are subject to a process which involves meeting criteria that are designed to align with National Higher Education Strategy; projected growth and regional higher education profile; the Carlow College, St. Patrick's *Programme Development Strategy, 2023 – 2028*; College Graduate Attributes; equality, diversity and inclusion statement, resources, expertise and ethos consistent with Carlow College's current provision of programmes within the areas of Arts, Humanities and Social Sciences; and graduate employability labour market demands. Proposers of blended learning programmes must also demonstrate due regard to the Carlow College *Blended Learning Policy* and the procedures for programme approval and development outlined in the *Blended Learning Handbook for Staff*.

The stages of programme proposal and approval are:

1. *Initiation*: Programme proposers complete the *Preliminary Programme Proposal Form* (Appendix 13.2), which is submitted to the Chair of the Strategic Development Committee (SDC). The criteria outlined in this document is the minimum information required by the

[20] This definition is from the 'Lexicon of Common Terms' drafted by the National Academic Integrity Network (NAIN). For more information on Academic Integrity, please visit this link.

College to assess the viability of new programme proposals in line with the criteria outlined above.

2. *Consultation and Review*: The proposal is reviewed by the SDC.[21] Proposals will be evaluated under the five following headings:

    - Strategic Value (relating to alignment with learner needs; labour market requirements and CCSP Strategic Plan)
    - Uniqueness of programme (strengths/weaknesses)
    - Consistency with College policy, expertise and ethos
    - Resource implications
    - Overall viability

Programme proposers will receive a copy of the *Evaluation Criteria for Programme Proposal* (Appendix 13.4). If required, the proposal can be returned to the programme proposer for more information, where more information is required for a fuller evaluation. Appendix 13.4 will be benchmarked against the overall programme strategy of the College.[22]

3. *Approval*: If the proposal is deemed to satisfy new programme proposal criteria, it is sent to Academic Council for approval. Once approved by Academic Council the next stage relates to programme development.[23]

PHASE 2: *DEVELOPMENT OF PROPOSED PROGRAMME*

Once approved by Academic Council, the staff member(s) that brought the proposal through the Preliminary Proposal Stage and the SDC Chair will identify the core members of the programme design team (Appendix 15: Guidelines for the Oversight Group and the Establishment of Programme Design Teams).

In order to submit a programme for validation, it is necessary to complete the QQI *Programme Validation Descriptor*.[24] This template is supported by the document *Policies and Criteria for the Validation by QQI of Programmes of Education and Training* (2017) which outlines the supporting documentation required as part of an application for validation of a programme. To ensure that there is an understanding of the programme development process, the

[21] In compliance with QQI's *Core Statutory Quality Assurance Guidelines* (2016), if a member of the Strategic Development Committee is involved in submitting a preliminary programme proposal form, then they must not take part in the evaluation / review process. If the Chair of the Strategic Development Committee is involved, then the Vice President for Academic Affairs and Registrar is responsible for leading the process.

[22] The College's current overall programme strategy is currently under development by the Director of Strategy and Operations and will be posted on the Staff Portal.

[23] For full-time major awards, the discussion at Phase 1 must include the timeline for free fees (if applicable).

[24] *Programme Validation Descriptor* or relevant validating body template.

Programme Design Team is required to complete a Programme Development Workshop led by the Oversight Group. The purpose of this workshop is to take the Design Team through this document and agree to timelines and role / responsibilities. All staff members will receive an invite to the Programme Development Workshop so that they are aware of key processes and timelines. A Curriculum Development Workshop will be conducted by the Chair of the Learning, Teaching and Assessment Committee; both workshops are compulsory for all Design Team Members.

To ensure compliance with Carlow College institutional strategies and programme design principles: Programme Design Teams will be guided by the following documents:

- Carlow College, St. Patrick's *Learning, Teaching and Assessment Strategy*;
- Carlow College, St. Patrick's *Programme Development Strategy 2023-2028*; and
- Carlow College, St. Patrick's *Programme Development Rubric*.

If the proposed programme will be delivered in a blended learning context, the Programme Design Teams must also consult and ensure compliance with the following:

- Carlow College, St. Patrick's *Blended Learning Policy*;
- Carlow College, St. Patrick's *Blended Learning Handbook for Staff*; and
- QQI's *Guidelines for Providers of Blended and Fully Online Programmes* (2023).

Guidelines for Completing Validation Descriptor[25]

The following offers a guideline to completing the *Validation Descriptor Template* for new and revised programme. Sections will generally be completed in the order laid out in the timeline (Appendix 13.3) and as determined at the Programme Development Worksop. The approval of each section of the Validation Descriptor rests with the Oversight Group.

2.1: Determine Award Standards and Learning Outcomes

This section pertains to Section 2 of the *Programme Validation Descriptor*. It involves the development of the programme and module learning outcomes, and the determination of the programme award level(s) in accordance with QQI standards. It is informed by Section 17.2 of the document *Policies and Criteria for the Validation by QQI of Programmes of Education and Training* (2017). The Design Team are required to complete Sections 2.1 – 2.5 of the *Programme Validation Descriptor,* including the following:

[25] These guidelines are the same for completing the Revalidation Descriptor.

- the graduate attributes;
- the determination of the award level; and
- the establishment of the minimum intended programme learning outcomes against QQI Award Standards.

2.2: Document Programme Concept and Rationale

This section pertains to Section 3 of the *Programme Validation Descriptor*. For new programmes, the *Preliminary Programme Proposal Form* provides a foundation for the development of the new programme. Further research may be required to determine the overall programme structure and further stakeholder evaluation may be required at this stage. This section is also guided by the criteria outlined in Sections 17.3 and 17.7 of the QQI document *Policies and Criteria for the Validation by QQI of Programmes of Education and Training* (2017).

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

This section pertains to Section 4 of the *Programme Validation Descriptor*. 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 must liaise with Quality Assurance and Admissions 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 *Programme Validation Descriptor.*

- establish access, transfer and progression procedures (this will include identifying other providers regarding access and progression pathways);
- establish RPL procedures;
- cite and make available documents and promotional material;
- provide information about entry procedures and minimum entry requirements;
- identify transfer and progression pathways; and
- complete a draft Programme Handbook and, if relevant, a Dissertation Handbook.

2.4: Professional Accreditation of the Programme

This section pertains to Section 5 of the *Programme Validation Manual*. This section may not be relevant for programmes where professional accreditation is not required. However, if programmes have placements, they will need to complete this section.

2.5: Finalise and Agree overall programme structure (corresponds to Section 6 of the Programme Validation Manual: 'Written Curriculum')

This section pertains to Section 6 of the *Programme Validation Manual*. 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.[26] This section is informed by Section 17.11 of the document *Policies and Criteria for the Validation by QQI of Programmes of Education and Training* (2017).

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 learning, teaching and assessment strategy (this should be clearly indicated in the Communication Plan, see Appendix 15.1).

N.B. – For a complete outline of areas of responsibility, see Appendix 15.2. The indicative timeline and explanation of responsibilities will be finalised at the Programme Development Workshop.

2.6: Complete Module Documentation

This section pertains to Section 7 of the *Programme Validation Manual*. Section 7, which outlines in detail how each individual module descriptor should be completed. The relevant lecturing staff will complete their individual module descriptors within an agreed timeframe using the template provided:

- Module Descriptor Template (Appendix 13.5).

[26] It should be noted that Section 1B.5 of the *Programme Validation Manual* refers to the completion of a proposed programme schedule. Such a schedule cannot be finalised until after the module descriptors are completed.

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 Oversight Group.

(ii) The Oversight Group 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 Module Descriptors (this can be on a stage basis if required) → 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 the Office of the Registrar for review → Feedback given to individual lecturers via Design Team and emended where required → Module Descriptors submitted to the Oversight Group for final approval.

2.7: Document Programme Staff

This section pertains to Section 8 of the *Programme Validation Descriptor*. This part of the Template is to be completed by the Office of the Registrar in consultation with the Design Team.

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. The Design Team should project staffing and resources required for the programme in consultation with the Office of the Registrar.

2.8: Detail the Physical and / or Digital Resources Required

Section 9 of the *Programme Validation Descriptor* refers to the total physical and / or digital resources required to deliver the programme and draws on Section 17.7 of the document *Policies and Criteria for the Validation by QQI of Programmes of Education and Training (2017)*, which states that there must be 'sufficient physical resources to implement the programme as planned'. This involves generating information on the following:

- Premises;
- IT;

- Administration;
- Placement; and
- All entitlements relating to use of property.

2.9: Programme Management

This section pertains to Section 10 of the *Programme Validation Descriptor*. This section refers to the management criteria required to deliver the programme and draws on Section 17.12 of the QQI document *Policies and Criteria for the Validation by QQI of Programmes of Education and Training* (2017). 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.

2.10: Internal Review

The draft document is subject to a final Internal Panel Review (review group may include external representation if deemed beneficial by the Oversight Group). The Internal Panel Review will meet with the Design Team to provide feedback and any suggested revisions to the final programme document. The final application document is submitted to the Academic Council for approval.

PHASE 3: VALIDATION OF PROPOSED PROGRAMME

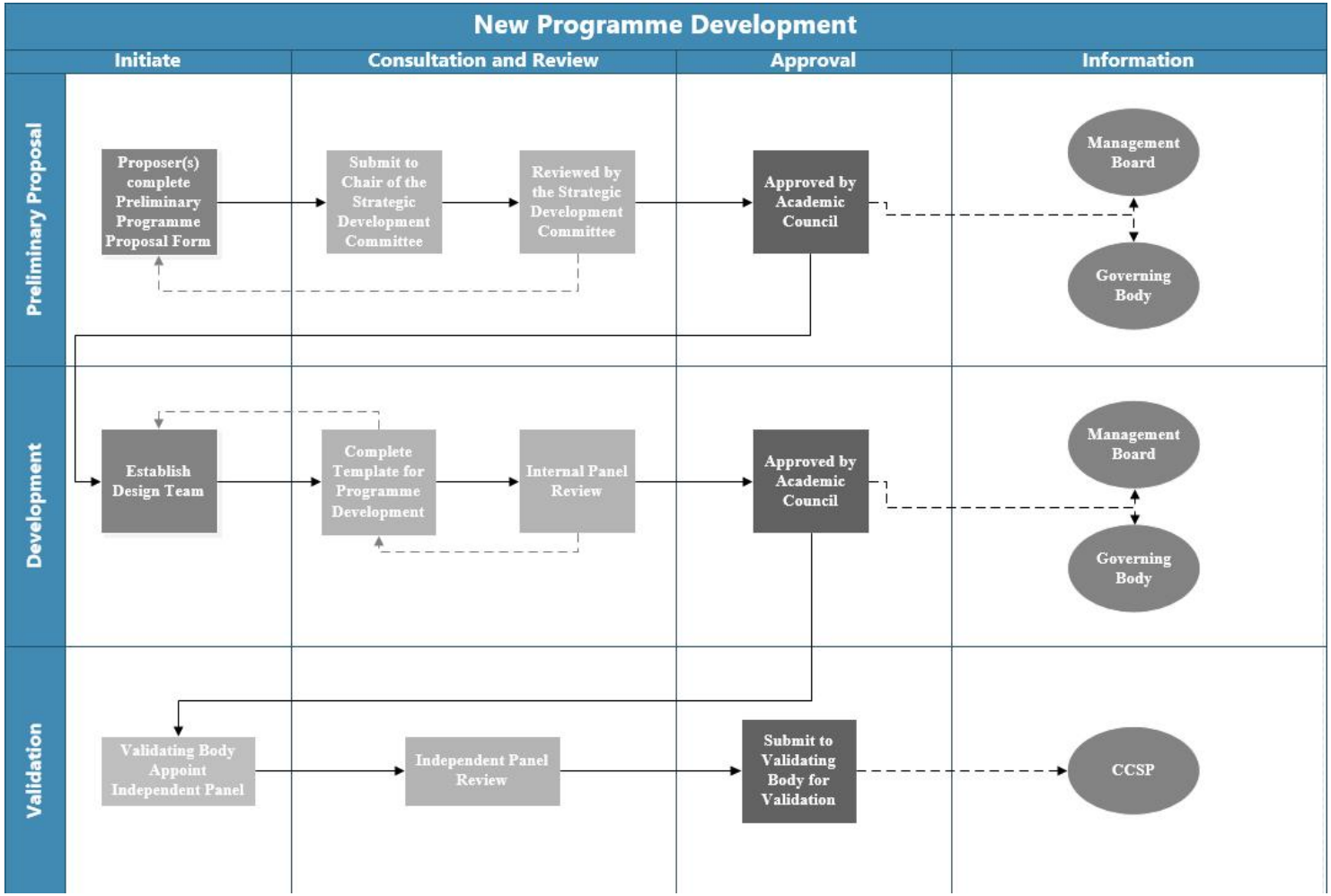
This phase is led by the Validating Body. The programme document is submitted to the Validating Body, following Academic Council approval. An Independent Panel is established by the Validating Body and feedback is provided on initial document.

A panel meeting / site visit is convened.

Following this meeting, the Independent Panel submit their report to the College. The Design Team, in consultation with the Oversight Group, provide a formal response to the *Independent Programme Review Report.*

Once the Independent Panel have agreed the response to their report, all documents are then submitted for validation.

Appendix 13.1: Flowchart of the Programme Development and Approval Process



Appendix 13.2: Preliminary Programme Proposal Form

COLÁISTE CHEATHARLACH NAOMH PÁDRAIG
CARLOW COLLEGE ST. PATRICK'S

Preliminary Programme Proposal Form

(a) Principal/Parent Programme:

Proposed Programme Title	i.e., BA (Hons) in … / MA in … /
ISCED	Include relevant classification for programme
NFQ Level	Indicate level on the National Framework of Qualifications (e.g. 7, 8, 9).
Type of Award (Major/Minor/SP)	Indicate type of Award
Award Level	Indicate award level e.g. 7, 8, 9
Total ECTS	Indicate total number of credits available
Duration (Hours/Semester/Years)	State how long the programme lasts; number of stages if relevant.
Target Learner Groups	e.g., school-leavers, learners with pre-existing qualifications, mature learners, international learners, etc
Enrolment Date	
Delivery Modes (FT/PT/ACCS/All)	
Delivery Mechanism (Face-to-Face / Blended)[27]	For blended programmes, indicate what projected proportion of online activity will be delivered synchronously and / or asynchronously
Learner Numbers per Intake	State approximately how many students can enter Stage 1 For blended programmes, indicate the proposed maximum number of learners per intake and indicate why this proposed number is appropriate to the proposed delivery method and resources available.

[27] For definitions of blended learning, please see the Carlow College *Blended Learning Policy*.

Number of Annual Intakes	
Application Mechanisms (CAO /Direct/ other-please details)	
Location(s) of Delivery	
Will this programme have any associated Exit Awards or Minor Awards?	☐ ☐ **If yes, please complete section (b) with a separate entry for each associated award.**

(b) Associated Programmes

(repeat this section for each of the proposed associated awards – each Embedded Exit Major Award and for each associated Minor Awards):

Proposed Programme Title	
ISCED	
NFQ Level	
Type of Award (Major/Minor/SP)	
Award Level	
Total ECTS	
Duration (Hours/Semester/Years)	
Target Learner Groups	
Enrolment Date	
Delivery Modes (FT/PT/ACCS/All)	
Learner Numbers per Intake	
Number of Annual Intakes	
Application Mechanisms (CAO /Direct/ other-please details)	

Location(s) of Delivery	

(c) **Required Information**

Programme Proposer	
Rationale for the Development of the Programme(s)	Please state why this particular delivery mode has been chosen for this proposed programme. For blended learning programmes, please demonstrate adherence to College Strategy for blended learning as outlined in the relevant sections of the *Blended Learning Handbook for Staff*.
Evidence of market demand	This should offer a clear sense that the proposed programme addresses market demands. Market demand can be drawn from a variety of sources, including desk reviews, information gathered through previous programme reviews, evidence gleaned though College marketing operations, College strategy documents, surveys, media reports, HEA reports, reports from the Strategic Development Committee, national and/or regional educational/employment policies and/or initiatives, etc. Programme proposers should liaise with College marketing in designing, carrying out and analysing market research surveys related to the programme. Detailed formal market research is not required at this stage.
Employability Statement for Programme (s):	Outline briefly how this programme would meet national, regional and/or local labour market needs. Provide examples of graduate destinations, where possible. Cite any supporting information where applicable, including relevant College policy or strategy documents.

<table>
<tr><td>Consistency with CC Graduate Attributes & Strategic Plan</td><td>Address how this programme would meet College Graduate Attributes; outline how the proposed programme is consistent with College strategic aims as contained in the most current Strategic Plan.

Please cite relevant documents where appropriate.

<table><tr><td>Strategic aim</td><td>How this aim is met</td></tr><tr><td></td><td>•</td></tr><tr><td></td><td>•</td></tr><tr><td></td><td>•</td></tr><tr><td></td><td>•</td></tr><tr><td></td><td>•</td></tr></table></td></tr>
<tr><td>Description of Other Similar Courses Available in HEIs in Ireland</td><td>Provide examples of similar competitor programmes, particularly in the Southeast and Midlands regions. If this is an undergraduate programme, it may be useful to include details of UK/EU programmes.

<table><tr><td>Course</td><td>Provider</td><td>Details (e.g. level, ECTS, delivery mode, fee)</td></tr><tr><td></td><td></td><td>•</td></tr><tr><td></td><td></td><td></td></tr></table>
If similar programmes exist, briefly state what is unique or attractive about this particular proposed programme.

If no similar programmes exist, briefly state what need this particular programme would meet.</td></tr>
<tr><td>Aims & Objectives</td><td>Give a brief overview of the proposed programme.</td></tr>
</table>

<table>
<tr><td>Proposed Learning Outcomes</td><td>Please provide a list of potential programme learning outcomes.

<table>
<tr><td>MIPLO 1</td><td>Knowledge: breadth</td><td></td></tr>
<tr><td>MIPLO 2</td><td>Knowledge: kind</td><td></td></tr>
<tr><td>MIPLO 3</td><td>Know-how and skill: range</td><td></td></tr>
<tr><td>MIPLO 4</td><td>Know-how and skill: selectivity</td><td></td></tr>
<tr><td>MIPLO 5</td><td>Competence — Context</td><td></td></tr>
<tr><td>MIPLO 6</td><td>Competence — Role</td><td></td></tr>
<tr><td>MIPLO 7</td><td>Competence — Learning-to-learn</td><td></td></tr>
<tr><td>MIPLO 8</td><td>Competence — Insight</td><td></td></tr>
</table></td></tr>
<tr><td>Learning, Teaching and Assessment Strategy (LTA)[28]</td><td>Briefly outline the proposed LTA for the programme.

For blended learning programmes, indicate how the LTA Strategy and delivery mechanism are specially appropriate to the blended learning context.</td></tr>
<tr><td>Placements Yes/No</td><td>Briefly outline the type of placement envisaged</td></tr>
<tr><td>Possible key stakeholders & collaborative partners</td><td>Identify any possible stakeholders that might need to be consulted in the design and delivery of this programme and/or collaborative partners. Briefly state if there are existing relationships with these stakeholders and the contexts that apply.</td></tr>
</table>

[28] Please click here for the published *Learning, Teaching and Assessment Strategy, 2024-2029*.

Specialised Resources	State what specialised resources might be required and if they are not currently available in the College, please state what would be required. For blended learning programmes, please include details of IT resource and capacity requirements.
Ethical Considerations for the programme(s):	Please note any ethical considerations for the programme
Equality, diversity and inclusion considerations	Please note any EDI issues in respect of the programme
Accessibility	For blended learning programmes, indicate any considerations around accessibility.

Appendix 13.3: Proposed Programme Schedule (Indicative)[29]

1B.5 Proposed Programme Schedule(s) *Copy and paste the template for each additional stage of the programme. Create a version of the schedule for each different version of the programme also i.e. f/t, p/t, blended etc*						
Name of Provider:						
Programme Title *(Principal)*					**ECTS**	
Stage (1,2,3, Award etc)		**Exit Award Title** *(if relevant)*			**Stage ECTS**	
Programme Delivery Mode - ✓*one as appropriate.*	**On-site Face-to-Face**	**Blended**	**Online**	**Apprenticeship**		
Teaching and Learning Modalities – ✓*one or more as appropriate.*	**On-site Face-to-Face**	**Synchronous Hybrid**	**Synchronous Online**	**Asynchronous**	**Independent**	**Work Based**
Assessment Techniques Utilised in Stage – ✓*one or more as appropriate.*	**Continuous Assessment**	**Invigilated Exam – in person**	**Proctored Exam - online**	**Project**	**Practical Skills Demonstration**	**Work Based**
Modules in this stage (add rows as required)						
	Total Student Effort Module (hours)			**Assessment – Allocation of Marks** *(from the module assessment strategy)*		

[29] If this proposal is for an SETU validated programme, you should obtain the relevant PE2 Template for that awarding body from the Office of the Registrar.

