Appendix VI – Quality Work Plan

No	ESG 2015 Policy Requirement	Status of Policy and Procedure	Proposed Review Plan	Responsibility	Status
			1.0 Policy for Quality Assurance		
1.1	**Standard:** The Institute's policy for quality assurance is made public and forms part of its strategic management. Internal stakeholders should develop and implement this policy through appropriate structures and processes while involving external stakeholders	Quality Manual is published. Academic Council ensures development and implementation of policies.	Suggest publishing the Quality Manual electronically with sections aligned to the ESG 2015, as per this plan with accompanying hyperlinks to relevant policies rather than as a 481 page pdf document, as is currently the case.	Quality Assurance and Collaborations Officer	Complete
	Subsections:				
1.2	The organisation of the Quality Assurance system; Development of a quality culture in which all internal stakeholders assume responsibility for quality and engage in quality assurance at all levels in the institution. The policy has a formal status	The Quality Manual broadly addresses the European Standards and Guidelines, but should be updated to reflect the ESG 2015. This update includes minor amendments to standard titles and some additions / amendments as noted below.	Suggest updating presentation to ensure the 2015 ESG subsections are each noted under appropriate headings. Currently a number are not addressed, as noted below. It is recommended that related policies are edited to a common template to address: Version Control and Revision History, Responsibilities, Purpose Scope and Principles, Definitions or Glossary, Policy, Procedures, and supporting documents. Supporting documents/forms should be hyperlinked.	Quality Assurance and Collaborations Officer	Complete _____ In Progress A new template is being developed for SETU policies

			Reference and hyperlink to policy on Learner involvement in Quality Enhancement in the narrative accompanying this section.		_____ Complete
1.3	The relationship between teaching and research		Reference Teaching and Learning Centre and hyperlink to https://www.itcarlow.ie/study/teaching-learning-centre.htm

Note policies/regulations relating to research apart from IP Policy are not published in the current Quality Manual | Quality Assurance and Collaborations Officer

_____ Head of Postgraduate Studies | Complete

_____ To do To be addressed in new SETU policies/ regulations |
| 1.4 | Academic integrity and freedom is supported and is vigilant against academic fraud | | Reference and hyperlink to Policy and Procedure for Academic Integrity.

Ongoing national/international academic integrity network work (Yvonne Kavanagh, Chair and David Denieffe, Steering).

Also include hyperlinks to supports that are in place for staff (including CPD, Academic Integrity, etc). | Quality Assurance and Collaborations Officer | Complete

_____ Ongoing

_____ Complete |
| 1.5 | Guarding against intolerance of any kind or discrimination against the students or staff | | Address under a specific heading and reference and hyperlink to Policy and Procedure for Learner Access and Widening Participation | Quality Assurance and Collaborations Officer | Complete |

1.6	The involvement of external stakeholders in quality assurance		Address under a specific heading and reference policies on external examiners; collaborative provision; involvement of external panel members in programme design and approval and in programmatic review.	Quality Assurance and Collaborations Officer	Complete
1.7	Governance Framework	South East Technological University Carlow is governed by a Statutory body, its Governing Body with appointed Chair with a President and Senior Management reporting to it. Additionally, the Institute has an Academic Council with associated committees with both elected and ex officio positions on council, with additional co-opted expertise for the Committees	In line with National Legislation	Governing Body, President and Senior Management	In Place
1.8	Implementation and Revision of Policies and Procedures	Once Policies and Procedures are approved, via Academic Council, by the Governing Body of South East Technological University Carlow, they are published on the Institute Website and internal modem – SharePoint for dissemination.	The Quality Work Plan is reviewed at least twice annually to review the status of each policy and the Institute document management system is responsible for the status and revision history of each policy and procedure aligned with the quality management system. These are both available within the Institute Quality Manual (link)	Vice President for Academic Affairs & Registrar	Ongoing