Module Title	Semester	Mandatory (M) or Elective (E)	Credits (ECTS)	Total Hours	On-site Face-to-Face	Synchronous	Asynchronous	Independent	Work Based	Continuous Assessment %	Invigilated Exam	Proctored Exam – online %	Project	Practical Skills Demonstration %	Work Based %

(NB: Include a programme schedule for each of the proposed associated awards e.g. each Embedded Exit Major Award and for each associated Minor Awards).

Appendix 13.4: Evaluation Criteria for Programme Proposal

COLÁISTE CHEATHARLACH NAOMH PÁDRAIG
CARLOW COLLEGE ST. PATRICK'S

Evaluation Criteria for Programme Proposal[30]

Criterion	***Assessment***	***Comment***
Strategic Value	(high-average-low)	
Uniqueness of Programme (strengths/weaknesses)	(high-average-low)	
Consistency with College policy, expertise and ethos	(high-average-low)	
Resource implications	(large-average-small)	

Criterion	***Assessment***	***Comment***
Overall viability	(high-average-low)	

[30] The Evaluation Criteria for Programme Proposal will be benchmarked against the overall programme strategy of the College. The College's current overall programme strategy is currently under development by the Director of Strategy and Operations and will be posted on the Staff Gateway.

Appendix 13.5: Module Descriptor Template[31]

COLÁISTE CHEATHARLACH NAOMH PÁDRAIG
CARLOW COLLEGE ST. PATRICK'S

Module Descriptor Template[32]

7.1 Module Overview *(copy and paste for other modules)*									
Module Number		**Module Title**							
Stage of Principal Programme			**Semester** *(if applicable)*		**Duration.** *(Weeks F/T)*		**ECTS**		
Mandatory / Elective (M/E)		**Hours of Learner Effort / Week**[33]							

Analysis of required hours of learning effort		
Teaching and Learning Modalities	**✓if relevant to this module**	**Approx. proportion of total (hours)**
Direct Contact Hours		
On-site face-to-face		
Synchronous online		
Synchronous Hybrid		
Indirect/Non-contact Hours		
Asynchronous		
Independent Learning		
Work Based		
Other (Identify)		
Total		

Pre-Requisite Module, if any. Module Number and Title	
Co-Requisite Module, if any. Module Number and Title	

[31] If the programme is being validated by SETU, please source the relevant template from the Office of the Registrar.
[32] If the module is shared between several programmes, the module descriptor for the shared module should be the same across the relevant programmes; aside from the mapping of MIMLOs to MIPLOs.
[33]Average (over the duration of the module) of the contact hours per week i.e. effort while in contact with staff.

Maximum number of learners per instance of the module	

Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff working in this module.		
Role e.g., Tutor, Mentor, Lecturer, Research Supervisor, etc.	**Qualifications & experience required**	**Staff (X) : Learner (Y) Ratio Express as X:Y**

Assessment Techniques – percentage contribution					
Continuous Assessment		**Proctored Exam – in person**		**Practical Skills Based**	
Project		**Proctored Exam - online**		**Work Based**	
Capstone modules (Yes/No)?		**If Yes, provide details**			

7.2 Minimum Intended Module Learning Outcomes (MIMLOs)	
MIMLO **On successful completion of this module a learner will be able to:**	**Related MIPLO #**
1.	
2.	
3.	
4.	
5.	
6.	

7.3 Indicative Module Content, Organisation and Structure

7.4 Work based learning and practice-placement ***(if applicable)***

7.5 Specific module resources required ***(if applicable)***

7.6 Application of programme teaching, learning and assessment strategies to this module

7.7 Summative Assessment Strategy for this module

MIMLOs	***Technique(s)***	***Weighting***

7.8 Sample Assessment Materials
List sample assessment materials as supporting documentation and supply in separate document.

7.9 Indicative reading lists and other information resources

Appendix 14: Programme Review and Revalidation Process

COLÁISTE CHEATHARLACH NAOMH PÁDRAIG
CARLOW COLLEGE ST. PATRICK'S

Programme Review and Revalidation Process

The programme revalidation process relates to undergraduate programme validated by QQI. For programme review and revalidation templates for programmes validated by SETU, please contact the Office of the Registrar. The review and revalidation of programmes validated by another external body is subject to the validating body's process. The process of programme review and revalidation involves three distinct phases as outlined below.[34]

The following documents published by Quality and Qualifications Ireland (QQI)[35] guide the process:

- *Core Policies and Criteria for the Validation by QQI of Programmes of Education and Training (2017)*;
- Carlow College, St. Patrick's *Quality Assurance Policy;*
- *Provider's Programme Review Report Template*; and
- *QQI Programme Review Manual* or relevant awarding body validation guidelines.

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 Oversight Group.

Staff engaged in programme development should be cognisant of academic integrity, which can be defined as 'compliance with ethical and professional principles, standards, practices and consistent system of values, that serves as guidance for making decisions and taking actions in education, research and scholarship'.[36] Moreover, the Carlow College Teaching

[34] For a flowchart of the Programme Review and Revalidation Process see Appendix 14.1: *Flowchart of the Programme Review and Revalidation Process*.

[35] 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'. The documents can also be found on the QQI website at: https://www.qqi.ie/what-we-do/quality-assurance-of-education-and-training/validating-qqi-award-programmes.

[36] This definition is from the 'Lexicon of Common Terms' drafted by the National Academic Integrity Network (NAIN). For more information on Academic Integrity, please visit this link.

Code of Conduct has the following as a stated Code: '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'.

PHASE 1: REVIEW OF EXISTING PROGRAMME

The first stage of programme revalidation is to complete the *Provider's Review Report Template* (available from the Office of the Registrar).

The Design Team should, in the first instance, and always where possible, refer to *Programme Monitoring Reports* when reviewing the programme(s).

The Oversight Group will produce a schedule for completion of each section and assign responsibilities for each area – see Appendix 15.2 Project Timeline (*Quality Assurance Policy: Appendices*). The Oversight Group will also provide a summary analysis of data in relevant sections.

Section 1: Executive Summary

Section 2: Provider Information and Programme Context

Section 3 Baseline Qualitative and Quantitative Information

The Design Team reviews the summary data provided by the Office of the Registrar and provides an analysis in light of the data and outline implications for the programme. Analysis under each section should be provided from a high-level, reflecting on the issue under consideration over the five years of programme delivery, or the number of years since the most recent validation of the programme. The Office of the Registrar provides a definition of the headings in this section (e.g. applications, attrition and progression).

Section 4 Evaluation of the Programme by Stakeholders

The evaluation of the programme is a comprehensive exercise involving feedback from learners, all relevant staff and external stakeholders. The purpose of this evaluation is to review stakeholder feedback gathered over the programme duration to inform implications for the programme. As part of this process, evaluations of the learner environment and institutional resources central to the delivery of this programme must be reviewed. Programme Monitoring Reports contain relevant evaluations and should be referred to initially. Further evaluation may be carried out, if necessary during the review process (e.g. focus groups, surveys, etc.).

Section 5 Programme Quality Assurance

This section of the Report provides summary data around learner feedback, complaints, appeals and commendations for the duration of the programme, which have been captured

in a formal manner. Design Teams review how quality systems are operating for the programme and identify any changes that need to be made to the quality systems and processes.

Section 6 Summary Analysis of the Programme considering the findings

This section, drawing on Sections 3, 4 and 5 of the Report, documents summarises the strengths, weaknesses, opportunities and threats associated with the programme and determining whether the programme should be continued.

Section 7 Revision of the Programme

This section presents the modifications that are being proposed to the revised programme considering the findings and analysis of the review of the existing programme. Design Teams should refer to template for categories of proposed modifications. Any proposed modifications to the existing programme involves consultation between the Design Team and the Oversight Group. The Oversight Group approves any proposed modifications. These proposed modifications must be aligned to the College's overall programme strategy.[37]

PHASE 2: REVISION OF THE PROGRAMME

Once approved by the Oversight Group, the Design Team will begin completing the QQI *Programme Validation Descriptor*. This template is supported by the document *Policies and Criteria for the Validation by QQI of Programmes of Education and Training* (2017) which outlines the supporting documentation required as part of an application for validation of a programme. For the complete QQI Tool Kit to assist with Programme Validation, please visit its website. To ensure that there is an understanding of the programme development process, the Programme Design Team is required to complete a Programme Development Workshop led by the Oversight Group. The purpose of this workshop is to take the Design Team through this document and agree to timelines and role / responsibilities. All staff members will receive an invite to the Programme Development Workshop so that they are aware of key processes and timelines. A Curriculum Development Workshop will be conducted by the Chair of the Learning, Teaching and Assessment Committee; both workshops are compulsory for all Design Team Members.

At this point, please refer to the Guidelines for Completing a Validation Descriptor outlined in Appendix 13 (*Quality Assurance Policy: Appendices*), Phase 2, as the same process applies.

[37] The College's *Programme Development Strategy, 2023 – 2028* can be found on the Staff Portal.

PHASE 3: REVALIDATION OF PROPOSED PROGRAMME

3.1: Appoint Independent Panel

The Design Team completes the terms of reference for the review of the proposed programme, which must be agreed with QQI through the Office of the Registrar (see Section 1 of the *Provider's Review Report Template)*. The Independent Evaluation Panel members must be confirmed at this point.

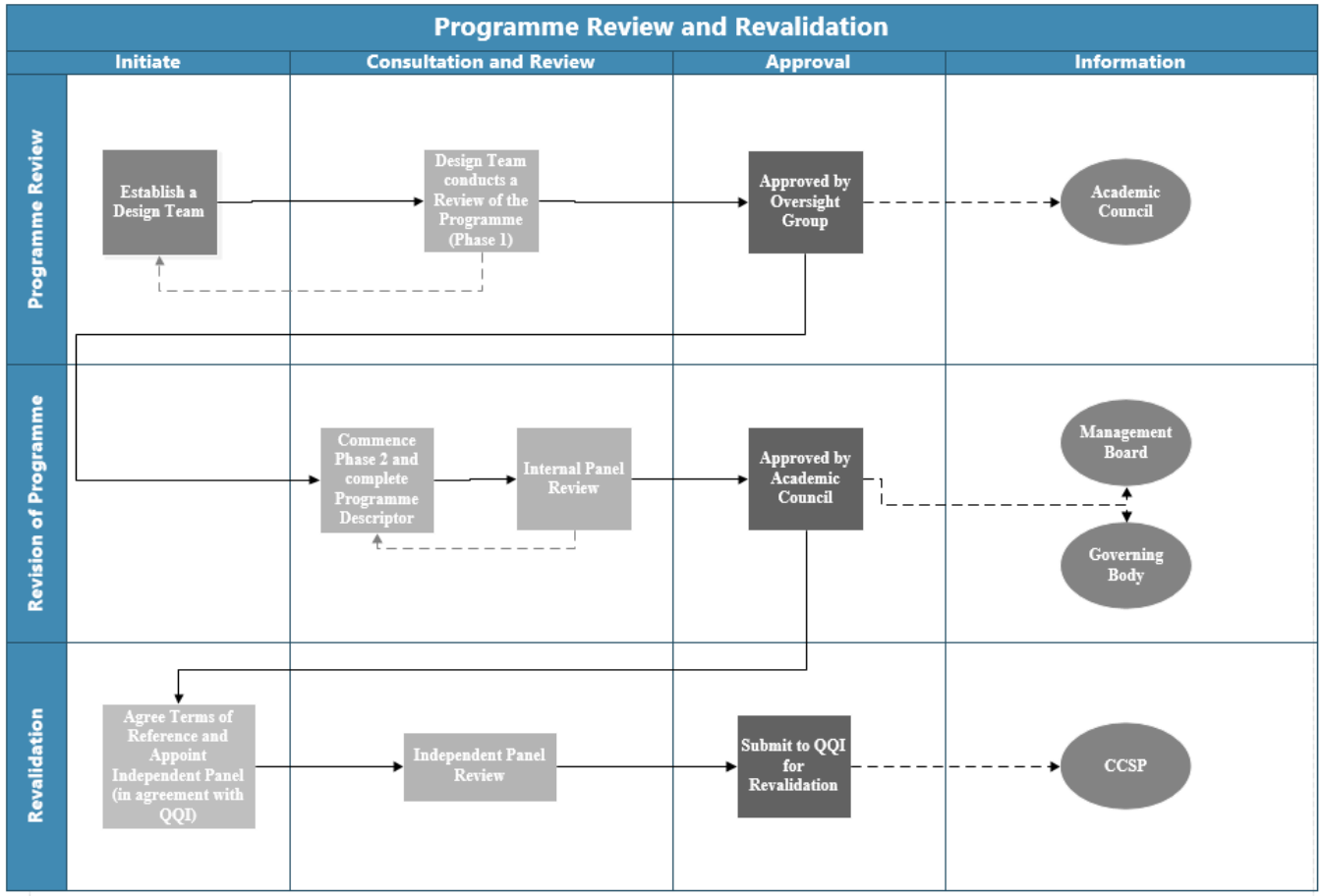
3.2: Independent Panel Review

The final document is submitted to an independent panel for review. 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 meeting. 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.

3.3: Submit documents for Revalidation

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

Appendix 14.1: Flowchart of the Programme Review and Revalidation Process

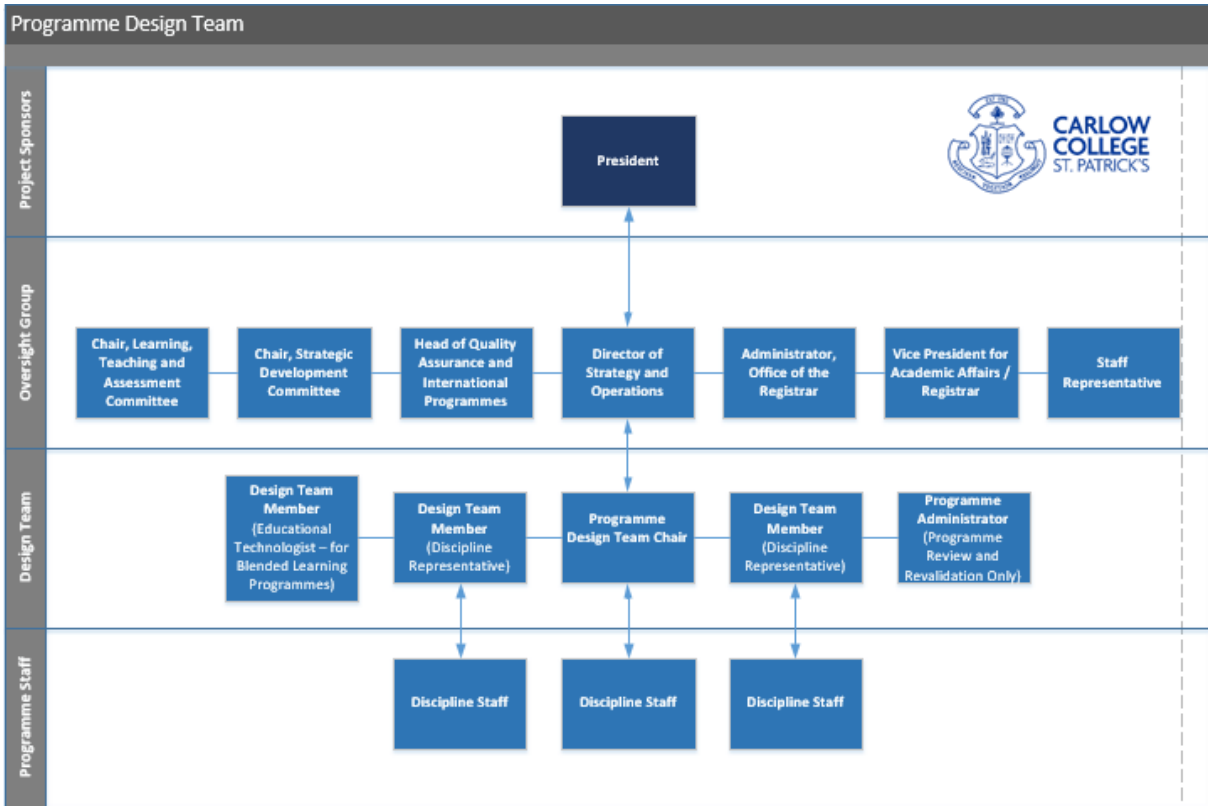


Appendix 15: Guidelines for the Oversight Group and the Establishment of Programme Design Teams

COLÁISTE CHEATHARLACH NAOMH PÁDRAIG
CARLOW COLLEGE ST. PATRICK'S

Guidelines for the Oversight Group and the Establishment of Programme Design Teams

This document outlines the process for establishing the Programme Design Team responsible for programme review, revalidation and new programme proposals. The Design Team is responsible for ensuring that the *Programme Validation Descriptor* for revalidation or new programme development is completed in line with Carlow College, St. Patrick's quality assurance standards. Carlow College will deliver two workshops to Design Teams, a Programme Development Workshop and a Curriculum Development Workshop. For blended learning programmes, these workshops must be specific to the programme delivery mode as set out in the relevant sections of the *Carlow College* *Blended Learning Handbook for Staff*. Both workshops are compulsory for all Design Teams.



Project Communication and Decision-Making

Programme Design Team Members: For Programme reviews and revalidation, the Programme Director, in consultation with the Programme Board, will identify the core members of the Design Team, who will then be appointed by Office of the Registrar. For a new programme being proposed, the Strategic Development Committee Chair will meet with the staff member(s) that brought the proposal through the Preliminary Proposal Stage. From this meeting, the Design Team will be appointed by the Office of the Registrar. In all instances, the Design Team should be primarily comprised of full-time academic staff members with the relevant expertise in the envisaged subject disciplines and / or areas of practice. For programme review and revalidation, the Programme Administrator will be an *ex officio* member of the Design Team. For programmes with a blended learning component, Design Teams must include the College's Educational Technologist.

Please note that Design Team Chairs and Design Team Members have equal standing with the designing, development / redevelopment of the programmes. If there is disagreement, this should be brought to the Oversight Group, by the Design Team, for discussion and decision. Furthermore, Design Team discipline-specific representatives must ensure that key communication points are established between the Design Team and all staff from the discipline to allow for discipline-specific programme development and decisions to be made. The communication points should be clearly identified on the Project Communication Plan (see Appendix 15.1).

Regardless of whether it is a new programme validation or a revalidation, all Design Teams should have a minimum of at least three full-time academic members.

Programme Design Team Chair: The Programme Director will ordinarily take on the role of Programme Design Team Chair for programme reviews and revalidations. In the case of new programme development, or in cases where there is no Programme Director *in situ*, the Programme Design Team Chair will be appointed by the Office of the Registrar. The Chair ensures that each of written section of the *Programme Validation Descriptor* are completed prior to the Mock Panel. This will involve working with the Design Team and Oversight Group.

Oversight Group: The Oversight Group provides direction and support to Design Teams (regardless of the envisaged academic content). No programmes can move through key milestones identified by the validation or review and revalidation processes until the Oversight Group has signed off on proposed changes. The Oversight Group will mediate / decide internal disputes, contact and establish the Internal Review Panel via the Office of the Registrar and, most importantly, screen documentation prior to it being submitted to the Internal Review Panel. Where a member of the Oversight Group is part of the development of a programme for validation or revalidation, they must excuse themselves from all discussions related to the proposed programme.

The Oversight Group should include:

- Strategic Development Committee Chair;

- Vice President for Academic Affairs / Registrar;
- Administrator, Office of the Registrar;
- Learning, Teaching and Assessment Chair;
- Head of Quality Assurance and International Programmes;
- Staff Representative to the Oversight Group; and
- Director of Strategy and Operations.

The Staff Representative to the Oversight Group is a full-time academic staff member and will be nominated and elected by academic staff; they will serve for a term of three years.

Project Sponsor: The President is the high-level sponsor for Programme Design Teams. This body will receive frequent progress reports.