		The Quality Work Plan is reviewed at least twice annually to review the status of each policy and the Institute document management system is responsible for the status and revision history of each policy and procedure aligned with the quality management system. These are both available within the Institute Quality Manual ([link](#))			
	Related Policies:				
1.9	**Learner Involvement in Quality Enhancement**	Documented in Appendix III to Quality Manual	Note minor typing errors in the bullet points in Section 4. of Quality Manual. It should read: 4.4.2, 4.4.3 etc.	Quality Assurance and Collaborations Officer	Complete
				_____	_____
			Section 5 notes that: *'…learner participation in external quality reviews is at the request of the external reviewer…'* Assuming the external reviewer in this instance is QQI, who appoints external reviewers to Institutional Review Panels, such learner participation is very limited. Suggest amending policy to	Head of Academic Administration and Learner Affairs / Assistant Registrar /	Learners do participate on Programmatic Review Panels and on PSS Review Panels, etc.

			allow for learner participation on Programmatic Review Panels and on PSS Review Panels at a minimum.	Chair of Quality Committee of AC / President of Students' Union	Training is provided for learners.
1.10	**Academic Integrity Policy**	Documented in Appendix XXIV to Quality Manual	The Policy is entitled *Academic Integrity Policy* but refers only to plagiarism. Suggest that further examples of infringements to academic integrity are noted in this policy. Suggest also the inclusion of: collusion, duplication, self-plagiarism, cheating (assessing information during an examination) Communicating with others during an examination, Malfeasance, for example, obtaining an examination paper in advance of the examination, impersonation of an examination candidate and unpermitted use of electronic devices during examinations.	Assistant Registrar/ Head of Teaching and Learning Centre/ Head of Academic Administration and Learner Affairs/ Chair of Academic Regulations Committee of Academic Council _____	In Progress
				As Above	These procedures are already reflected in the Student Handbook
			Procedures for dealing with breaches are missing in this policy.		
				_____	_____
			Section 3.4 seems ambiguous. It is unclear what the underlined text below conveys: *If both electronic and hard copies of an assignment are to be submitted, learners shall submit copies identical in form and content with the exception of the names of learners (any differences may be considered a breach of academic integrity).*	As Above	Complete

	2.0	Design and Approval of Programmes			
2.1	**Standard:** Processes should be in place for the design and approval of programmes. Programmes should meet the objectives set, including intended learning outcomes; qualifications should be specified and linked to the NFQ	Addressed in Section 2 of the Quality Manual	The four purposes of higher education of the Council of Europe is not specifically referenced or reflected in the overarching policy, as noted in the ESG Guidelines, Section 1.2	Quality Assurance and Collaborations Office	Complete
	Subsections:				
2.2	Programmes are designed with overall programme objectives that are in line with the institutional strategy and have explicit intended learning outcomes; Programmes are designed by involving students and other stakeholders in their work and benefit from external expertise and reference points; Define the expected student workload, e.g. in ECTS	Included within Policy & Procedure for the Design, Development & Validation of all programmes at Level 6-10 in the NFQ	Reference and hyperlink to Policy and Procedure for the design, development, validation and withdrawal of all Programmes at Awards level 6-10 NFQ Reference and hyperlink to Learner involvement in Quality Enhancement	Quality Assurance and Collaborations Officer	Complete _____ Complete

2.3	Include well-structured placement opportunities where appropriate	Included within Policy & Procedure for the Design, Development & Validation of all programmes at Level 6-10 in the NFQ and in Policy for Work Placement of Learners	Reference and hyperlink to Appendix XXVIII: Policy for Work Placement of Learners	Heads of Faculty	In Progress
2.4	Are subject to a formal institutional approval process		Reference and hyperlink to Policy and Procedure for the design, development, validation and withdrawal of all Programmes at Awards level 6-10 NFQ	Chair, PP&V Committee	Complete
2.5	New Programme proposal	Included within Policy & Procedure for the Design, Development & Validation of all programmes at Award Level 6-10 NFQ available within the Institute Quality Manual (link)	Reviewed and Approved by Governing Body Review conducted to align to the QQI Programme Validation Manual	Chair, PP&V Committee	Continual revision and approval
2.6	Programme Development Committee	Included within Policy & Procedure for the Design, Development & Validation of all programmes at Award Level 6-10 NFQ available within the Institute Quality Manual (link)	Reviewed and Approved by Governing Body Review conducted to align to the QQI Programme Validation Manual	Chair, PP&V Committee	Continual revision and approval
2.7	General Programme Design Principles	Included within Policy & Procedure for the Design, Development & Validation of all programmes at Award Level 6-10 NFQ	Reviewed and Approved by Governing Body Review conducted to align to the QQI Programme Validation Manual	Chair, PP&V Committee	Continual revision and approval