Project Management Documentation

Programmatic reviews, revalidation or new programme validation are complex and time-consuming processes. The Programme Design Team, in conjunction with the Oversight Group, are tasked with managing and developing these processes in a transparent manner. As such, it is important that the following documentation are effectively utilised:

- Terms of Reference for the Design Team (see *Quality Assurance Policy: Appendices*, Appendix 3);
- Project Communications Plan (see *Quality Assurance Policy: Appendices*, Appendix 15.1); and
- Project Timeline Template (see *Quality Assurance Policy: Appendices*, Appendix 15.2).

The Office of the Registrar at Carlow College is the primary point of contact to ensure that the above-mentioned documents are completed. The above-mentioned documents are discussed at the first meeting of the Design Team; the documents are then submitted to the Office of the Registrar for sign-off. Work cannot commence on the programme development until the above-mentioned documents are completed. For Programme Reviews and Revalidation, once the Programme Design Team is fully established and the documents above are completed, the project can commence.

Appendix 15.1: Project Communications Plan Template

COLÁISTE CHEATHARLACH NAOMH PÁDRAIG
CARLOW COLLEGE ST. PATRICK'S

Project Communications Plan Template

Communication Type	Objective of Communication	Medium	Frequency	Audience	Owner	Deliverables
Initial Meetings	Introduce the Programme Design Team and review project objectives / management approach.	• Face to Face • MS Teams	Once	• Design Team • Oversight Group • Sponsor • Internal Stakeholders	• Design Team / Quality Assurance Officer	• Agenda • Meeting Minutes • Project Documents (i.e. WBS; Project Schedule; Communication Plan)
Design Team Meetings	Determined by the Design Team	• Face to Face • MS Teams • Email	Determined by the Design Team	• Design Team	• Design Team Chair	• Agenda • Meeting Minutes • Documents
Discipline-Specific Staff	Clear communication between the Design Team and Discipline-Specific Staff	• Face to Face • MS Teams • Email	Determined by the Design Team	• Design Team – Discipline Representative	• Design Team	• Agenda • Meeting Minutes • Documents

				• Discipline-Specific Staff		
Oversight Group Meetings	Meeting to review progress from Design Team	• Face to Face • MS Teams • Email	Fortnightly	• Design Team • Oversight Group	• Design Team Chair	• Agenda • Meeting Minutes • Decision
The Design Team will provide additional rows to indicate how they will engage with all relevant internal / external stakeholders.						

Appendix 15.2: Project Timeline Template

COLÁISTE CHEATHARLACH NAOMH PÁDRAIG
CARLOW COLLEGE ST. PATRICK'S

Timeline Template for New Programme Development/Revalidation[38]

#	Section	Notes	Responsibility	Date for Completion
1	**Programme Development Workshop**		Office of the Registrar / Quality Assurance / Programme Development Manager	
2	**Curriculum Development Workshop**		Office of the Registrar / Learning, Teaching and Assessment Committee	
3	**Graduate Attributes (Section 2.1)**		Learning, Teaching and Assessment Committee	
4	**Programme Review and Revalidation *(if a new programme validation, skip to number 5)***			
	Submission of Course Outlines	e.g. modules per stage and draft credit weighting, with list of core and mandatory	Design Team	

[38] This is a template for new programme development, including programme review and revalidation. The scope may vary from programme-to-programme and / or validating body. In all instances, the Office of the Registrar will develop a timeline that will be followed and this will be communicated to Design Teams at the start of the project.

	Design Team meets with the Oversight Group to agree modifications and approve draft course outline.			
5	**2.2 (QQI Award Standards) & 2.3 (QQI Named Award Stem and Specialisation)**		Office of the Registrar	
6	**2.4 MIPLOS**	*If the programme has streams where different groups take different electives there will normally be a need for separate MIPLOs for each stream.*	Design Team	
7	**<u>6.5 Draft</u> Programme Teaching, Learning and Assessment (TLA) Strategy (Part of Section 6)**		Design Team	
8	**Section 3.1 – 3.6 Programme Concept and Rationale**	3.1 Education and training needs to be met by the programme should be evidence-9based and not anecdotal. **500 words per section**, with exception of 3.4 (Comparison with Similar Programmes)	Design Team	
9	**Section 7 Module Documentation**		Design Team	

10	**Section 6.8 Draft Mapping of MIMLOs to MIPLOs (Summative Assessment Strategy)**	**Module Descriptors will need to be accurately completed in order to fill this out**	Office of the Registrar	
11	**Section 1B.5 Draft Programme Schedule**		Office of the Registrar	
12	**Review of Module Documentation & Programme Schedule**		Design Team Chair / Oversight Group	
13	**Section 6 Written Curriculum & Section 7 (finalisation)**		Design Team	
14	**Section 2.5 (Mapping MIPLOs against QQI Award Standards, Appendix 1))**		Design Team Chair	
15	**Section 5 Professional Accreditation of the Programme**	May not be relevant for all programmes	Design Team	
16	**Section 4 Access, transfer and progression procedures, criteria and arrangements (finalisation)**		Office of the Registrar / Quality Assurance / Admissions Office	
17	**Section 8 Programme staff (finalisation)**		Office of the Registrar	
18	**Section 9 Physical and/or Digital Resources (finalisation)**		Director of Strategy and Operations / Head of Technology / Office of the Registrar	
19	**Section 10 Programme Management (finalisation)**		Office of the Registrar / Quality Assurance	

20	**Appendices (finalisation)**	Draft Programme Handbook	Design Team / Office of the Registrar	
21	**Section 1A Provider Details**		Office of the Registrar	
22	**Section 1B Application Summary**		Office of the Registrar	
23	**Section 1C Programme Overview**	1C1.16 Budget for the programme, showing projected income and exp. over the five years.	Design Team / Office of the Registrar / Director of Strategy and Operations (1.16)	
24	**Review of Documentation and submission to Mock Internal Panel**		Office of the Registrar	
25	**Mock Panels/ Internal Review (including possible external person)**		Oversight Group/Design Team	
26	**Final Completion / Editing of Documentation**		Office of the Registrar / Design Team Chairs / Quality Assurance	
27	**Circulation to Academic Council**		Office of the Registrar	
28	**Approval by Academic Council**		Academic Council	
29	**Submission to QQI Panel**		Office of the Registrar	
30	**PANEL SITE VISITS**	For new programme validation, the organisation is done by QQI.	QQI or Office of the Registrar *(depending on type of validation)*	

		For programme review and revalidation, the organisation is done by Carlow College.		
31	**Independent Programme Review Report and Independent Evaluation Reports**		Independent Panel	
32	**Response to Panel Feedback/ Revision to Validation Document, based on Panel Recommendations**		Oversight Group / Design Teams	
33	**Panel Sign off and Response to Report**		Independent Panel	
34	**Documents submitted to QQI/uploaded to QHub**		Office of the Registrar	
35	**PAEC Meeting**			

Appendix 16: Learner Admission, Progression and Recognition Policy

For document control purposes, the *Learner Admission, Progression and Recognition Policy* can be viewed online. If a member of staff, this Policy can be found on the Staff Portal. If a learner, this Policy can be found on the Student Portal.

Appendix 16.1: Guidelines and Procedures for Orientation and Induction of New and Continuing Learners

For document control purposes, the Guidelines and Procedures for Orientation and Induction of New and Continuing Learners can be viewed online. If a member of staff, this Policy can be found on the Staff Portal. If a learner, this Policy can be found on the Student Portal.

Appendix 16.2: Admission Guidelines and Procedures for Recognition of Prior Learning (RPL)

For document control purposes, the Admission Guidelines and Procedures for Recognition of Prior Learning (RPL) can be viewed online. If a member of staff, this Policy can be found on the Staff Portal. If a learner, this Policy can be found on the Student Portal.

Appendix 17: Guidelines for Changes Made to Programmes and / or Modules

As per QQI's *Policies and Criteria for the Validation of Programmes of Education and Training* (November 2017), '[a] validated programme is not a static entity, frozen in time. It is expected that the provider will make necessary enhancements and adaptations to programmes from year to year.' As articulated in Carlow College, St. Patrick's Teaching and Learning Strategy, programme elements should be reviewed and adapted to ensure that programmes remain relevant and fit-for-purpose.[39] The Annual Programme Monitoring Report provides the opportunity for the Programme Board and Programme Staff to reflect on current practice and, in doing so, propose new changes to improve the content and delivery systems; thus, enhancing the learning experience. Normally programme and / or module changes are carried out during the cyclical five-year programmatic review and revalidation. However, modifications can be carried out annually provided they are appropriately documented and communicated to the relevant offices and boards detailed below.

Section 1: Minor Modifications

Programme that are validated can have minor modifications made to them provided these modifications were approved by the relevant Programme Board (in the first instance) and the Academic Council (in the second instance); all modifications should be documented in the Annual Programme Monitoring Report. Although the following is not an exhaustive list, the main types of minor modifications that can be made to programmes / modules include:

- Minor changes to modular content (whilst maintaining MIMLOs / Aims / Objectives). For examples, the introduction of new topics into a syllabus and the removal of outdated material or less important topics and / or the revision to reading lists and other module resources. Please note that reading lists are updated prior to the start of each academic semester and are distributed to learners.

- The distribution of allocation of marks. For example, if a module had a 60% allocation for C.A. and a 40% allocation for Proctored Written Exam, the allocation of marks cannot change. However, the lecture could propose a change to the type of assessment(s) within the 60% allocation for C.A.

- Minor changes to the internal quality assurance processes of a programme that enhance programme delivery (e.g. changes to communication methods, programme guidelines and forms).

Minor modifications to programmes / modules do not need to be sent to the validating body for approval. Programmes that have professional accreditation may be more limited in the modifications that can be made to the programme.

[39] See Section 2, Objective 5; Section 4, Objectives 4 and 6; Section 5, Objective 1 and Section 7, Objective 4.

Section 2: Major Modifications

Programmes that are validated can have major modifications made to them provided the modifications were approved by the relevant Programme Board (in the first instance), the Academic Council (in the second instance) and the Validating Body (in the third instance). It is important to note that any proposed changes cannot be implemented until official approval is granted by the Validating Body. Although the following is not an exhaustive list, the types of major modifications that can be made to programmes / modules include:

- changes to content (i.e. changes to MIMLOs, aims and objectives);
- changes to module title, learner effort, allocations of marks and / or the addition / subtraction of electives; and / or
- changes to programme as articulated on the programme certificate of validation (e.g. delivery mode; teaching and learning modes; approved centres; learner / teacher ratios).

Where major changes have been identified and approved by the relevant Programme Board and the Academic Council, the Office of the Registrar will submit the proposed changes to the Validating Body for approval.

The documentation required to be completed by the Programme Board is as follows:

- executive summary detailing the rationale for the modification and impact the modification will have on the existing programme;
- proposed changes to the certificate of validation;
- completed Module Modifications Document (Appendix 17.1) (if relevant);
- amended Programme Schedules (if relevant); and
- review by the External Examiner (if relevant).

If the programme modifications are substantial, a Differential Validation may be necessary, and the Office of the Registrar will engage with Validating Body to initiate such a process.

Section 3: Differential Validation

QQI's *Policies and Criteria for the Validation of Programmes of Education and Training* (November 2017), states that Differential Validation is used when a programme is validated 'based on, or a modification or extension of, a QQI validated programme.'[40] The process of Differential Validation is used when a significant modification is intended to be made to a

[40] Please note that Differential Validation is a rarely used process and should only be considered in exceptional circumstances.

programme; any significant proposed modifications that are extensive should immediately be brought to the Office of the Registrar and the Quality Assurance Office so that these proposed modifications can be discussed with the Validating Body.

Appendix 17.1: Module Modifications Template

COLÁISTE CHEATHARLACH NAOMH PÁDRAIG
CARLOW COLLEGE ST. PATRICK'S

Module Modifications Template

Please remove italicised instructions. The Module Modifications Document should be written using the following conventions: Calibre (font style); 12 point (font size); single-spaced (line spacing); 12 point (paragraph spacing before); 12 point (paragraph spacing after); heading should be provided in bold; headings / paragraphs should be numbered sequentially.

Name of the Module	Section Changed (Module Descriptor)	Detail the rationale for this change and provide a high-level summary of the change
Module Title	*Section changed (i.e. E-Learning; Module Teaching and Learning; Module Summative Assessment Strategy)*	Rationale for the change: Changed from: Changed to:

FOR OFFICE USE ONLY	
Programme Board Sign-Off (Signature of the Chair):	**Date:**
Programme Board Sign-Off (Signature of the Chair)*:	**Date:**
Programme Board Sign-Off (Signature of the Chair)*:	**Date:**
Academic Council Sign-Off (Signature of the Chair):	**Date:**
This form, the relevant module descriptor(s) and all documents listed in Appendix 17 (Section 2), should be submitted to the Quality Assurance Office and the Office of the Registrar for processing. ** If a module is shared across more than one programme, each Programme Board must sign-off on the proposed changes.*	

Appendix 18: Template for Programme Monitoring Report (PMR)

Template for Programme Monitoring Report (PMR)

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

1. Cover Letter

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

- Academic Year
- Name of the Programme Board Director
- 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. An important component of the 'Programme Monitoring Report' is the reviewing and acting upon the data and feedback collected throughout the academic year. Summary should include actions that need to be taken in the light of the data and feedback gathered. Please use the template below to document responses to issues.

Issue	Origin of Issue	Action	Responsible

3. 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.

4. Programme Management and Quality Assurance

Members of the Programme Board

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

FUNCTION	NAME

Academic Advisors

Stage	Staff Member
1	
2	
3	
4	

Dates of Programme Board Meetings

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

4. Learner Progression & Achievement

4.1 Assessment Statistics (pass and fail rates by module and programme)

This section should summarise the data contained in Assessment Reports 1 and 2 and identify any actions. It should provide a reflective overview and analysis of grades with

commentary on any significant trends. The full Assessment Reports should be included as an appendix.

4.2 Attrition, transfer, progression, deferral and completion rates (five years)

Comment on trends based on 5-year data provided by the Office of the Registrar. Cross-reference with provisional data for the current year (4.1) and estimate final outcomes.

4.3 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. As well as a summary of the AA reports, please highlight common themes/issues and discussions/actions taken at Programme Boards in response. Actions for the next year should be tabulated in the Executive Summary table.

5. 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. Programme Directors should provide a commentary as well as figures.

6. Feedback on the Programme

6.1 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) Module Level Feedback

c) Feedback received End of Year Programme Evaluation Form

d) Graduate Survey

e) Student Complaints *(This section should provide details about any **formal** complaints about the programme and actions taken).*

Focus on evaluation and identification of main issues. Document responses to feedback and mechanisms for informing students about actions. (Emails can be included in the Appendix)

6.2 External Examiner Feedback

Also include section on Staff Feedback on the External Examiner Reports here.

6.3 Staff Feedback

Staff feedback is an important part of the monitoring process. Please provide an evaluation of feedback from academic staff and from Academic Administration staff. If you have produced a detailed report of all the feedback, please include it as an appendix.

7. Learning Environment

Comment on any strengths and challenges, highlight innovation and identify actions required for the provision of the programme.

(a) Physical facilities and resources

(b) VLE

(c) Teaching practices

8. Appendices

- ***Minutes of PB Meetings***
- ***Minutes of PPAC Meetings (where applicable)***

- ***Reports to Academic Council***
- ***Assessment Reports***
- ***Academic Advisor Reports***
- ***Staff and Student Feedback (if applicable)***
- ***Amendments to the Programme since most recent validation***

Appendix 18.1: Cover Letter to the Programme Monitoring Report (PMR)

COLÁISTE CHEATHARLACH
NAOMH PÁDRAIG
CARLOW COLLEGE
ST. PATRICK'S

PROGRAMME TITLE:

Academic Year		**Date Presented to Programme Board**	
Programme Director		**Date Submitted to Office of the Registrar**	
Documents	Programme Monitoring Report		

Appendix 19: Template for the Cross-Programme Monitoring Report (CPMR)

Template for the Cross-Programme Monitoring Report (CPMR)

The Cross-Programme Monitoring Report (CPMR) 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: Calibre (font style); 12 point (font size); single-spaced (line spacing); 12 point (paragraph spacing before); 12 point (paragraph spacing after); heading should be provided in bold; headings / paragraphs should be numbered sequentially.

Cover Letter *(Mandatory)*

The CPMR 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 Directors (Year)

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

Consultation Process

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

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 CPMR). 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 Monitoring Reports (PMRs) 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.

Appendix 19.1: Cover Letter to the Cross-Programme Monitoring Report (CPMR)

COLÁISTE CHEATHARLACH NAOMH PÁDRAIG
CARLOW COLLEGE ST. PATRICK'S

TITLE: CROSS-PROGRAMME REVIEW REPORT

Academic Year		**Date Approved by Academic Council**	
Draftee of Report		**Date Approved by Management Board**	
Registrar			
Documents	Cross-Programme Review Report		

Appendix 20: Procedures for Module-Level Learner Feedback

COLÁISTE CHEATHARLACH NAOMH PÁDRAIG
CARLOW COLLEGE ST. PATRICK'S

Procedures for Module-Level Learner Feedback

Introduction

Carlow College, St Patrick's seeks regular learner feedback on every module in respect of learner perception of module delivery, content, organisation and resources. Survey feedback received by the College results in actions for enhanced learning and overall programme delivery. Information is provided to learners about modifications and enhancements that are made arising from their feedback. The purpose of this document is to outline arrangements in respect of:

- the administration of module-level surveys;
- the analysis, management and sharing of survey data; and
- how information is provided to learners about survey results and modifications and enhancements which are implemented.

Glossary

- **Aggregate data** is collated, summary data i.e. about a number of modules. It does not refer to individual modules. Aggregate data may be made available at discipline, stage or programme level. Generally, it refers to stage or programme level.
- **Anonymised data** is data from which it is not possible to identify individuals.
- **Personal data** is data that relates to an identified or identifiable individual.
- **Administrators** refers to an individual within the administration function who is responsible for setting up the survey links.
- **Project Administrator** a member of the SRMS Team receiving the data and distributing the reports generated by the survey software.

Data Protection

Learner feedback may constitute lecturer personal data. This procedure document takes account of Carlow College, St Patrick's responsibilities as a controller under Data Protection laws. This document should be read in conjunction with the Privacy Notice for Employees, which provides additional information, including on data subject rights.

The GDPR legal basis for processing learner feedback is Article 6(1)(f), 'processing is necessary for the purposes of the legitimate interests pursued by the controller or by a third party'. Carlow College, St Patrick's has a legitimate interest in fulfilling the requirements of the Quality and Qualifications Ireland's (QQI) *Core Statutory Quality Assurance (QA) Guidelines,* which are a basis for the approval by QQI of providers' QA procedures. The *Guidelines* variously advise providers to: monitor programme delivery in a way which allows for the identification of needs and the modification and adjustment of the programme and the delivery method; seek learner feedback and measure learner satisfaction rates; and monitor the adequacy of resources available to learners. Module-level feedback surveys are one strategy employed by Carlow College, St Patrick's to fulfil these requirements.

The survey is designed to be anonymous for respondents. Data, which may identify respondents, is not collected (e.g. name, email address, IP address).

Purposes for which survey data is used

This section outlines the purposes of gathering learner feedback and what it may be used for.

Learner feedback surveys:

- Give learners the opportunity to communicate their views on how they experience the module in terms of delivery, content, organisation and resources
- Promote learner responsibility, engagement and partnership in the learning process
- Provide lecturers, Programme Directors and other relevant staff with evidence of how they might reflect on and improve the delivery and operation of the module
- Promote continued enhancement and innovation in learning, teaching and assessment.

Aggregate, anonymised survey results may be used for various purposes, including but not limited to, internal reporting, such as Programme and Cross-Programme Monitoring Reports, committees such as Programme Boards, and external reporting to professional, statutory and regulatory bodies or accreditation exercises. Learner feedback may also be used in research and promotional exercises.

Survey data is not used by Carlow College, St Patrick's in connection with staff performance management or probation processes. Lecturers may use their individual survey results for

such purposes and cite generalised data in their Curriculum Vitae and job applications (e.g. '90% of learners found my lectures well-planned and organised').

Feedback Instrument and Method

Each semester between weeks 9 and 11, an online survey is run for every module to gather learner feedback. The survey comprises 12 quantitative questions and 2 qualitative questions (Appendix 1). The survey may be completed on any internet-enabled device.

A link to the survey is placed on the Moodle module page by the Administrators. The Office of the Registrar will email learners to notify them of the survey links to encourage participation. Learners complete the survey and submit. The Project Administrator receives all survey results and distributes the relevant module survey analysis to lecturers and programme directors. The survey data is gathered using Microsoft Forms which manages data in accordance with its Privacy Policy: https://www.microsoft.com/en-us/privacy/privacystatement.

At the start of the designated feedback period, all learners will receive an email from the Office of the Registrar notifying them that lecturers will be seeking feedback in class and online over the coming weeks. Programme Directors will liaise with lectures to ensure that they are aware of their role.

Time can be made available in class for the survey. The lecturer leaves the room while the survey is underway. Learners may also complete the survey outside class. Towards the end of the feedback period Programme Directors will email learners on their programmes notifying them of the approaching end of availability.

Access to and evaluating Survey Data

Each survey is administered by the Project Administrator through a specific surveys account and mailbox. The Project Administrator receives learner responses and generates reports. Links to these reports are then emailed to the module lecturer(s) and Programme Director(s). These reports contain aggregate data detailing responses to quantitative questions as well as replies to qualitative questions. Please note that if no Module-Level Feedback Survey is completed for a module, no report is generated.

Lecturers may wish to discuss the feedback with their Programme Director including suggested responses (if any) to the feedback. Programme Directors should evaluate the survey results and reflect on them in their Programme Monitoring Reports.

No staff member is permitted to share survey data with any person beyond what is detailed in this procedure document.

Aggregate, anonymised data based on the survey's quantitative questions may be made available to other Carlow College, St Patrick's staff members who require access to it in connection with their official College duties. Anonymised responses to the survey's qualitative questions may be similarly made available at the discretion of the Programme Directors or Head of Academic Delivery and Programmes, however, one deciding factor is the availability of resources to anonymise survey responses. Aggregate, anonymised survey results may also be made available to learners at stage and/or programme levels.

Taking Action

Following discussion at Programme Board level, an action plan should be prepared and implemented by the Programme Director based on learner responses (where action is identified as advisable or required). Programmes Directors are to communicate actions to relevant lecturers and Programme Boards.

Providing Feedback to Learners

Programme Directors are responsible for communicating feedback to learners. This may include providing survey results at stage and/or programme levels to learners, as well as actions taken as a result of learner feedback. Feedback may be provided to learners using a number of mechanisms e.g. Moodle; email; in class; at induction. Feedback may also be communicated to class representatives and Students' Union Officers to pass on to learners. Feedback should be communicated to the surveyed cohort, if possible, as well as the subsequent intake of learners to the module.

Learner Participation

Learners are encouraged to avail of opportunities to provide feedback on modules. A higher education institution is a scholarly community in which all members make contributions to its development and operations. Staff work in partnership with class representatives and the Students' Union to promote learner engagement with the survey.

Completing feedback surveys, engaging informally with staff, electing class representatives, participating in staff-learner liaison committees, providing constructive suggestions, and actively engaging in study and new initiatives are all highly valued contributions to the wellbeing and enhancement of the College. When feedback is sought, learners (as is expected of respondents to any survey) should respond respectfully and constructively, avoiding inappropriate language, tone or comments.[1]

Surveys designed to gather learner feedback on teaching and learning may provide useful indicators of the effectiveness of the learning environment and learner satisfaction rates, however, it is recognised that learner feedback surveys have intrinsic limitations and only

provide one of many possible insights into the overall learning experience and operation of the programme as a whole. Multiple sources of data should be utilised to create a more complete overview. Actions are not taken based on survey data alone and are subject to discussion at appropriate levels.

It is recognised that whilst even surveys with low rates of return may contain some useful suggestions from learners, the overall validity of feedback is dependent on the size of the surveyed group and level of participation.

Aggregate, Anonymised Data

Aggregate data comprises collated, summary data which may be available at discipline, stage or programme level. Aggregate data is generally generated at stage or programme level. Anonymised data is data from which it is not possible to identify an individual e.g. where the quantitative survey questions numbered 1-12 are unlinked from both module title and lecturer name, the data is anonymised. The responses to questions 13-14 may identify a lecturer. As such, anonymisation is required prior to release to staff other than the relevant lecturer and Programme Director(s). Anonymisation may be carried out by removing identifying data (e.g. lecturer name, module title) or by deletion.

Programme Directors may correspond about modules with the relevant lecturer(s) and another Programme Director (where a module is available on multiple programmes), however, other than these situations, staff members are responsible for ensuring that details identifying lecturers (e.g. their name or module title) are not included in reports, emails or other correspondence, or any other documentation arising from the process.

Negative Comments

Programme Directors must act with discretion when reviewing learner feedback in cases where inappropriate, biased or personal comments have been made by learners, and, where necessary, should redact names and other details from survey responses, reports, emails and other correspondence and any other documentation arising from the process.

Gender Bias

Programme Directors should be mindful of the extensive literature on gender bias in teaching evaluations, which may disadvantage female staff. The survey is designed to minimise opportunities for gender bias, and the possibility of unconscious bias should also be considered when analysing responses.

Retention of survey data

The retention period of survey data varies depending on whether it is personal or anonymised data. As this is a new procedure, the following retention periods are in place on a trial basis and are subject to review after year 1.

- The Project Administrator is to retain survey responses for the current academic year +1 academic year
- Lecturers may retain survey responses in respect of modules which they teach for as long as required
- Programme Directors may retain survey responses which identify lecturers in respect of modules on programmes under their management for current academic year + 1 academic year
- All staff who have access to aggregate, anonymised data may retain it for as long as required.

It is recognised that aggregate, anonymised data may be of use for up to five years given that QQI programme validation occur in five-year cycles.

All staff who have access to survey data are responsible for its secure safekeeping and confidential deletion / destruction.

Information and Guidelines for Learners

What does this survey ask about?

Learner feedback is sought on every module taught at Carlow College, St Patrick's. You are asked about module delivery, content, organisation and resources. The College uses your feedback to identify required modifications and enhancements.

How do I take part?

This is a voluntary, online survey which you can complete using any internet-enabled device (e.g. mobile phone). A link to the survey is available on the Moodle module page. The survey data is gathered using Microsoft Forms which manages data in accordance with its Privacy Policy: https://www.microsoft.com/en-us/privacy/privacystatement. The survey is designed to be anonymous; no information which can identify you is collected (e.g. name, email address, IP address). It takes less than 5 minutes to complete the survey. Time is made available in class for completion of the survey or you can do it in your own time. The survey is available between weeks 8 and 10 of each semester.

What happens to my responses?

Your responses are sent to the relevant lecturer(s) and Programme Director(s). They review the feedback and identify any required modifications or enhancements to the module or programme.

Aggregate and/or anonymised responses may also be used by Carlow College, St Patrick's for other purposes e.g. internal reporting, external reporting to professional, regulatory or statutory bodies, for accreditation exercises, promotional exercises, and research.

Why should I take part?

Carlow College, St Patrick's welcomes and values learner feedback. A primary objective of this survey is to give learners the opportunity to communicate their views on how they experience the module in terms of delivery, content, organisation and resources. Survey feedback provides evidence to the College to inform required modifications and enhancements to module and programme delivery.

What happens afterwards?

Programme Directors ensure that information is made available after the survey to learners e.g. survey results at stage and/or programme level, and details of adjustments made arising from learner feedback. Information may be made available to learners by various means e.g. email, Moodle, in class, at induction, and communicated to class representatives and Students' Union Officers.

Guidelines for survey completion

Each survey takes less than 5 minutes to complete**.** You may complete the survey in class or in your own time on any internet-enabled device (e.g. mobile phone).

Go to the module Moodle page and select the Modular Feedback Questionnaire link. Use the drop down options to choose your programme and stage, the module title and lecturer name. You will not be able to take the survey unless you provide this information.

Questions 1-12 require you to tick a box. Questions 13-14 require you to provide qualitative information. All questions are optional.

Learners are expected to respond to the survey respectfully and constructively, avoiding inappropriate language, tone or comments. Respondents should take care to ensure that they avoid any bias on the basis of gender, ethnic identity, sexual orientation, faith etc.

This survey is designed to be anonymous. Neither Moodle nor Microsoft Forms collects survey information which can identify you (e.g. name, email address, IP address). Please do not insert information which may identify you.

Appendix 20.1: Module-Level Feedback Questionnaire

COLÁISTE CHEATHARLACH NAOMH PÁDRAIG
CARLOW COLLEGE ST. PATRICK'S

MODULE-LEVEL FEEDBACK QUESTIONNAIRE

PROGRAMM: (Please tick)

########## (PC###) ☐

########## (PC###) ☐

########## (PC###) ☐

########## (PC###) ☐

STAGE: (Please tick)

Stage 1 ☐

Stage 2 ☐

Stage 3 ☐

Stage 4 ☐

1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree.

1. The aims and learning outcomes of the module are clear.	1	2	3	4	5
2. I have been provided with adequate information on the nature, timing and grading of assessments.	1	2	3	4	5
3. Lectures are well planned and organised.	1	2	3	4	5
4. Adequate information on module content is provided.	1	2	3	4	5
5. There are opportunities in class to ask questions and discuss module content with the lecturer and other students.	1	2	3	4	5

6. I find the material covered in the module relevant and useful to my programme.	1	2	3	4	5
7. I find the teaching methods assisted my learning and understanding of the material.	1	2	3	4	5
8. There are adequate resources (e.g. supplementary reading, electronic books and articles) in the library.	1	2	3	4	5
9. The tutorials provided on this module assisted my learning (leave blank if no tutorials provided)	1	2	3	4	5
10. I found the Moodle page for this module beneficial to my learning	1	2	3	4	5
11. Assessments on this module are beneficial to my learning	1	2	3	4	5
12. I received constructive feedback on my assessments. (Leave this blank if you have not yet received feedback)	1	2	3	4	5

What do you like most about this module and the way it is delivered?

Are there aspects of the content and/or delivery which could be improved?

Appendix 21: Sample Annual Programme Evaluation Form

Annual Programme Evaluation Form

Carlow College

[PROGRAMME]

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 Programme

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

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

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

(Please continue over the page if needed)

Appendix 22: Graduate Survey

Graduate Outcomes Survey 2024

1. Carlow College Graduate Survey March 2024

Purposes of survey

Carlow College, St Patrick's uses survey data for several purposes:

1. **We collect information about satisfaction levels with programmes and graduate destinations as the College is obliged to report to Quality and Qualifications Ireland (QQI) on these matters. QQI also requires higher education institutions to engage with stakeholders, including graduate employers.**
2. **We may use observations you make about the College and its programmes in our marketing materials. Should this occur, you will not be identified.**
3. **The College uses the survey data internally for the following purposes:**
   - **If you send us new contact details, we will update your record on the Student Record Management System (SRMS).**
   - **We use the data to review our programmes and plan for the future.**
   - **We may use the data for further research, including tracking trends over time.**

How Carlow College uses survey data

- **The survey includes voluntary questions asking your name and email address. If you prefer not to answer these questions as part of the survey but would like to update your contact details, please contact admin@carlowcollege.ie.**
- **Staff have access to survey data commensurate with their duties. The Office of the Registrar has access to all survey data. If you provide them, your contact details are shared with Academic Administration staff to update your details. Other staff do not have access to your name and email address.**
- **Staff are given the minimum data necessary to permit them to fulfil their duties. In some cases, employees have access only to anonymised, aggregate survey data, and in other cases, they have access to all survey responses, minus your name and email address.**
- **Staff are issued with guidelines around how data may be used, and data security.**
- **Further information about how the College processes personal data and your data protection rights are available in the College's Learner Privacy Notice.**
- **Your identifying details are never sent to any external body. Reports that are sent externally are aggregate and statistical. It is not possible to identify individuals from these reports.**

1. I consent to my responses forming part of the Graduate Outcomes Survey and understand my data will be used as described in the Data Protection Statement.

- ◯ Yes
- ◯ No

Graduate Outcomes Survey 2024

2. Graduate Details

Please note that all questions marked with an asterisk (*) are required.

2. Name

* 3. Current Age Group

- ◯ 19-22
- ◯ 23-25
- ◯ 26-35
- ◯ 36-45
- ◯ 46-65
- ◯ over 66

* 4. Gender

- ◯ Female
- ◯ Male
- ◯ Other
- ◯ Prefer not to say

5. Email address

6. Which programme did you complete at Carlow College, St Patrick's?

- ☐ B.A. in Arts & Humanities
- ☐ B.A. (Honours) in Arts & Humanities
- ☐ B.A. (Honours) in English & History
- ☐ B.A in Applied Social Studies (Professional Social Care)
- ☐ B.A. (Honours) in Applied Social Studies (Professional Social Care)
- ☐ B.A. (Honours) in Social, Political & Community Studies
- ☐ M.A. in Leadership in Therapeutic Child and Social Care
- ☐ M.A. in Irish Regional History

7. Year of Graduation

- ◯ 2022
- ◯ 2023

* 8. Level of award obtained at Carlow College, St. Patrick's

	1.1	2.1	2.2	Pass
Level 7	◯	◯	◯	◯
Level 8	◯	◯	◯	◯
Level 9	◯	◯	◯	◯

Graduate Outcomes Survey 2024

3. Current Activity/Occupation

* 9. How would you describe your main activity on 31st March 2024?

- ◯ Employed full-time
- ◯ Employed part-time
- ◯ Engaged in study/training
- ◯ Unemployed and looking for work
- ◯ Due to start work within the next 3 months
- ◯ Currently employed and due to start further study within the next 6 months
- ◯ Currently unemployed and due to start further study within the next 6 months

10. What is your job title?
Only answer this question if the following conditions are met: you answered 'Employed' or 'Due to start work within the next 3 months' at question 8.

11. What is the name of your company/organisation?

12. What is the main sector of activity of your company/organisation?

- ◯ Arts, Culture, Heritage
- ◯ Education
- ◯ Libraries & Archives
- ◯ Marketing/Public relations
- ◯ Health & Social Care
- ◯ Media
- ◯ Information Technology & Communications
- ◯ Non-Profit/Community organisation

Other (please specify)

Graduate Outcomes Survey 2024

4. How Your Studies Prepared you for your Career

Consider the qualification you obtained at Carlow College when answering the following questions.

13. How relevant is your area of study to your current job?

- ◯ Very Irrelevant
- ◯ Irrelevant
- ◯ Neither Irrelevant or Relevant
- ◯ Relevant
- ◯ Very Relevant

14. How relevant is your level of study (e.g. Level 7, Level 8, Masters etc.) to your job?

- ◯ Very Irrelevant
- ◯ Irrelevant
- ◯ Neither Irrelevant or Relevant
- ◯ Relevant
- ◯ Very Relevant

15. Did you need the qualification you recently obtained to get the job?

- ◯ Yes, only the level was a formal requirement
- ◯ Yes, only the subjects I studied were a formal requirement
- ◯ Yes, both the level of qualification and the subjects I studied were a formal requirement
- ◯ Yes, while the qualification was not a formal requirement, it gave me an advantage
- ◯ No, the qualification was not required
- ◯ No, I was already in the job when I received the qualification

16. How did you first find out about your current job?

- ◯ Careers Office
- ◯ Another institution's website
- ◯ Media e.g. newspaper
- ◯ Personal contacts
- ◯ Social Media
- ◯ Employer/agency website
- ◯ Other (please specify)

Graduate Outcomes Survey 2024

5. Further Study or Training

Only answer questions in this section if you answered 'Engaged in further study or training' or 'Due to commence further study in the next 6 months' at question 8.

17. Where is the location of the institution in which you are studying?

☐ Antrim	☐ Galway	☐ Monaghan
☐ Armagh	☐ Kerry	☐ Offaly
☐ Carlow	☐ Kildare	☐ Roscommon
☐ Cavan	☐ Kilkenny	☐ Sligo
☐ Clare	☐ Laois	☐ Tipperary
☐ Cork	☐ Leitrim	☐ Tyrone
☐ Derry	☐ Limerick	☐ Waterford
☐ Donegal	☐ Longford	☐ Westmeath
☐ Down	☐ Louth	☐ Wexford
☐ Dublin	☐ Mayo	☐ Wicklow
☐ Fermanagh	☐ Meath	☐ Online Study

Other (please specify)

18. What is the name of the institution where your course is being pursued?

19. What is the title of the course you are pursuing?

20. What is the duration of your course of study?

○ <1 year	○ 2 years	○ 4 years
○ 1 year	○ 3 years	○ >4 years

21. What is your main motivation for undertaking this further study course?

○ Professional requirement ○ Career development

○ Other (please specify)

Graduate Outcomes Survey 2024

6. Experience of Carlow College, St. Patrick's

* 22. If you were to choose again, how likely is it that you would....

	Very likely	Likely	Neither likely or unlikely	Unlikely	Very unlikely
Choose the same qualification	○	○	○	○	○
Choose the same area of study in a different institution	○	○	○	○	○
Choose a different area of study	○	○	○	○	○

* 23. What aspects of your course most enhanced your employability?

* 24. What could have been included in your course to further enhance your employability? e.g. placement, employer presentations, careers talks etc.?

* 25. What aspects of your course best prepared you for further study?

* 26. What could have been included in your course to prepare you better for further study?

* 27. Would you recommend Carlow College, St. Patrick's to prospective students?

○ Yes ○ No

Comment

Appendix 23: Appointment of External Examiners Policy

For document control purposes, the *Appointment of External Examiners Policy* can be viewed online and, if a member of staff, on the Staff Portal.

Appendix 24: Sample Diploma Supplement

For document control purposes, the Sample Carlow College Diploma Supplement can be viewed online.

Appendix 25: Employee Handbook

For document control purposes, the Employee Handbook can be viewed online. This document can also be viewed under the Human Resources folder on the Staff Portal.

Appendix 26: Benefits Policy

For document control purposes, the *Benefits Policy* can be viewed online and, if a member of staff, on the Staff Portal. All employee benefits can also be found in the Employee Benefits Handbook.

Appendix 27: Recruitment and Selection Policy

For document control purposes, the *Recruitment and Selection Policy* can be viewed online and, if a member of staff, on the Staff Portal.

Appendix 28: Staff Vetting Policy

For document control purposes, the *Staff Vetting Policy* can be viewed on the Staff Portal.

Appendix 29: Performance Management & Development Policy

For document control purposes, the *Performance Management and Development Policy* can be viewed online and, if a member of staff, on the Staff Portal.

Appendix 30: Probation Policy

For document control purposes, the *Probation Policy* can be viewed online and, if a member of staff, on the Staff Portal.

Appendix 31: Study and Exam Leave Request Form

Study/Exam Leave Request Form

CARLOW COLLEGE ST. PATRICK'S

1. Please ensure that you have read the Benefits Policy when applying for study/exam leave before completing this form. A copy of this policy is available on the Staff Gateway at https://www.carlowcollege.ie/staff-gateway/
2. Up to 5 days' study leave is available, subject to the approval of the Line Manager in conjunction with Human Resources.
3. Exam leave is available, subject to the approval of the Line Manager in conjunction with Human Resources, for approved courses. The leave will be granted for the duration of each examination period, e.g. morning, afternoon, or evening.
4. An examination timetable and details of the course must be submitted with this form.
5. This form should be completed and returned to the Human Resources Office.

Name:					
Department			**Tel. Ext.:**		
Type of Leave Requested:	**Study Leave**		**Examination Leave**		

Course of Study being undertaken:				
Dates of Approved Course	**From:**		**To:**	
Dates of Proposed Study Leave:	**From:**		**To:**	
	From:		**To:**	
AND/OR				
Dates of Proposed Examination Leave:	**From:**		**To:**	
	From:		**To:**	

Approval

Signature of Applicant:		**Date:**	
Signature of Line Manager:		**Date:**	
Signature of Human Resources:		**Date:**	

Appendix 32: Staff Research Policy

For document control purposes, the *Staff Research Policy* can be viewed online. If a member of staff, this Policy can be found on the Staff Portal. If a learner, this Policy can be found on the Student Portal.

Appendix 33: Learning and Teaching Policy

For document control purposes, the *Learning and Teaching Policy* can be viewed online. If a member of staff, this Policy can be found on the Staff Portal. If a learner, this Policy can be found on the Student Portal.

Appendix 34: Fitness to Practice Policy

For document control purposes, the *Fitness to Practice Policy* can be viewed online. If a member of staff, this Policy can be found on the Staff Portal. If a learner, this Policy can be found on the Student Portal.

Appendix 35: Breach of Professional Conduct (Professional Social Care) Policy

For document control purposes, the *Breach of Professional Conduct (Professional Social Care) Policy* can be viewed online. If a member of staff, this Policy can be found on the Staff Portal. If a learner, this Policy can be found on the Student Portal.