		available within the Institute Quality Manual (link)			
2.8	Specific Department / Faculty / Campus Policy on design and content	Included within Policy & Procedure for the Design, Development & Validation of all programmes at Award Level 6-10 NFQ available within the Institute Quality Manual (link)	Reviewed and Approved by Governing Body Review conducted to align to the QQI Programme Validation Manual	Chair, PP&V Committee	Continual revision and approval
2.9	Formal Policy and Procedures on Modes of delivery - full time; part-time; distance learning; e-learning; Problem-based learning etc.	Teaching & Learning Policy available within the Institute Quality Manual (link) Modes of Programme Delivery available within the institutes Quality Manual (link) South East Technological University Carlow Teaching & Learning Assessment Strategy (link) Included within Policy & Procedure for the Design, Development & Validation of all programmes at Award Level 6-10 NFQ available within the Institute Quality Manual (link)	Reviewed and Approved by Governing Body Reviewed and Approved by Governing Body Review conducted to align to the QQI Programme Validation Manual	Chair, TLSS Committee	Continual revision and approval

2.10	Resource implications of new Programme delivery	Included within Policy & Procedure for the Design, Development & Validation of all programmes at Award Level 6-10 NFQ available within the Institute Quality Manual (link)	Reviewed and Approved by Governing Body Review conducted to align to the QQI Programme Validation Manual	Chair, PP&V Committee Vice President for Academic Affairs & Registrar	Continual revision and approval
2.11	Senior Management and Academic Council Approval				
2.12	External Programme Validation				
2.13	Implementation of validated programmes, Programme Board response to External Panel conditions & recommendations				
2.14	Research Quality	Delegated authority to make awards at NFQ Level 9 (by research and dissertation) and at Level 10. (Any award that falls outside the scope of the individual delegated authority is approved by QQI) In addition to the Policy & Procedures for Postgraduate Awards by Research and Dissertation at NFQ Level 9 and Level 10 (Admission, Registration, Supervision and Examination) (link) Structured doctorate framework and programmes South East Technological University Carlow Ethics	Reviewed by Research and Commercialisation Centre, Design+ Gateway, Institute Ethics Committee and Approved by Governing Body and QQI as required	Chair, Research Committee Vice President for Research & Commercialisation	Continual revision and approval

		Committee as supported by the Policy on Ethics in Research (link)			
	Related Policies				
2.15	**Policy for the Development and Validation for all Programmes at Awards level 6-10 NFQ**	Documented in Appendix VIII to Quality Manual	In Section 5.1.1, insert reference and hyperlink to Appendix 1a to note the criteria for the Senior Management reviews of a PP1.	Quality Assurance and Collaborations Officer _____	Complete _____
			Equally it would be useful to set out the remit for the review of a proposed programme by the Programme Planning and Validation Committee. Perhaps this is listed elsewhere, e.g. standing orders for Academic Council, and if so, a link should be provided.	Vice President for Academic Affairs & Registrar Chair of PPVC committee	In Progress
			Syntax error: 5.2.1 (c) does not read correctly. It suggests that the VP for Academic Affairs makes a recommendation to himself.	Vice President for Academic Affairs & Registrar _____	Complete _____
			There are a number of similar/different forms associated with the validation process. Hyperlinks should be provided in the policy to reference these forms for ease of access and to ensure correct forms are used on all occasions.	Quality Assurance and Collaborations Officer	Complete _____
			In Section 7.3, hyperlinks to reference QQI policy on titles of awards, SETU Carlow Award Type/Standards (including DAB - Delegated Awarding Body) would be useful here.	_____ Vice President	Complete _____ Complete