Appendix 36: Research Ethics Advisory Policy

For document control purposes, the *Research Ethics Advisory Policy* can be viewed online. If a member of staff, this Policy can be found on the Staff Portal. If a learner, this Policy can be found on the Student Portal.

Appendix 37: Assessment of Learners Policy

For document control purposes, the *Assessment of Learners Policy* can be viewed online. If a member of staff, this Policy can be found on the Staff Portal. If a learner, this Policy can be found on the Student Portal.[41]

Appendix 37.1: Regulations in Relation to Assessment and Standards

For document control purposes, the Regulations in Relation to Assessment and Standards can be viewed online. If a member of staff, this Policy can be found on the Staff Portal. If a learner, this Policy can be found on the Student Portal.

[41] Please follow the link provided for the Carlow College Regulations in Relation to Assessment and Standards.

Appendix 38: Assessment Re-Check, Review and Appeals Policy

For document control purposes, the *Assessment Re-Check, Review and Appeals Policy* can be viewed online. If a member of staff, this Policy can be found on the Staff Portal. If a learner, this Policy can be found on the Student Portal.[42]

[42] Please follow the link provided for the Carlow College Regulations in Relation to Assessment and Standards.

Appendix 39: Academic Integrity and Plagiarism Policy

For document control purposes, the *Academic Integrity and Plagiarism Policy* can be viewed online. If a member of staff, this Policy can be found on the Staff Portal. If a learner, this Policy can be found on the Student Portal.

Appendix 40: Fitness to Continue in Study Policy

For document control purposes, the *Fitness to Continue in Study Policy* can be viewed online. If a member of staff, this Policy can be found on the Staff Portal. If a learner, this Policy can be found on the Student Portal.

Appendix 41: Supports for Learners Within the College

Academic Advisors

The Academic Advisor role is an integral part of the Learning, Teaching and Assessment Strategy at Carlow College. Through our *Learning and Teaching Policy* (Appendix 33) 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.[43]

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 (Appendix 41.1: *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 and Digital Skills module; individual and small group appointments with our Writing Development Tutor; 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.[44]

The Academic Resource Office also co-ordinates applications to the 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.[45] The Academic Resource Officer works collaboratively with Programme Directors, academic and

[43] The role and purpose of the Academic Advisor can be found in the *Rules and Regulations in Relation to Assessments and Standards* (Section 3.1 – Guidelines on the Planning, Setting and Administration of Continuous Assessment).

[44] For further information see http://www.carlowcollege.ie/Student-Life/Assistive-Technology.

[45] In compliance with the HEA (2018) *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.

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.[46]

Admissions Office[47]

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; 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 Directors; and the provision of up-to-date and accurate statistical data for College Management and external agencies.[48]

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 (Appendix 41.2: *Careers Office Statement of Service*).

The Careers Officer works with the College's marketing function, Programme Directors 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

[46] 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.*

[47] On the College's organisational chart, the Admissions Office is part of the Student Records and Admissions Office.

[48] For further information see https://www.carlowcollege.ie/study-with-us/prospective-students/admissions-office/.

for our learner body.[49] The Careers Officer holds professional membership of the Associate Graduate Careers Advisory Services (Ireland) and the Association for Higher Education Careers Services (AHECS) which is the professional association of careers advisory and placement professionals at higher education institutions in Ireland.

Academic Administration Office

The Academic 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 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 justice activities. The Chaplaincy space offers a peaceful environment for meditation or time away from the demands of college life (Appendix 41.3: *Chaplaincy Statement of Service*).

The Chaplain also works in close partnership with the St. Vincent de Paul Society and oversees the Chaplaincy Assist Fund, which is financed by the College and through various Chaplaincy fundraising initiatives (Appendix 41.4: *Chaplaincy Assist 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

[49] 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.

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 (Appendix 41.5: *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 Office 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. 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 Higher Education to International Learners* (QQI, 2024). 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

(Appendix 52: *Register of Inter-Institutional Agreements* and Appendix 53: *Template for Inter-Institutional Agreements with International Affiliates*).

IT Department

The IT Department at Carlow College direct and support the use of computing and information technology throughout the College to all registered learners and staff. Technical support and guidance are provided through a dedicated helpdesk email (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; and
- back-up services which provide archive and recovery services for servers.

The IT Manager works collaboratively with staff across all functions in the College regarding programme and administrative resources.

Learner Information and Retention Officer (LIRO)

The LIRO has responsibility for maximising retention of learners at Stages One and Two of all undergraduate programmes of Carlow College. The role involves regular general communications with learners, monitoring 'at-risk' learners, initiating follow-up contact and providing links to academic, pastoral, counselling and administrative resources and other

supports in the College as appropriate. The LIRO works closely and collaboratively with Academic Advisors, Programme Directors and all relevant departments and functions of Carlow College. The LIRO also coordinates reports on attendance and identifies patterns through learning analytics, which flag initial indications of student retention concerns. The LIRO is the first port of call for students seeking information on College policies and procedures, helping students to resolve concerns at the initial stages (Appendix 41.6: *Learner Information and Retention Officer (LIRO) Statement of Service*).

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 (Appendix 41.7: *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 Keeffe Research Library; the Wall Manuscripts Room; and the Delany Archive.[50] 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

[50] For more information on The Delany Archive, please see www.delanyarchive.ie.

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 42: *Learner Health and Wellbeing Policy*). 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 (Appendix 41.8: *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 part-time 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.[51] 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.

[51] More information on the Students' Union is available at: https://www.carlowcollege.ie/study-with-us/college-life/students-union/.

Appendix 41.1: Academic Resource Office Statement of Purpose

COLÁISTE CHEATHARLACH
NAOMH PÁDRAIG
CARLOW COLLEGE
ST. PATRICK'S

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 learning support and disability 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.
- Assisting students at various stages of their academic journey depending on their specific writing and academic needs.
- Providing students with a suite of writing development workshops to enhance their academic skill set and develop their approach to academic assessment
- Work in conjunction with academic staff and students to ensure students are effectively engaging with their coursework.

2.0 Our Services:

Our services are delivered through a combination of in-class sessions on the cross-programme mandatory stage one Academic Skills module; individual and small group appointments with our Writing Development Tutor; open access workshops and presentations on writing and academic skills development; and advice, guidance and training on assistive technologies and improving digital skills.

We also co-ordinate applications to the 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. Likewise, we promote all students to engage with our services throughout their academic journey on our various Moodle pages which provide students with tailored advice and guidance throughout all stages of their academic career.

3.0 What you can expect from us:

- A free, confidential and professional service.
- Support and guidance in transitioning to a higher-level academic environment.
- Opportunities to develop research, writing, IT and digital skills.
- Stage-specific guidance throughout students' entire degree progress.
- Information and guidance on appropriate academic and personal support requirements for students with disabilities, learning differences and/or long-term health conditions.
- Advice and information in relation to eligibility criteria for the Fund for Students with Disabilities.
- Referrals and signposting 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 respect the structure of the appointment, either in-person or online, and attend ready to engage.
- 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 FSD-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 understand that support provided is developmentally designed rather than corrective or compensatory.
- That you provide honest and constructive feedback on our services when requested.

5.0 Statement of confidentiality:

For students with disabilities, learning differences and/or long-term health conditions

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.

Data Protection laws, such as the General Data Protection Regulation (GDPR) and the Data Protections Acts 1988 to 2018, set out rules for organisations which use or store personal data about living people and give rights to those people whose personal data has been collected. Data about learner disabilities, learner differences and long-term health conditions is special category personal data and Carlow College has various obligations in respect of this data.

Our college Disability Policy and the Privacy Notice for Learners, which is available on the college website, together explain how the college uses learner data. In some instances, learners are asked to give their consent for the use of their data about disabilities, learning differences and long-term health conditions. Consent may cover using the data for specified purposes and for the sharing of the data by the Academic Resource Office (ARO) with other parties. Learners may grant or refuse consent, or may later withdraw consent, if it is initially elected to grant consent. However, learners should be aware that if they refuse or withdraw consent, it may not be possible to provide reasonable accommodations. Withdrawal of consent does not affect the lawfulness of processing prior to its withdrawal. Consent may be withdrawn by contracting academicresource@carlowcollege.ie.

While consent is a well-known basis on which organisations process personal data (and special category personal data), Carlow College may, in limited circumstances require to use data regarding disabilities, learning differences and long-term health conditions without learner consent. This is permitted by Data Protection laws and in all circumstances, Carlow College will ensure that it acts in accordance with legislation. Areas where the College may use such learner data without consent include, but are not limited to the following:

- Emergency situations where learners are injured or unwell;
- To protect the vital interests of learners or other individuals e.g. safeguarding concerns;
- Sharing information with law enforcement agencies, such as An Garda Síochána, in connection with the prevention, detection and investigation of crime;
- For the establishment, exercise and defence of legal claims;
- Investigations under college policies;
- Statistical purposes, such as research into use of the college's support services.

In all situations where the college uses learner data, it will exercise the greatest possible discretion and protect the privacy of learners to the greatest degree possible.

Learner data is shared among college staff in a manner commensurate with staff duties.

In some instances, Carlow College may share learner data externally. For example, the College avails of funding from the FSD / National Office for Equity of Access to Higher Education, to provide supports to learners. In such cases, learner data is managed under the external organisation's Data Protection policy. Carlow College will ensure that we have agreements in place with external organisations, where necessary, with regard to the sharing of learner data.

Finally, under the Disability Policy, learners who are provided with supports such as assistive technology, which permit the recording of classes, may themselves collect the personal data of fellow learners, college staff and external lecturers. The college expects that learners who use assistive technology will not record discussion indicated in class as private or personal, and if it is inadvertently recorded, that learners protect the privacy of others by not sharing the data with others, looking after the device carefully and deleting files when no longer required.

6.0 Limitations to service:

- Our services are normally available Monday – Friday from 9am – 5pm during term-time. Please note that summer hours in July and August may vary.

- Where a student with a disability, learning difference or long-term health condition chooses not to disclose this information to the Disability 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.

- We provide guidance and assistance to help students with their academic work, however, we are not a proof-reading service and we require students to engage with our service in a meaningful capacity which respects our time as well as the students'.

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 as part of the student services team 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 Office (Disability Service)

Caroline Flinter, M27, 2nd Floor, Middle House

Phone: 059 9153289 Email: academicresource@carlowcollege.ie

Academic Resource Office (Writing Development Tutor):

Judy Bolger, M26, 2nd Floor, Middle House

Email: writingdevelopment@carlowcollege.ie

Appendix 41.2: Careers Office Statement of Purpose

COLÁISTE CHEATHARLACH
NAOMH PÁDRAIG
CARLOW COLLEGE
ST. PATRICK'S

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 **awareness of opportunities** to develop key employability skills;
- **be more confident** about applying for jobs or further study; and
- become **more informed of graduate resources** relevant to their future 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, Moodle information resources, CV clinics, career appointments, workshops and presentations.

Careers – professional individual advice and guidance

- Career decision-making – all aspects
- Advice on further study including postgraduate and conversion courses
- Personal development planning, such as developing good job-search skills
- CV writing and completing application forms
- Labour Market Information (graduate market)
- Employer liaison opportunities including campus presentations
- Practice psychometric tests online

Volunteering – enhancing your CV through community participation

- Participation in voluntary and work experience activities
- Engagement with Carlow College, St. Patrick's volunteering opportunities, e.g. Student Ambassadors, mentors, Students' Union, etc.
- 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:

- Advice to increase your confidence with applications for jobs and further study
- An improved awareness of how to search for relevant career information
- A fast-track and targeted service for students who choose to disclose their disability
- 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 at the scheduled time;
- 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; and
- 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 service we provide as part of our ongoing improvement process. Listening to feedback from our students and graduates is key to developing the service and we do this through annual user feedback surveys.

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.

6.0 Quality Approach:

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 as part of the student services team 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** / www.carlowcollege.ie

Careers Office: Tuesday, Wednesday & Thursday: 09.00 – 17.00 (Term-Time)

Moodle site: Carlow College Careers

Appendix 41.3: Chaplaincy Statement of Service

COLÁISTE CHEATHARLACH
NAOMH PÁDRAIG
CARLOW COLLEGE
ST. PATRICK'S

Chaplaincy
Statement of Service

Helping learners to settle, stay and succeed at Carlow College

WHAT IS CHAPLAINCY?

The Chaplaincy is part of Student Services, but its scope extends beyond that. It is available to both students and staff, regardless of religious denomination or belief.

The Chaplaincy service is available throughout the academic year for support, guidance and advice in complete confidence for those of all faiths and none.

1.0 Mission

In its scope and aims, Chaplaincy encompasses both religious and non-religious world-views.

Chaplaincy aims:

- to offer hospitality, support and pastoral care to all of the College community, students and staff;
- to work collaborative within the Student Services network;
- to develop ways in which the spiritual development and well-being of students and staff of all faiths and none may be promoted;
- to act as a 'signpost' for any student wishing to make contact with a particular faith community, and to strengthen links between Carlow College and faith groups within other local institutions and the local community;
- to provide support and spiritual counsel for individuals at times of need or crisis (e.g. illness, accident, bereavement) when requested,
- to provide opportunities for prayer and worship as and when appropriate,
- to encourage and support those who wish to explore issues of faith and spirituality, recognising this as an important part of their personal growth and development.

2.0 Our Services

- **Personal Support:** We all need a listening ear at times, someone who will not sit in judgement on us, but just be there to offer support and care or practical help, in complete confidence.
- **Open door:** Chaplaincy has an open-door policy, and you are welcome to call at any time to speak with the Chaplain, during working hours.

- **Need to talk:** The Chaplain is available to speak with students in a confidential, non-judgemental, and safe environment and treats students with respect and dignity in all situations within and beyond the College. Chaplaincy is available to students of all denominations and none.

- **Bereavement Support:** Grieving is a natural process and is normally helped by the support and understanding of family and friends. Sometimes a bereaved person may need the support of a skilled person to help them journey through the grieving process in a positive way. Bereavement support is facilitated by the Counselling and Chaplaincy services.

- Due to the number of students and staff in the College it is possible that some things might go unnoticed. Should you have experienced illness, accident or bereavement, you are welcome to contact us, where your story will be listened to with dignity and respect.

- **Chaplaincy Assist:** Some students find themselves in financial difficulties at times during the academic year. "Chaplaincy Assist" is a small fund administered by the Chaplain. Chaplaincy Assist is geared to make a quick and supportive response and is primarily designed for unanticipated emergencies only. All enquiries to the Chaplain's Office.

- **College Liturgies:** Communion Services are celebrated every Tuesday, Wednesday, and Thursday in the College Chapel at 8:45-9am. Mass is celebrated when requested and for special occasions. While the Chaplain is available to students of all denominations and none, we will be pleased to contact other religious ministers for students at their request.

- **College Chapel:** The College Chapel is located in the South Wing and is open daily in line with the College opening hours. It is a place of reflection for both students and staff, or if you just want to get away and give yourself space in a peaceful environment.

- **Quiet Room:** The Quiet Room is located adjacent to the College Chapel. It is a discreet place to spend time alone and in company with our inner lives.

- **Chaplaincy Library:** The Chaplaincy Library is located within the College Chapel. Among the books available for reading are reflections on 'bereavement and loss', 'world religions', 'faith development' and 'spirituality'.

- **Guided Meditation:** Guided Meditation takes place every Thursday in the Quiet Room at 1:30 – 1:50pm, and all are welcome.

3.0 What you can expect from us:

You are entitled to expect that the Chaplaincy will:

- serve students and staff of all faiths and none;
- provide confidential pastoral care/support. If we are unable to provide suitable support, we will suggest others who would be able to provide the required support;
- respond adequately to questions concerning beliefs, spirituality and ethics;
- provide spiritual and religious events which are of high quality, and which are accessible to all;
- foster mutual respect and understanding between different religious beliefs systems.

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 respect the College Chapel, the Quiet Room, and the need for personal space;
- honesty, integrity, simplicity, and a sense of humour.

5.0 Statement of Confidentiality

The Chaplain respects the uniqueness of each person, and their story will be 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 a student is in danger to him/herself or to others. The same applies if it becomes known that another person is in danger.

6.0 Equal Opportunities

Chaplaincy is committed to valuing diversity and does this specifically by promoting respect for different faiths, traditions, and beliefs, and serving students and staff equally, regardless of race, religion, gender, disability, marital status, social class, age or sexual preference. Forms of unlawful direct or indirect discrimination or unequal treatment or unethical behaviour will be challenged.

7.0 How to contact the Chaplain:

Our Chaplain is:

Liam Dunne

Office: 059 91 53245 (Internal 245).

Email: chaplaincy@carlowcollege.ie

Hours of Work: The Chaplain is available to students and staff on: Tuesdays, Wednesdays, and Thursdays, 9am – 4:30pm.

Location: The Chaplain's Office is located on the Second Floor, South Wing, room S25 (adjacent to James Fintan Lalor Hall).

Appendix 41.4: Chaplaincy Assist Fund

COLÁISTE CHEATHARLACH NAOMH PÁDRAIG
CARLOW COLLEGE ST. PATRICK'S

CHAPLAINCY ASSIST - PROCEDURES

(Emergency Fund operated through the Chaplaincy Service)

- Chaplaincy Assist is an emergency fund operated through the Chaplaincy Service and is available to any registered Carlow College student.
- Any student that finds themselves in need of financial assistance should contact the Chaplain by email, phone or in person; chaplaincy@carlowcollege.ie or 059 9153245. The Chaplaincy Office is located in South Wing, beside the Prayer Room and opposite the Academic Administration Office.
- The Chaplain will speak with the student to ascertain:
    - Personal details
    - Current sources of financial support
    - The circumstances which have led to the need for the application.
- These details are recorded on the application form by the Chaplain (see Chaplaincy Assist Form).
- All applications to Chaplaincy Assist are individually considered and assistance given as quickly as possible. Each application form is signed by both the Chaplain and the student.
- A record of the application is kept by the Chaplain with a reference number assigned. For auditing purposes, the reference number is recorded on the receipt retained by the Chaplain and submitted to accounts.
- In the event of on-going financial difficulty, the student, with their written consent (see SVP Consent Form) will be directed to the St. Vincent de Paul Society in their home area for further assistance.

COLÁISTE CHEATHARLACH NAOMH PÁDRAIG
CARLOW COLLEGE ST. PATRICK'S

CHAPLAINCY ASSIST FORM

Chaplaincy Assist is an emergency fund operated through the Chaplaincy Service and is available to any registered Carlow College student. It aims to provide small amounts of financial support to assist students who find themselves in an unanticipated financial crisis.

1. Student Details

Name of Student:		**Student Number:**	
Programme:		**Stage:**	**1 2 3 4**
Contact Details:		**Date of application:**	

2. Current Sources of Financial Support

SUSI Grant		**Social Welfare Payment**	
Employment		**Scholarships / Bursary**	
Family		**Other**	

3. A brief description of the nature of the situation which requires financial support

_____
_____
_____
_____
_____
_____

By signing this form, I acknowledge that I understand and agree with the following statements:

- I understand that Carlow College, St Patrick's will process my personal data in accordance with Data Protection laws and the Privacy Notice for Learners (available at https://www.carlowcollege.ie/explore/leadership-structure/data-protection/privacy-notice-for-learners/).

- I acknowledge that personal data that I record on this form will be retained for a period of time in order to comply with audit requirements if it is a record of expenditure of College funds.

- I understand that in normal circumstances, the Chaplain of Carlow College, St Patrick's will have access to this form and related records but that other persons (as outlined in the Privacy Notice for Learners) may also have legitimate reason to access these records.

CONSENT FOR PROCESSING OF PERSONAL DATA

By ticking the following box, I grant consent to Carlow College, St Patrick's to process my personal data recorded on this form for the purpose of assessing my Chaplaincy Assist application ☐.

I understand that I may grant or refuse consent, but if I refuse consent, Carlow College, St Patrick's may be unable to process my application.

Signature: _____

Student

4. Office use only

Date application received: _____

Reference number: _____

Amount paid: _____

Signature: _____
On Behalf of Chaplaincy

5. Student Receipt

I received the sum of: _____

Date: _____

Signature: _____
Student

Appendix 41.5: Health Service Statement of Service

COLÁISTE CHEATHARLACH
NAOMH PÁDRAIG
CARLOW COLLEGE
ST. PATRICK'S

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 aims to provide:

- A professional, appropriate and confidential student health service to all students during the academic year which is free of charge.
- Medical care for day-to-day / on-the-day illness, recent/new injuries, minor illnesses, sexual health and contraception services, general wellbeing.
- Medical care in an emergency and in the management of any illness or condition, that requires special attention.
- Treatment, information and referrals to our off-campus GP service and signposting to the college counsellor and other community services as required.

The health service is not a replacement for a student's usual medical practitioner and services are provided as an addition to their own GP or specialist medical service. Students who have an ongoing illness or chronic condition should continue to see their usual doctor.

2.0 Our Services:

The Health Service consists of an on-campus Nurse-led service which is supported by an off-campus GP practice.

- On-campus nurse: The nursing service operates an appointment system for routine health care needs. Daily drop-in hours are also available for routine and emergency needs. Consultations are available in-person, by phone or online via MS Teams. All consultations are strictly confidential, and information is not shared without student's prior consent.
- Appointments with the nursing service are free to all registered students.
- Off-campus GP: The GP service is provided by an off-campus GP surgery Monday to Friday in conjunction with the students own GP service. All consultations with the off-campus GPs are booked through the Carlow College Health Service only. Consultations with the GP may be by phone or in-person depending on the medical issue.
- Appointments with the GP service are free for medical card, GP visit and Erasmus EHIC cardholders. For non-cardholders, the GP appointment fee is subsidised by the college to a maximum of 30 euros.

- Contraception: advice and information can be obtained from the nurse and appointments can be arranged with the GP for prescriptions and follow-ups.

- Sexual health / STI information and testing: Advice and information can be obtained from the nurse and referrals made to local STI clinics and/or the GP service.

- Vaccinations: Hepatitis B clinics are organised for programmes with professional placement components. Referrals for Flu vaccine and other vaccines can be made to the GP service.

- Health Awareness Campaigns: Advice, information and promotion of Quit Smoking, Breast Cancer Awareness, Mental Health, Men's Health, sexual health and well-being.

- PAWS Project: Pet Away your Worries and Stress initiative for students which co-ordinates organised interaction sessions on campus with Alfie the college's therapy dog (registered with Irish Pet Therapy Association) several times per week.

3.0 What you can expect from us:

- A free / subsidized, professional, impartial and confidential health service available to all registered students in Carlow College St Patrick's during the academic year.

- On-going support, advice and guidance throughout your time in college with any ongoing health issue or concern.

- Provision of medical attention in case of a health emergency.

- Information, advice and guidance on health-related topics.

- Referrals to off – campus GP service and community services as required.

- Our Nurse is a member of ISHA (Irish Student Health Association), the professional body for healthcare professionals working in higher education institutions.

4.0 What we expect from you:

- Register with the health service at the beginning of your first academic year or at any point throughout your studies. If you have any long-term illness which requires regular monitoring or medication, please register with the medical service as soon as possible.

- Attend all booked appointments on time or cancel appointments if not attending.
- Maintain link with your own GP practice and attend your own GP for any non-urgent issues when possible.
- Medical card holders who live within 20km of their own GP must attend their own GP to avail of their 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 they care for within their workplace/college.

Data Protection laws, such as the General Data Protection Regulation (GDPR) and the Data Protections Acts 1988 to 2018, set out rules for organisations which use or store personal data about living people and give rights to those people whose personal data has been collected. Health data is special category personal data and Carlow College has various obligations in respect of this data. The Privacy Notice for Learners, which is available on the college website, explains how the college uses learner data.

While consent is a well-known basis on which organisations process personal data (and special category personal data), Carlow College may, in limited circumstances require to use health data without learner consent. This is permitted by Data Protection laws and in all circumstances, Carlow College will ensure that it acts in accordance with legislation. Areas where the College may use such learner data without consent include, but are not limited to the following:

- Emergency situations where learners are injured or unwell;
- To protect the vital interests of learners or other individuals e.g. safeguarding concerns;
- Sharing information with law enforcement agencies, such as An Garda Síochána, in connection with the prevention, detection and investigation of crime;
- For the establishment, exercise and defence of legal claims;
- Investigations under college policies;

- Statistical purposes, such as research into use of the college's support services.

In all situations where the college uses learner data, it will exercise the greatest possible discretion and protect the privacy of learners to the greatest degree possible.

6.0 Limitations of Service:

- Our services are normally available **Monday – Thursday from 9am – 3.30pm** during **term-time.**
- If urgent medical assistance is required out of hours, 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
  - A&E Department – St Luke's Hospital, Kilkenny 056 7785000

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 as part of student services team 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 and /or complete our user surveys.

8.0 How to contact us:

Maura Hennessy

College Nurse

Carlow College, St. Patrick's

College Street,

Carlow

Ireland

059-9153237 or 087-1608203

nurse@carlowcollege.ie ¦ www.carlowcollege.ie

Nurse Office Hours: Monday – Thursday 9.00am - 3.30pm

Moodle site: Carlow College Health Service

Appendix 41.6: Learner Information and Retention Officer (LIRO) Statement of Service

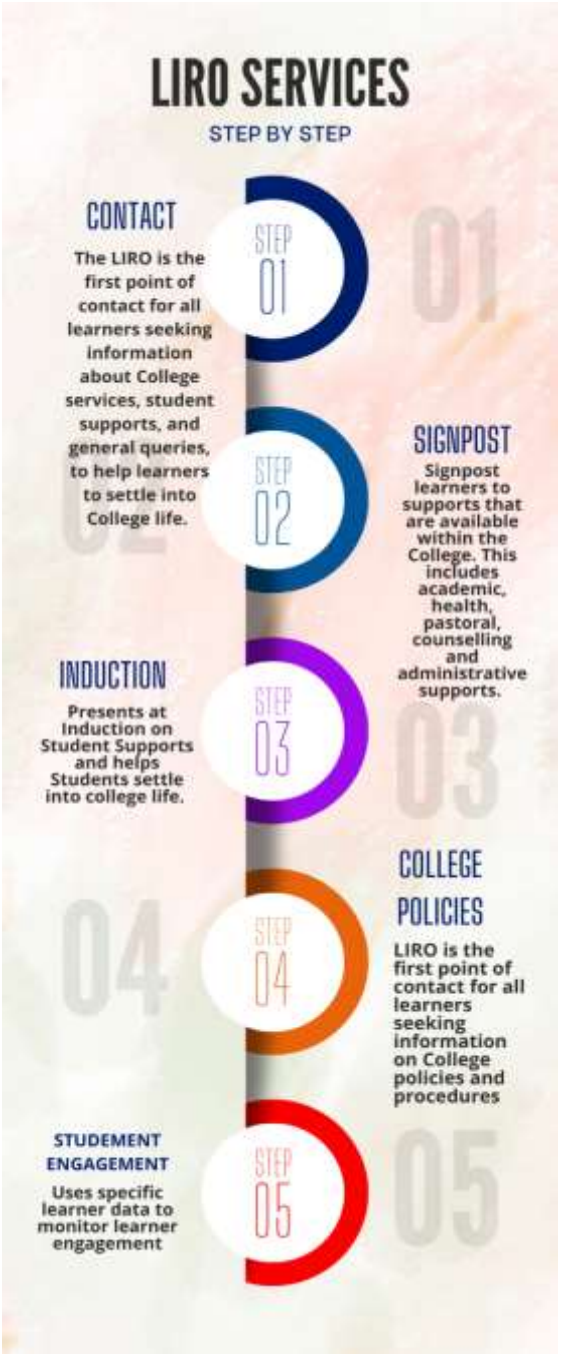
COLÁISTE CHEATHARLACH
NAOMH PÁDRAIG
CARLOW COLLEGE
ST. PATRICK'S

Learner Information and Retention Officer
Statement of Service

Helping students to settle, stay and succeed at Carlow College

1. Introduction

The aim of this Statement of Service is to outline the learner support services provided by the Learner Information and Retention Officer (LIRO) at Carlow College, St Patrick's. This infographic summarises our services:



2. Our Services

- The LIRO is the first point of contact for all learners seeking information about college services, student supports, and general queries, to help learners to settle into college life.

- The LIRO is available to signpost learners to supports that are available within the College. This includes academic, health, pastoral, counselling, IT and administrative supports. Information about these supports is available here.

- The LIRO participates in induction week at the beginning of the academic year. If learners join the College after induction week, the LIRO will contact the learner for one-to-one induction.

- The LIRO is the first point of contact for all learners seeking information on college policies and procedures and helps learners to resolve concerns during their early stages. The LIRO will help learners to identify the correct College policy or procedure relating to their query. College policies are available here.

- The LIRO is the first point of contact for all grievance-related queries, providing accurate and informed information and guidance. See Section 4 for further information. The Learner Grievance and Complaints Policy is available here.

- The LIRO provides information to learners about the Dignity & Respect Policy, available here. The LIRO also has specific duties under this Policy. See Section 4 for further information.

- Carlow College uses specific learner data to monitor learner engagement with their studies, with the objective of improving the likelihood that learners will achieve their learning outcomes. The LIRO monitors such data for Stage 1 and Stage 2 learners. The LIRO may contact learners who appear not to be engaging fully to offer supports. See Section 5 for further information.

3. How the LIRO Communicates with Learners

- The LIRO mainly communicates with learners using email to their College accounts. If we cannot make contact using the learner's College email account. We may make contact using the learner's personal email address, as recorded on the SRMS

- The LIRO may phone learners using the main College phone number (059-9153200) or the LIRO's mobile number (086-0675449). Calls are made to the learner's phone number as recorded on the SRMS. The LIRO's direct College number is 059-9153233.

- Learners are requested to ensure that their contact details on the SRMS are up to date.

- The LIRO is available to meet with learners, 9am-5pm, Monday-Friday, in person or via Microsoft Teams. Learners are welcome to drop into the LIRO's office. An

appointment is not always necessary but can be booked in advance by emailing the LIRO at liro@carlowcollege.ie. Learners, where possible, should indicate why they wish to meet so that the office can prepare. If the learner needs to cancel an appointment, where possible, please let us know.

- The learner can be accompanied by another person if they wish, but please let us know at least 24 hours in advance of the meeting if you are being accompanied and by whom. Depending on the reason for the meeting, the person who accompanies the learner may vary e.g. a fellow learner, parent, Dignity & Respect Contact Person, a Students' Union Officer. The LIRO must assume that if they bring another person to a meeting that the learner is agreeable to the matters at hand being discussed openly. If the learner does not wish to discuss particular topics in the presence of another party, please notify this to the LIRO at least 24 hours before the meeting.

- The LIRO will create and keep a record of communications with learners.

4. Dignity & Respect Policy and Grievances & Complaints Policy

The LIRO's role under these Policies is to provide the learner with information pertaining to the steps and procedures they should navigate in the event of a grievance and/or dignity and respect issue. The role of the LIRO is to:

- Act as the first point of contact for all grievance / dignity and respect related queries, providing accurate and informed information and guidance in relation to College policies, potential next steps and associated documentation and relevant forms;

- Encourage learners to resolve issues at local level in the first instance in relation to grievances and Dignity and Respect related issues;

- Respond sensitively and promptly to learners who are raising dignity and respect issues;

- Be familiar with the Dignity and Respect Policy and its associated document;

- Promote ongoing awareness of the policy and a culture of dignity and respect;

- Be able to refer learners to sources of help and seek advice, as appropriate;

- Direct learners to the correct person in relation to their specific queries (i.e. Academic Advisor / Programme Directors etc.); and

- Liaise with the relevant department managers, programme directors and all line managers to ensure consistency and compliance with all policies.

Please note that the LIRO does not make decisions as to whether a complaint is upheld or take action on the outcome of a grievance.

5. Monitoring Learner Engagement

Many third-level colleges use existing learner data to monitor how learners are engaging with their studies and improve the likelihood that they will achieve their learning outcomes.

In Carlow College, the LIRO uses the following data to monitor the engagement of Stage 1 and Stage 2 learners:

- Class attendance.
- Moodle logins.
- Turnitin assignment submissions at week 4 and week 8 per semester.

The learner data is cross-referenced and considered together, and if it indicates that a learner is not attending class, logging into Moodle regularly or submitting assignments as expected, the LIRO may contact the learner to check if they are okay or if they would like to access some of our learner supports. The LIRO may contact learners in the following situations, however, please note the remainder of this section as it contains important information about engagement between the LIRO and learners, and how the LIRO uses learner data:

- Stage 1: where the learner misses two or more lectures or tutorials in a single module; or eight or more classes across their six modules. This is reviewed twice each semester after weeks 4 and 8.
- Stage 2: where the learner misses three or more lectures or tutorials in a single module; or ten or more classes across their six modules. This is done twice each semester after weeks 4 and 8.
- Where the learner has not logged into Moodle for more than a week.
- Where the learner is not submitting assignments as expected.

Whilst the LIRO acts for the benefit of learners, learners may decline LIRO assistance if they wish. Learners are assured that the data that is monitored has been collected

in the course of their studies, and any conclusions drawn from data analysis will be for their benefit. Other learner data is not monitored for engagement purposes.

It is important to point out that the LIRO may not contact the learner in all instances. or example, if a learner has not submitted an assignment which is due, but the data shows they are attending class regularly, the LIRO may not contact the learner. Learners should note that the data use described here may not identify all learners who are in need of support. All learners are encouraged, at any time, to approach the LIRO or other relevant College staff, to avail of support.

Additionally, data only provides indicators of progress – there will be a degree of inaccuracy and data does not wholly define a learner or their progress. Any learner who is concerned about how their data is being interpreted may contact the LIRO or your Programme Director.

Class attendance data is held within the SRMS, but due to how that system functions, the data is not visible to learners. Learners can request their class attendance data from Academic Administration.

6. Confidentiality and Information Sharing

The LIRO only shares learner information with other College staff where this is necessary and appropriate. Learners are encouraged to share information with the LIRO in order that relevant supports can be offered, but the LIRO cannot give absolute assurances about confidentiality as there may be occasions where we act in your best interests without your consent. On some occasions, the LIRO may ask for your consent to use your data or share it with others. This is particularly the case where your special category personal data is involved e.g. health data, or data relating to disabilities or learning differences. You are free to give or refuse consent, or to later withdraw this consent by contacting the LIRO.

The LIRO works closely and collaboratively with Academic Advisors, Programme Directors and relevant departments and functions of Carlow College. This includes that the LIRO regularly creates statistical reports on learner engagement. For the most part, learners are not identifiable in such reports. Recognising that Social Care learners must achieve 80% attendance at lectures and tutorials to proceed directly to placement in Stage 2, the LIRO reports to the Social Care Programme Director about the attendance of named students.

7. Sharing Learner Information with Parents/Guardians or other Third Parties

Due to data protection law, Carlow College cannot share learner data with parents/guardians or other third parties without learner consent, except in extremely limited cases. An example is a life-and-death situation.

The College is happy to provide general information to parents/guardians about programmes of study and College policies and procedures.

8. Data Protection

The LIRO uses learner personal data to provide services to learners. Use of personal data is compliant with data protection law. Various measures in this Statement of Service are present due to data protection obligations, and we have carried out a Data Protection Impact Assessment on LIRO practices. We use data ethically, fairly and transparently, and learners may request a copy of data the LIRO holds about them. The Learner Privacy Notice is available here and it provides information about how Carlow College uses learner data, data protection rights and how to contact the Data Protection Officer.

9. 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 as part of the student services team through the college's strategic management processes.

If you have attended the LIRO Service, have a suggestion or simply have some general comments to make, we would value your feedback. Send an email to liro@carlowcollege.ie or complete our anonymous feedback surveys.

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.

10. Contact Details

Learner Information and Retention Officer (LIRO)

Email: liro@carlowcollege.ie.

Mobile: 086-0675449

Office (Direct Line): 059 9153233

Appendix 41.7: Library Admission and User Services Policy

For document control purposes, the *Library Admission and User Services Policy* can be viewed online. If a member of staff, this Policy can be found on the Staff Portal. If a learner, this Policy can be found on the Student Portal.

Appendix 41.8: Student Counselling Service Statement of Service

COLÁISTE CHEATHARLACH
NAOMH PÁDRAIG
CARLOW COLLEGE
ST. PATRICK'S

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, psychological and social issues that hinder academic performance and well-being.

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 based on personal identity, ethical, spiritual and moral values;
- to support the academic and personal development of students and;
- to provide a safe, supportive and confidential 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 Psychological Counselling in Higher Education Ireland (PCHEI) 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: sexual trauma/rape/abuse; anger management, anxiety; bereavement loss and transition; bullying; communication problems; conflict; depression; gender and sexual identity 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.

- We offer both in-person and online counselling through MS Teams.
- We offer an out-of-hours, text-based mental health support service in partnership with HSE 'Text About It'. Text 'CCSP' to 50808.

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.
- A mainly appointment-based service with dedicated drop-in times where no appointment is necessary.
- 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/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.

Data Protection laws, such as the General Data Protection Regulation (GDPR) and the Data Protections Acts 1988 to 2018, set out rules for organisations which use or store personal data about living people and give rights to those people whose personal data has been collected. Counsellor records is special category personal data and Carlow College has various obligations in respect of this data. The Privacy Notice for Learners, which is available on the college website, explains how the college uses learner data. The Student Counselling Service also adheres to its reporting responsibilities under the *Children First: National Guidelines for the Protection and Welfare of Children* (2017).

While consent is a well-known basis on which organisations process personal data (and special category personal data), Carlow College may, in limited circumstances require to use learner data without learner consent. This is permitted by Data Protection laws and in all circumstances, Carlow College will ensure that it acts in accordance with legislation. Areas where the College may use such learner data without consent include, but are not limited to, the following:

- Emergency situations where learners are injured or unwell and there is a serious concern that there may be a threat to the safety or life of the learner or others.
- To protect the vital interests of learners or other individuals e.g. safeguarding concerns;
- Sharing information with law enforcement agencies, such as An Garda Síochána, in connection with the prevention, detection and investigation of crime;
- For the establishment, exercise and defence of legal claims;
- Investigations under college policies;
- Statistical purposes, such as research into use of the college's support services.

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.

In all situations where the college uses learner data, it will exercise the greatest possible discretion and protect the privacy of learners to the greatest degree possible.

6.0 Limitations to service:

- Our services are normally available Monday – Friday from 9am to 5pm during term-time. A reduced service of 2 days per week is available during the summer break (June to mid-August).
- If urgent emotional assistance is required out of hours, 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
    - The Samaritans 24 hours Freephone listening service 116123
    - Carlow Garda Station 059 9131505
    - Text CCSP to 50808 (free, confidential, 24/7 text help service)

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 as part of the student services team 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 or complete our anonymous feedback surveys.

8.0 How to contact us:

Counsellors:	Martina Kelly MIACP (Tuesday, Wednesday and Thursday 9am – 5pm)
	Aisling O'Connor MIACP (Monday and Friday, 9am – 5pm)

Counsellor's Office:	Student Resource Building
Contact (Office Hours):	059 9153225 or 085 7564441 (call or text) Email: counsellor@carlowcollege.ie Moodle resources: Student Counselling
Out-of-hours support:	Text CCSP to 50808 (free, confidential, 24/7 text help service) 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 The Samaritans 24 hours Freephone listening service 116123 Carlow Garda Station 059 9131505

Appendix 42: Learner Health and Wellbeing Policy

For document control purposes, the *Learner Health and Wellbeing Policy* can be viewed online. If a member of staff, this Policy can be found on the Staff Portal. If a learner, this Policy can be found on the Student Portal.

Appendix 43: Organisational Reports

Report	Author	Frequency	Submission Dates	Submitted To	Approved By	Other Committees / Offices Submitted for Discussion / Recommendations
Academic Advisor Report on Learner Progress	Academic Advisors	Bi-Annually	15 January / 15 May	Programme Director	Programme Board	
Admissions Report	Admissions Office	Tri-Annually	15 October / 28 February / 30 August	Office of the Registrar	Academic Council	Office of the Registrar
Annual Quality Assurance Report (AQR)	Quality Assurance Office	Annually	15 February	Quality Assurance Committee	Academic Council	Governing Body

Report	Author	Frequency	Submission Dates	Submitted To	Approved By	Other Committees / Offices Submitted for Discussion / Recommendations
Annual Quality Enhancement Report (AQER)	College Offices / Departments	Annually	30 August	Quality Assurance Officer	Management Board	Governing Body
Assessment Report	Programme Director	Tri-Annually	15 February / 1 July / 1 October	Office of the Registrar	Academic Council	Academic Committee, Governing Body
Cross Programme Monitoring Report	V.P. for Academic Affairs and Registrar	Annually	1 December	Office of the Registrar	Academic Council	Academic Committee, Governing Body
Delany Archive	Archivist	Quarterly	Dates specified annually	President	Delaney Archive Board of Trustees	
External Examiners Report	External Examiners	Annually	15 August	V.P. for Academic Affairs / Registrar	Academic Council	Academic Committee, Governing Body
Equality Report	President's Office	Annually	15 April	Management Board	Management Board	Governing Body

Report	Author	Frequency	Submission Dates	Submitted To	Approved By	Other Committees / Offices Submitted for Discussion / Recommendations
Learner Retention and Progression Report	Learner Information and Retention Officer	Annually	15 September	Director of Student Services & Learner Supports	Academic Council	Academic Committee, Governing Body Management Board
Programme Monitoring Reports	Programme Directors	Annually	15 October	Vice President for Academic Affairs and Registrar Programme Board	Academic Council	Academic Committee, Governing Body
Report and Financial Statement	Auditor	Annually	28 February	Governing Body	Governing Body	Management Board
High Risk Register	Director of Strategy and Operations	Quarterly	15 March / 15 June / 15 September / 15 December	Management Board	Management Board	Audit Committee, Governing Body
Low Risk Register	Director of Strategy and Operations	Annually	15 September	Management Board	Management Board	Audit Committee, Governing Body

Appendix 43.1: Flowchart of Organisational Reports

Flowchart for Organisational Reports

	August	September	October	November	December	January	February	March	April	May	June	July
Part 1: Organisational Reporting Cycle		High & Low Risk Register *(15 Sept..)*	First Admissions Report *(15 Oct.)*		High Risk Register *(15 Dec.)*	First Academic Advisor Report *(15 Jan.)*	First Assessment Report *(15 Feb.)* Second Admissions Report *(28 Feb.)*	High Risk Register *(15 Mar.)*	Equality Report *(15 Apr.)*	Second Academic Advisor Report *(15 May)*	High Risk Register *(15 June)*	Second Assessment Report *(1 July)*
Part 2: Completion of Reporting Cycle (AY)	External Examiners Report *(15 August)* Third Admissions Report *(30 August)* AQER *(30 August)*	LIRO Report *(15 Sept.)*	Third Assessment Report *(1 Oct.)* Programme Monitoring Report *(15 Oct.)*		Cross Programme Monitoring Report *(1 Dec.)*		AQR *(15 February)* Report and Financial Statement *(28 February)*					

Appendix 43.2: Committee Reports

Report	Author	Frequency	Approved by
Programme Boards	Programme Directors	As per Terms of Reference	Academic Council
Quality Assurance Committee	Chair of Quality Assurance Committee	Three times per year	Academic Council
Learning, Teaching and Assessment Committee	Chair of Learning, Teaching and Assessment Committee	As per Terms of Reference	Academic Council
Strategic Development Committee	Chair of Strategic Development Committee	As per Terms of Reference	Academic Council
Research Ethics Advisory Committee (REAC)	Chair of REAC	Annually (15 May)	Teaching, Learning and Assessment Committee
Workplace Learning Experience Advisory Committee	Chair	Minimum of once each semester	Arts & Humanities / English & History Programme Boards
Practice Placement Advisory Committee (Social Care Placements)	Chair	Five times per year	Applied Social Studies (Professional Social Care) Programme Board

Appendix 44: Academic Monitoring and Evaluation

Monitoring / Evaluation Method	Responsibility	Processing of Data	Frequency	Date Completed	Accompanying Report
Academic Staff Survey	Office of the Registrar	Programme Directors	Annually	15 June	Programme Monitoring Report
Annual Programme Evaluation by Continuing Learners	Programme Directors	Programme Directors	Annually	15 September (completed at Induction)	Programme Monitoring Report
Attendance Reports	Academic Administration	Academic Administration	Monthly	Week 4 and Week 8	Academic Advisor Report
External Stakeholder Engagement Survey (Placement Modules)	Placement Coordinator	Placement Coordinator	Every 2.5 year	Programmatic Review	Programme Monitoring Report
External Stakeholder Engagement Survey (Programmatic Review)	Programme Director	Programme Design Team	Every 4 years	Programmatic Review	Programme Review Report
Graduate Survey	Office of the Registrar	Programme Directors	Annually	15 April	Programme Monitoring Report

Monitoring / Evaluation Method	Responsibility	Processing of Data	Frequency	Date Completed	Accompanying Report or Purpose
Library Survey	Library Staff	Library Staff	Annually	30 May	Cross-Programme Monitoring Report
					Annual Quality Enhancement Report
Module-Level Feedback Survey	Programme Directors	Project Administrator (SRMS)	Bi-Annually	Weeks 8 – 10 of each semester	Programme Monitoring Report
Non-Submission Report	Academic Administration	Academic Administration	Bi-Annually	End of Semester 1 and End of Semester 2	Academic Progression
Planned Curriculum	Academic Administration	Academic Administration	Annually	April	Resourcing / Timetabling
Programme Self-Evaluation	Programme Director	Programme Design Team	Every 4 years	Programme Review	Programme Review Report
Learner Numbers by Programme	Academic Administration	Academic Administrations	Annually	April	Resourcing / Timetabling
Student Services & Learner Support Reports	Student Service & Learning Support Officer	Director of Student Services & Learner Supports	Monthly	Monthly	Function Report
					Annual Quality Enhancement Report

					Cross-Programme Monitoring Report

Appendix 45: Data Protection Policy

For document control purposes, the *Data Protection Policy* can be viewed online. If a member of staff, this Policy can be found on the Staff Portal. If a learner, this Policy can be found on the Student Portal.[52]

[52] For more information on Carlow College's Data Protection Initiatives, see https://www.carlowcollege.ie/explore/leadership-structure/data-protection/.

Appendix 46: Freedom of Information Policy

For document control purposes, the *Freedom of Information Policy* can be viewed online. If a member of staff, this Policy can be found on the Staff Portal. If a learner, this Policy can be found on the Student Portal.[53]

[53] For more information on Carlow College's Freedom of Information Initiatives, see https://www.carlowcollege.ie/explore/leadership-structure/freedom-of-information/.

Appendix 47: Information Security Policy

For document control purposes, the *Information Security Policy* can be viewed online. If a member of staff, this Policy can be found on the Staff Portal. If a learner, this Policy can be found on the Student Portal.

Appendix 48: Records Management Policy

For document control purposes, the *Records Management Policy* can be viewed online. If a member of staff, this Policy can be found on the Staff Portal.

Appendix 49: Marketing and Communications Policy

For document control purposes, the *Marketing and Communications Policy* can be viewed online. If a member of staff, this Policy can be found on the Staff Portal.

Appendix 50: Publication Approval Flowchart

Appendix 51: Sample for Placement Memorandum of Agreements[54]

Agreement made between Carlow College, St. Patrick's, College Street, Carlow and Insert Agency Name & Address in respect of Social Care Practice Placements	CARLOW COLLEGE ST. PATRICK'S

PURPOSE:

A. 'Social Care Workers plan and provide professional care to vulnerable individuals and groups of all ages who experience marginalisation, disadvantage or special needs. As well as protecting and advocating for such individuals and groups' (Social Care Ireland).

B. Practice placement learning enables Carlow College students to acquire the knowledge and skills for future employment. Learning initially developed within the academic component of their programme must be integrated into practice through experience and supervision offered by structured placements within suitable institutions. A partnership approach between Carlow College, St. Patrick's as the education provider and the practice placement provider is key to this success.

C. The purpose of this Agreement is to establish and commit to a relationship between the Host (as defined below) and Carlow College, St. Patrick's to enable an educational experience for the student on practice placement. This will provide the student undertaking practice learning as part of their programme the opportunity, if they are successful, to gain Quality and Qualifications Ireland (QQI) academic credits.

D. This Agreement also addresses statutory obligations that may arise under the National Vetting Bureau (Children and Vulnerable Persons) Act 2012-2016 ("**Vetting Act**"), as detailed further below.

E. The Host is a 'relevant organisation' as defined in section 2 of the Vetting Act. Pursuant to s12 of the Vetting Act, the Host must obtain a vetting disclosure in respect of any person employed, contracted, placed or permitted to undertake "relevant work or activities" relating to children and/or vulnerable persons on behalf of the Host. A person who contravenes this requirement shall be guilty of an offence.

F. It is acknowledged that each learner accepting a place on a programme is likely to undertake "relevant work or activities" within the meaning of the Vetting Act.

G. 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 such an offence to show that the other 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.

H. Accordingly, the Vetting Agreement (as defined in section 3 below) records a written agreement between Carlow College and the Host pursuant to s12(3A) of the Vetting Act.

Key Roles Definitions:

College Practice Educator: A College employee assigned to the individual learner in relation to their placement.

Field Practice Educator: An employee of the Host with a specific role in relation to the supervision and assessment of the learner on placement.

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[54] This is only a sample agreement for a placement opportunity. Templates for all placements at Carlow College are held by the President's Office.

Placement Co-ordinator: An employee of the College with overall responsibility for the organisation, monitoring and management of Social Care placements.

SECTION 1: GENERAL TERMS

This Agreement is made between Carlow College, St. Patrick's, College Street, Carlow (hereafter referred to as 'Carlow College' or 'the College') and Insert Agency Name & Address (hereafter referred to as the 'Host').

THE FOLLOWING TERMS ARE AGREED BY THE PARTIES:

1. This Agreement shall apply to any Social Care placements (hereafter referred to as 'the Placement(s)') of any Carlow College student(s) (hereafter referred to as 'Learner(s)') with the Host. This Agreement is in respect of Learners who are active in participation in the duties and functions of professional practice under the direct supervision and instruction of employees of the Host ("Field Practice Educators").

2. "Field Practice Educator" as used herein means employees of the Host who hold valid credentials to undertake this role. Field Practice Educators will have relevant qualifications, experience and competence in their current roles. Upon request, the Host shall provide to Carlow College evidence of relevant qualifications of the Field Practice Educators.

3. The Host agrees to provide a Placement to the Learners during such periods and hours and at such locations, as specified in a Placement Learning Contract which shall be entered into by the College, Host and each Learner. Learners will not be paid for Placements. Learners shall not be an employee of the Host and shall not be assigned duties as an employee.

4. The Host shall facilitate the Learners in achieving the learning objectives of the Placement set out in the relevant Placement Learning Contract. The Host confirms that it can and will provide the necessary expertise, supervision and work experience to assist in this regard.

5. In order to allow assessment and evaluation of the Learners, the Host will provide Carlow College with such feedback, information and co-operation as the College may reasonably request. The College Practice Educator (as defined in clause [16] below) may visit the location of any Placement to monitor the Learners' progress and to conduct a Learner assessment. The Host will facilitate two inspection/assessment visits to each Learner during Placement.

6. The Host will notify Carlow College Practice Educator on a timely basis [and in any event no less than 5 days of becoming aware] of any case of breach of discipline, health and safety incidents/accidents or on support issues in relation to a Learner's Placement. The Host agrees to complete the relevant assessment reports in respect of the Learner's Placement provided by Carlow College within 14 days from the end of the Placement. These reports will form part of the Learner's portfolio and will be subject to Carlow College's assessment procedures.

7. The Host acknowledges that the Learners remain registered with Carlow College whilst on placement and in the event that the Learner(s) breach or are alleged to have breached any disciplinary code or procedure of the Host or are otherwise alleged to have been engaged in misconduct of any kind, this shall be promptly brought to the attention of the Carlow College Practice Educator. Disciplinary matters will be dealt with in accordance with relevant Carlow College and Host policies. The Host will provide, as part of learner induction, copies of all applicable Host organisational policies (such as Data Protection, Internet Usage or Social Media policies) to the Learner prior to the commencement of the Placement.

8. **Termination of Student Practitioner Placement**

    a. In the case where the Host organisation's rules are not respected, the Field Practice Educator is entitled to put an end to the placement by notifying the College Placement Co-ordinator and Learner by email.
    b. Such email shall be deemed delivered upon receipt by the sender of confirmation that the email has been delivered to the intended recipient. The College may terminate the Placement immediately. A repeat opportunity will be explored after the next available sitting of College Exam Boards.
    An individual Learner Placement can be terminated by either party with immediate effect in the event of gross misconduct by Carlow College, the Host or the individual Learner.
    c. The withdrawal, dismissal or removal of a Learner from placement in accordance with the provisions of this Agreement shall not affect the continuation of this Agreement or the continued training of other Learners by the Host pursuant to this Agreement.
    d. If a Field Practice Educator has concerns around a Learner's fitness to practise they should inform the Placement Co-ordinator or designate who will deal with this matter through the Carlow College *Fitness to Practice Policy* and procedure.

9. The Host will be responsible for directing and supervising the Learners whilst on Placement, including the provision of regular supervision sessions with the Learner. The Host will ensure the safety, health and welfare of the Learners at all times during the Placement. In compliance with the *Health Safety and Welfare at Work Act 2005* (as amended) (or the equivalent legislation in non-Irish jurisdictions), the Host will provide the necessary health and safety training, instruction and equipment to the Learners. The Host will bring to the attention of the Learners, all safety procedures and safety statements relating to the Placement in a timely manner.

10. The Host shall have and maintain public liability insurance, and employer's liability insurance where applicable, (or the equivalent in non-Irish jurisdictions) which provides cover for their hosting of the Learners and for any loss, injury and damage caused to a Learner during the Placement. Upon request, the Host shall provide to Carlow College evidence of such insurance cover.

11. The Host will comply with all applicable laws, including, but not limited to any relevant employment, health and safety and Data Protection Laws (as defined in section 2 of this Agreement).

12. The College assumes responsibility for the planning, directing, implementation and execution of a Placement preparation programme for each Learner prior to Placement being undertaken.

13. The College will provide a Placement pack containing (but not limited to):
    a. A copy of the relevant Practice Placement Handbook
    b. Placement Learning Contract
    c. Placement Assessment Form
    d. Copy of College insurance/indemnification letter
    e. Cover Letter from College.

14. The College will provide a named contact point ('College Practice Educator') for each Placement/Learner to ensure that there is a clear line of communication in place and to support a partnership approach between the Host, the Learner and the College.

15. The College will share with the Host organisation, information about Learner disabilities with the Learner's explicit consent. The Host organisation agrees to adopt a positive approach to the disclosure of a disability and reasonable accommodation requests, as practicable. Where reasonable accommodations are required by Learners on Placement these will be agreed and documented by the College and the Host as soon as possible after the disclosure of a disability. Information about Learner disabilities will be made known to employees of the Host organisation on a need to know basis only.

16. This Agreement may be terminated by either party by giving at least three months' notice to the other party.

17. The Host will not enter into any contract with a Learner which is inconsistent or conflicts with this Agreement or the Placement Learning Contract unless the Host is required or permitted by law. The Host also acknowledges that Learners are not agents of Carlow College and do not have the authority to sign any documentation on behalf of Carlow College.

18. Should any issues arise during the term of this Agreement, these will be dealt with by the representatives of both parties, who are named in the 'Contact Details' section in the Placement Learning Contract (or their replacements).

19. This Agreement and the Placement Learning Contract will be governed by the law of Ireland and the exclusive jurisdiction of the Irish Courts.

20. It is intended that this Agreement and the Placement Learning Contract is legally binding.

21. Should any provision of this Agreement be invalid or unenforceable, then the remainder of the Agreement shall remain valid and in force. The invalid or unenforceable provision shall be either (i) amended as necessary to ensure its validity and enforceability, while preserving the parties' intentions as closely as possible or, if this is not possible, (ii) construed in a manner as if the invalid or unenforceable part had never been contained therein.

22. This Agreement shall take effect on the date on which it has been signed by a representative of both parties.

23. This Agreement may be executed in any number of counterparts, each of which when executed and delivered shall constitute a duplicate original, but all counterparts together shall constitute a single agreement

ECTION 2: DATA PROTECTION

1. The following definitions apply in Section 2 of this Agreement:

1.1. 'Data Protection Laws' means all applicable data protection and privacy legislation in force from time to time in Ireland, including:

1.1.1. the General Data Protection Regulation (EU) 2016/679 (hereafter referred to as 'GDPR');
1.1.2. the Data Protection Acts 1988 to 2018;
1.1.3. the Privacy and Electronic Communications Directive 2002/58/EC (as amended) and the European Communities (Electronic Communications Networks and Services) (Privacy and Electronic Communications) Regulations 2011;
1.1.4. any other European Union legislation relating to personal data and all other legislation and regulatory requirements in force from time to time which apply to a party relating

to the use of Personal Data (including, without limitation, the privacy of electronic communications); and

1.1.5. the guidance and codes of practice issued by the Irish Data Protection Commission and applicable to a party.

1.2. 'Controller', 'Data Subject', 'Personal Data', 'Special Categories of Personal Data', and 'Processing' have the meanings given to them in the Data Protection Laws.

1.3. 'Personal Data Breach' means a breach of security leading to the accidental or unlawful destruction, loss, alteration, unauthorised disclosure of, or access to the Shared Personal Data.

1.4. 'Shared Personal Data' means the personal data to be shared between Carlow College and the Host pursuant to this Agreement and as described in clauses [4] and clause [5] of this Section [2].

2. The parties agree to process Shared Personal Data, as described in clause [4] and clause [5] for the purpose of organising and providing Placements as set out in this Agreement. The parties shall not process Shared Personal Data in a way that is incompatible with the purposes described in this clause ("Agreed Purpose").

3. Each party must ensure compliance with applicable Data Protection Laws at all times during the term of this Agreement.

4. The following types of Personal Data will be shared between the parties during the term of this Agreement:

   a) Name and contact details of the Learners
   b) Name and contact details of representatives of the parties
   c) Placement Learning Contract
   d) Timesheets
   e) Statement that the Learner has been satisfactorily vetted
   f) Assessment report by the Host organisation
   g) Information about concerns about the Learner
   h) Information about issues which arise under the College's Fitness to Practise Policy
   i) Information arising from investigations, including disciplinary investigations involving the Learner

5. The following types of Special Category Personal Data will be shared between the parties during the term of this Agreement:

   a) Medical Certificates relating to absence from placement
   b) Information about health issues which arise under the College's Fitness to Practise Policy
   c) Reasonable accommodations in place for Learners with disabilities

6. The Shared Personal Data must not be irrelevant or excessive with regard to the Agreed Purpose.

7. Each party undertakes to have in place throughout the term of this Agreement appropriate organisational and technical measures in place to protect the Shared Personal Data.

8. Each party shall ensure that it processes the Shared Personal Data fairly and lawfully in accordance with the Data Protection Laws and this Agreement.

SAMPLE

9. Each party shall ensure that it has legitimate grounds under Data Protection Laws for the processing of Shared Personal Data.

10. The parties each agree to provide such assistance as is reasonably required to enable the other party to comply with requests from Data Subjects to exercise their rights under the Data Protection Laws within the time limits imposed by the Data Protection Laws.

11. Each party shall comply with its obligation to report a Personal Data Breach to the appropriate Supervisory Authority and (where applicable) data subjects under Article 33 of the GDPR and shall each inform the other party of any Personal Data Breach irrespective of whether there is a requirement to notify any Supervisory Authority or data subject(s).

12. The parties agree to provide reasonable assistance as is necessary to each other to facilitate the handling of any Personal Data Breach in an expeditious and compliant manner.

13. In the event of inconsistencies between the provisions of Section [2] of this Agreement and any other part of this Agreement or any other agreement between the parties, the provisions of this Section [2] shall prevail with regard to the data protection obligations of the parties.

14. The Host shall not retain or process Shared Personal Data for longer than is necessary to carry out the Agreed Purpose.

15. Notwithstanding clause [14], parties shall retain Shared Personal Data in accordance with any statutory or professional retention periods applicable.

16. The Host shall ensure that any Shared Personal Data are returned to Carlow College or destroyed in the following circumstances:

    a) On termination of the Agreement;
    b) On expiry of the term of the Agreement;
    c) Once processing of the Shared Personal Data is no longer necessary for the Agreed Purpose.

17. Following the deletion of Shared Personal Data in accordance with clause [16], the Host shall notify Carlow College that the Shared Personal Data in question has been deleted.

18. The Host undertakes to indemnify Carlow College and hold it harmless from any cost, charge, damages, expense or loss which it causes to Carlow College as a result of the Host's breach of any of the provisions of this Section [2].

19. The parties agree that, notwithstanding the expiry or termination of this Agreement for any reason, the provisions of Section [2] of this Agreement shall continue to apply to the Shared Personal Data in the possession of either party.

SECTION 3: VETTING CONFIRMATION AND AGREEMENT PURSUANT TO SECTION 12(3A) OF THE VETTING ACT

In accordance with section 12(3A) of the Vetting Act, Carlow College and the Host organisation hereby jointly agree:

1. To the placement of Carlow College's Learners with the Host organisation to undertake relevant work or activities as defined in the Vetting Act.

SAMPLE

2. That Carlow College has registered with the National Vetting Bureau as a 'relevant organisation', as defined in s2 of the Vetting Act, in accordance with the provisions of s8 of the Vetting Act.

3. That Carlow College has obtained vetting disclosures from the National Vetting Bureau in respect of each Learner undertaking such placement.

4. That Carlow College will ensure that each Learner's vetting disclosure obtained by Carlow College is considered and processed in accordance with the College's Garda Vetting Policy.

5. By proposing a Learner for placement, the College confirms that it is satisfied that the Learner satisfies the College's Garda Vetting Policy and is suitable to undertake "relevant work or activities" within the meaning of the Vetting Act.

6. The conduct of the vetting process and the processing by Carlow College of the results of the vetting and verification processes shall be undertaken at all times in accordance with the College's Garda Vetting Policy and the requirements of the Vetting Act and all other laws.

7. No variation of the Vetting Agreement contained within this Agreement shall be effective unless it is in writing and signed by both parties.

Signed on behalf of Host Organisation:	**Signed on behalf of Carlow College, St Patrick's**
Name:	**Name:**
Title:	**Title:**
Date:	**Date:**

SAMPLE

Appendix 52: Register of Inter-Institutional Agreements[55]

Name	City	Province / State	Country	Agreement Type	Date Signed	Duration
South East Technological University	Carlow / Waterford	Leinster	Ireland	Memorandum of Agreement	9 June 2023[56]	Not specified
St Ambrose University	Davenport	Iowa	United States	Semester and Short-Term Study Abroad / Exchange	2002	5 years
Illinois Consortium for International Studies and Programs (ICISP)	Normal	Illinois	United States	Semester and Short-Term Study Abroad	14 May 2007	3 years
Carlow University	Pittsburgh	Pennsylvania	United States	Semester and Short-Term Study Abroad	15 April 2000	Not specified
Mount Mercy University	Cedar Rapids	Iowa	United States	Semester and Short-Term Study Abroad	20 March 2016	5 years

[55] Unless otherwise stated, the agreements have been updated as specified in the original agreement.

[56] The first Cooperation Agreement was signed with the Institute of Technology, Carlow on 12 July 1994 and a second MoA was signed on 11 February 2019. IT Carlow merged with Waterford Institute of Technology on 1 May 2022 and became South East Technological University; a new MoA was signed with SETU on 9 June 2023.

Name	City	Province / State	Country	Agreement Type	Date Signed	Duration
Francis Marion University	Florence	South Carolina	United States	Exchange	15 January 2018	5 years
VISUAL	Carlow	Leinster	Ireland	Memorandum of Understanding	30 November 2018	Not specified
University of Missouri (College of Agriculture, Food and Natural Resources)	Columbia	Missouri	United States	Short-Term Study Abroad	24 July 2019	5 years
South Dakota State University	Brookings	South Dakota	United States	Semester and Short-Term Study Abroad	30 March 2022	5 years
Walsh University	North Canton	Ohio	United States	Semester and Short-Term Study Abroad	15 June 2022	5 years
Dublin International Foundation College	Dublin	Leinster	Ireland	Memorandum of Understanding	10 February 2024	3 years

Appendix 52.1: Register of Collaborative Agreements with HEIs in Ireland

Programme	Partner Institution	Country	Programme Involved	Nature of Agreement	Category of Agreement Type
Institution-wide	South East Technological University	Ireland	Research and Collaborative Development Initiatives	Validated Programme Provision	Collaborative Provision[57]

[57] The Memorandum of Agreement with the Institute of Technology, Carlow was signed on 11 February 2019; a revised MoA was signed on 9 June 2023 with South East Technological University. Carlow College is currently working on policies and procedures for collaborative programmes which will address the relevant QQI Guidelines and be non-programme specific in nature. Where Carlow College is the first provider, the College will submit its *Collaborative and Inter-Institutional Policy* to QQI at the time of validation of the first application for validation of a collaborative programme.

Appendix 53: Template for Inter-Institutional Memorandum of Agreements with International Affiliates

Logo of Home Institution

COLÁISTE CHEATHARLACH
NAOMH PÁDRAIG
CARLOW COLLEGE
ST. PATRICK'S

Memorandum of Understanding Between

Carlow College, St. Patrick's and *[Home Institution]*

[DATE]

A. PREAMBLE

Carlow College, St. Patrick's (hereafter referred to as Carlow College and *[Home Institution]* (hereafter referred to as *[Home Institution]* referred to collectively as the "Institutions" and individually as the "Institution", hereby agree upon the following terms and conditions as set out in this Agreement below. The term Host Institution in this agreement is the institution that is receiving a student or faculty member. The Purpose of this agreement is to enhance the educational experience and the cross-cultural understanding of faculty and students at all three Institutions.

B. SCOPE OF UNDERSTANDING

The areas of cooperation include, subject to mutual consent, programmes offered at the Host Institution as felt desirable and feasible. If an Institution wishes to modify the Agreement, it will propose changes in writing for consideration by the other parties. If both Institutions agree to the modification, a written record of such will be attached as an Addendum.

C. VISITING FACULTY

In order to facilitate inter-institutional research and scholarly activity, contribute to faculty development, examine joint-research interests and enhance student education, the Institutions agree to welcome visiting faculty members and research fellows. Whilst none of the Institutions is obliged to provide financial support for such visitors, both Institutions agree to make every effort to furnish visiting faculty with access to facilities (office space, library privileges) provided that such facilities are available. If such facilities are not available, the Host Institution must inform the Home Institution prior to agreeing to receive any visiting faculty.

1.0 Procedures, Compensation, Benefits and Insurance

1.1 Visiting faculty candidates must be approved by departments, colleges and the Dean of Students and / or the Office of the Registrar of each of the Institutions at least three (3) months, if possible, in advance of the approved exchange.

1.2 The Home Institution will continue to pay the salary and benefits of its faculty member on appointment with an exchange partner. Additionally, the Institutions may agree that the Host Institution will pay a stipend to a visiting faculty member as part of the exchange appointment duties, however the amount must be determined prior to final approval.

1.3 If a faculty exchange, this may be concurrent or non-concurrent between the Institutions. Whether exchanges are concurrent or non-concurrent, the Institutions will endeavor to exchange faculty at the same or equivalent rank. Faculty members will retain academic rank during the period of the exchange and will be designated as "Visiting Professor," or the like, at the Host Institution. The Institutions will agree on all work assignments in advance of the exchange.

1.4 Upon final approval by the Institutions, all final correspondence will be issued at least four (4) weeks before the arrival of the visiting faculty member. The final correspondence will indicate the visitor's rank, beginning and ending dates of appointment at the Host Institution and department in which the visitor is engaged in teaching or research.

1.5 The Institutions agree to assist with visa formalities for visiting faculty and researchers, and to assist with appropriate housing. The Host Institution will not be responsible for the cost of meals, accommodation, medical insurance or other expenses incidental to the participant's visit.

1.6 The Institutions require that faculty participants will be personally responsible for acquiring health / medical insurance for the time period of the visit / exchange and will be asked to provide proof of adequate coverage prior to arrival at the Host Institution.

D. STUDY ABROAD PROGRAMME

In order to promote and facilitate global educational and cross-cultural exchange, the Host Institution agrees to welcome students as prescribed below.

1.0 Duration of Programmes

1.1 The Host Institution agrees to host individual students for a semester / half an academic year, one (1) academic year, short-term programmes or summer programmes. The duration of the period of study for each student will be for a maximum one (1) academic year.

2.0 Administration

2.1 On behalf of the Home Institution, the study abroad programme will be coordinated by the *[Enter Office]*. On behalf of Carlow College the study abroad programme will be coordinated by the International Office. Any changes in administration of this programme should be communicated as soon as possible to the partner Institution and added as an Addendum to this Agreement as prescribed in the "Scope of Understanding."

3.0 Tuition and Academic Fees

3.1 *[Home Institution]* students will remain registered at their Home Institution for the duration of their programme abroad. *[Home Institution]* students will study at Carlow College on the customary fee-paying protocol between the two institutions, fees will be provided annually in January to the Home Institution. Carlow College will invoice *[Home Institution]* for all tuition charges.

4.0 Accommodation, housing fees and miscellaneous expenses

4.1 All students enrolled on the Study Abroad Programme will reside in Lennon House, a purpose-built on-campus student accommodation facility on the campus of Carlow College. Carlow College will invoice *[Home Institution]* for Carlow College room charges. If Lennon House is at capacity, the Host Institution agrees to source alternative student accommodation.

4.2 The payment for all travel, medical insurance, medical costs not covered by insurance, books and other educational materials, and food and subsistence costs shall be the responsibility of individual students and neither the Home Institution nor Host Institution (unless it has agreed otherwise with a given student) shall be held liable for such charges.

5.0 Medical Insurance

5.1 In accordance with the visa requirements of the Republic of Ireland, Carlow College require that student participants be personally responsible for acquiring health / medical insurance for the period of their studies. Student Participants will

be asked to provide proof of adequate coverage prior to arrival at the Host Institution.

6.0 Selection

6.1 Prospective students seeking admission to the Host Institution under the terms of this Agreement must meet the admissions requirements of the Host Institution, including the completion of all relevant application forms.

6.2 The Host Institution will send to the Home Institution copies of all published admissions criteria as soon as possible after the creation of this Agreement and undertakes to advise the Home Institution of any changes to those criteria as soon as they are known and published. The Home Institution will make every effort to send to Host Institution the name(s) of their student(s), and email address, to be considered for study abroad by the stated deadline, i.e. 15 October for the Spring Term and 15 May for the Autumn Term. Admissions criteria are available through the relevant International Office of the Home Institution.

6.3 Upon receipt of the name and email address of the candidate(s), the Host Institution will send the candidate(s) the relevant Application Form. The Host Institution may act reasonably and reject candidates after providing reasons to the Home Institution, after which further candidates may be proposed.

7.0 Academic status

7.1 Study Abroad students may apply to study from an agreed list of modules offered at the Host Institution. However, the Host Institutions reserve the right to exclude students from restricted enrolment modules. The full list of available academic modules will be sent to the Home Institution on an annual basis.

7.2 All students will remain enrolled as regular degree candidates at the Home Institution and will not be enrolled as candidates for degrees at the Host Institutions unless specified added as an Addendum to this Agreement as prescribed in the “Scope of Understanding.”

7.3 The Home Institution bears the responsibility for approving, transferring, and awarding credits towards its students’ degrees. Students are expected to maintain

the equivalent of a full-time course load at the Host Institution (20 – 25 ECTS credits per semester recommended), and the exact number and mixture of modules / courses will be determined by the student with the approval of his or her supervisors or academic advisers at both the Home Institution and the Host Institution. Individual module selections will be submitted to the Home Institution no later than the third week of the programme.

8.0 Evaluation

8.1 The Host Institution will provide the Home Institution with such information on the performance of participating students within five (5) operating weeks of completing the term. This includes a transcript (or its equivalent) after the students' completion of the study abroad programme.

8.2 All classes and assessment at the Host Institution shall be conducted in the medium of English.

9.0 Rights and responsibilities

9.1 Students participating under the terms of this Agreement shall be subject to the rules, regulations, and codes of conduct of the Host Institution.

9.2 The Host Institutions shall have the right to impose any sanction deemed appropriate up to and including termination of the study abroad programme.

9.3 Study abroad students will have the same rights and privileges enjoyed by other students at the Host Institution.

10.0 Student services, welfare and safety

10.1 The Host Institution will designate an appropriate office to coordinate student services for study abroad students. This office will provide an orientation to incoming students upon arrival. The orientation will include information on academic, cultural, health, personal safety, security and general work / welfare

issues. All study abroad students studying at the Host Institution will be entitled to the same student services enjoyed by other students at the Host Institution.

10.2 The Host Institution will assist all study abroad students in securing a Stamp 2 Visa to study in the Republic of Ireland. However, each participant shall be ultimately responsible for obtaining their visa, passport or other necessary documents and paying for the same, and the Institutions shall not be liable to each other or to any participant for the failure of the participant to obtain the same.

11.0 Liability

11.1 While the Home Institution undertakes to bring to the notice of their students the rules and regulations of the Host Institution, notwithstanding anything else in this Agreement, both Institutions acknowledge that the other is not liable for any loss, damage, cost or expense whatsoever, incurred by or attributable to any behaviour or omissions by any of the students studying abroad in accordance with this Agreement.

11.2 None of the parties shall be in breach of this Agreement or be liable for any failure or delay in performance of its obligations under this Agreement arising from or attributable to acts, events, omissions or accidents beyond its reasonable control, including but not limited to, strikes, lockouts or other industrial disputes (with the exception of those applying to its own workforce), failure of a utility service or transport network, act of God, war, riot, civil commotion, terrorist attack, nuclear, chemical or biological contamination, malicious damage, compliance with any law or governmental order, rule, regulation or direction, accident, breakdown of plant, machinery, computers or vehicles, fire, flood, storm, explosion, accidental damage or default of suppliers or subcontractors.

12.0 Reporting[58]

12.1 In the event that a study abroad student is involved in a serious accident or other circumstance of a grave nature, or is subject to disciplinary action, the Host Institutions will, without undue delay, notify the Home Institution. If necessary, the initial notification of any such incidents or actions may be limited to a statement of the problem and a brief outline of intended plans of action. Detailed

[58] Please note that a data sharing agreement must be developed in conjunction with the Data Protection Officer.

information should be forwarded to the Home Institution in a timely manner, as soon as such transmittal becomes possible.

13.0 Dependants

13.1 For the avoidance of doubt, this Agreement applies only to study abroad students and not to any dependants including partners, spouses or children of the students.

14.0 Legal Indemnities and Policies

14.1 Monetary Considerations

14.1.1 No monetary consideration will be exchanged between the three Institutions, nor are there any indemnities, reimbursements for expenses, or sharing of fees or profits arising from the study abroad programme.

14.2 Equality

14.2.1 All Institutions subscribe to a policy of equal opportunity and will not discriminate on the basis of race, gender, age, marital or civil status, family status, ethnicity, religion, national origin, sexual orientation, membership of the Travelling community, disability, or veteran status.

E. CHOICE OF GOVERNING LAW

This Agreement and all related documents, and all matters arising out of or relating to this Agreement, are governed by, and construed in accordance with the laws of the United States and the Republic of Ireland.

If the parties are unable to reach agreement on any issue concerning this Agreement within fourteen (14) days after one party has notified the other Institutions of that issue, they will refer the matter to their respective Presidents (or equivalent rank) of the Institution, in an attempt to resolve the issue within fourteen (14) days after the referral.

F. TERM OF CONTRACT, MODIFICATIONS AND TERMINATION

This Agreement shall take effect from the latest date after it has been signed by one of the two Institutions and will continue from that date for a period of five (5) years unless terminated by one of the two Institutions on six (6) months prior notice in writing. At the expiration of the agreement all terms and conditions set out heretofore will be deemed binding on all parties until such time, within the following three (3) month period, as a new agreement is signed or any one of the parties informs the other institutions that they do not wish to proceed to a new agreement.

1.0 Any modifications to this Agreement shall be communicated and negotiated via email by the offices identified in Section 2.0. Any agreed modifications or notice of termination required to be given under this Agreement, shall be in writing and shall be delivered personally, or sent by recorded delivery or by commercial courier, to each party required to receive the notice at its address as set out below:

(a) Carlow College, St. Patrick's, College Street, Carlow, Co. Carlow, R93 A003, Republic of Ireland

(c) *[Home Institution]*

or as otherwise specified by the relevant party by notice in writing to each of the parties and such notice shall be deemed received immediately if delivered personally or within five (5) working days if sent by recorded delivery or commercial courier.

2.0 Any students who have an offer to study at the Host Institution at the date of termination may complete their courses of study and the parties shall continue to fulfil their obligations under this Agreement until all students who have an offer to study at the Host Institution have completed their studies.

IN WITNESS THEREOF, the parties hereto have offered their signatures:

_____ _____

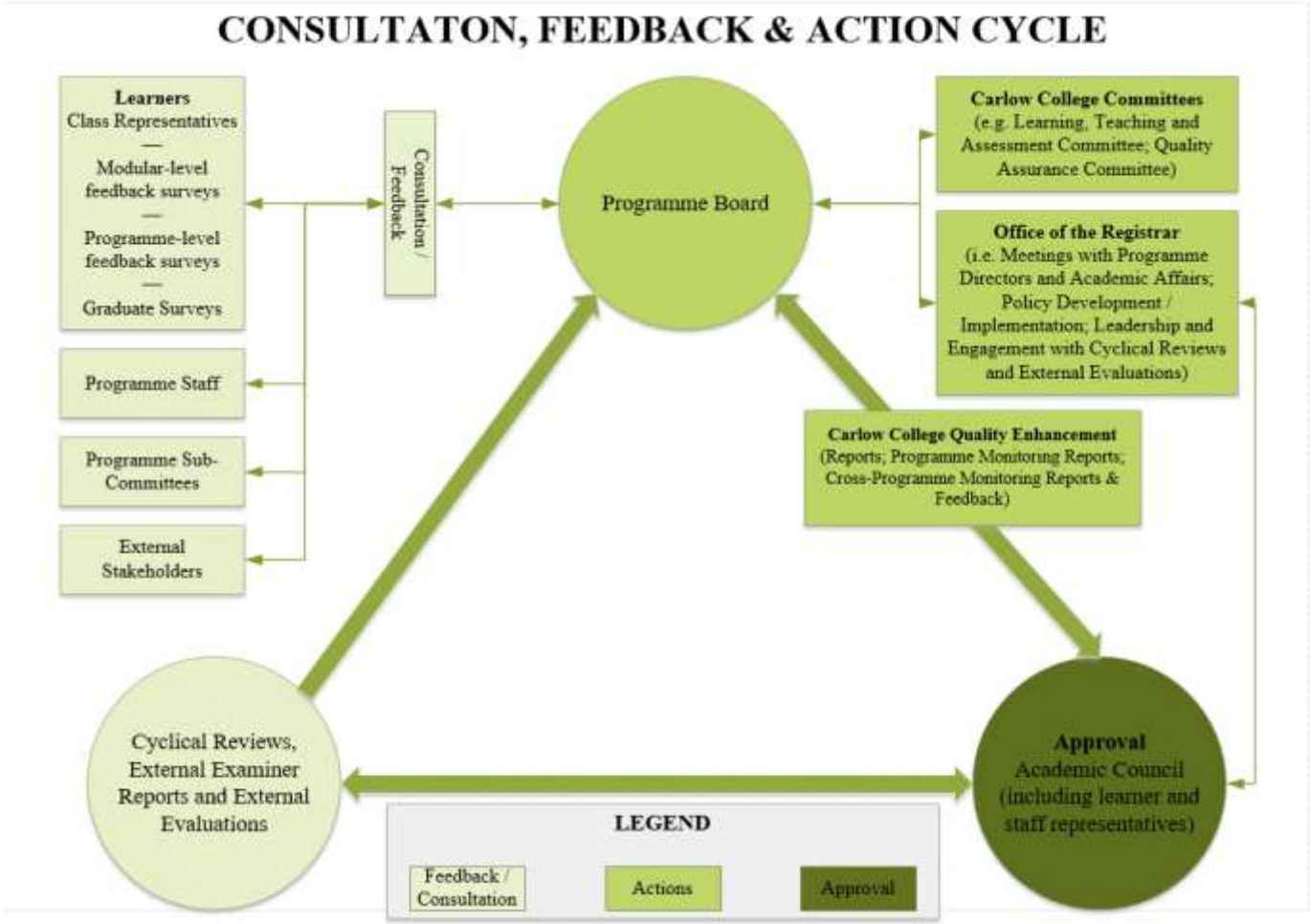
Carlow College, St. Patrick's **Host Institution**

Name of President Name of President

President *President*

Date_____ Date _____

Appendix 54: Quality Assurance Consultation, Feedback and Action Cycle



Appendix 55: Learner Vetting Policy

For document control purposes, the *Learner Vetting Policy* can be viewed online via the Student Portal or Policies A-Z.

Appendix 56: Blended Learning Policy

For document control purposes, the *Blended Learning Policy* can be viewed online via the Staff Portal, Student Portal or Policies A-Z.

Appendix 56.1: Blended Learning Handbook for Staff

For document control purposes, the *Blended Learning Handbook for Staff* can be viewed online via the Staff Portal or Policies A-Z.