			Suggest inclusion of policy for students who have a credit deficit on a withdrawn programme, e.g. for how many academic cycles might a learner reasonably expect to make up a credit deficit following the withdrawal of a programme?	for Academic Affairs & Registrar / Head of Centre for Teaching and Learning	
			Benchmarking: • A process for inclusion of new programmes in the CAO handbook might be worth considering. • Gender balance on a validation panel. • Procedures for including new programmes on their MIS system following validation.	_____ Head of Academic Administration and Learner Affairs/Quality Assurance and Collaborations Officer	_____ To do
			Consider sharing of modules also adopting a process for the approval of any module not already approved. Programmes are developed using existing modules in the first instance. A separate procedure exists for module approval. Given that SETU Carlow uses Akari, it may be useful to consider this process	_____ Head of Academic Administration and Learner Affairs/Quality Assurance and Collaborations Officer	_____ To do
2.16	**New Taught Programme Evaluation Guidelines**	Documented in Appendix VII to Quality Manual	**The Aims & Objectives of New Programme Evaluation** This section may need to be re-titled as it contains more than the aims and objectives and is in fact almost a blueprint for a submission document.	Vice President for Academic Affairs & Registrar	Complete
			Recommend that the section entitled *Learning Modes* be re-titled "Student-centred teaching and learning strategy, referencing Section 1.3 in the ESG.	_____ Quality Assurance and Collaborations Officer	_____ Complete
			It would be useful to add a question as to whether Teaching and Learning strategies are explicitly set out. Responding to this would strengthen a submission	_____ Head of Centre for Teaching and Learning	_____ Complete

			document and would also provide an opportunity to reflect the relationship between research and teaching as required by the ESG in Section 1.1		
2.17	**Evaluation against the Validation Criteria (Validation Report)**	Documented in Appendix 10, page 140:	This form references the QQI validation criteria, which is appropriate. However questions 2.1, 2.2 and 2.3 cannot be answered without reference to the policies and criteria in question and also the 2012 Act. It would be important therefore to ensure that the submission document specifically addresses these matters and provides appropriate links. Suggest updating Appendix 2, (page 104) '*New taught programme proposal Stage 2 (PP2) template'* to include alignment to the criteria set out in Core Policies and Criteria for the Validation by QQI of Programmes of Education and Training 2016 (including sub criteria set out in the QQI template for the Independent Evaluation Report on an Application for Validation of a Programme of Education and Training) and also alignment with the requirements of the Qualifications and Quality Assurance (Education and Training) Act 2012.	Quality Assurance and Collaborations Officer	Complete _____ Complete
2.18	**Policy for Work Placement of Learners**	Documented in Appendix XXVIII to Quality Manual	In Section 7.1, it might be useful to include more detail on what constitutes *'good opportunities to learners for fulfilling learning outcomes and meet the required standard of support and supervision for learners'* In Section 11.0, it might be useful to note that there may be insurance issues arising for overseas placements. It might be useful to include a Social Media policy to accompany the section entitled Conduct of Learners while on Placement (and indeed more generally, such a policy is useful.)	Head of Learner Services and Learner Supports / Chair of Academic Regulations Committee _____ Heads of Faculty	To do _____ To do _____ To do A social media policy is due to

					be developed for SETU.
			3.0 Student Centred Learning, Teaching and Assessment		
3.1	**Standard:** The institute should ensure that programmes are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach.	Amend heading in Quality Manual *to Student Centred Learning, Teaching and Assessment* to correspond with ESG 2015	Assessment is currently dealt with in Section 4 on pages 14 - 16 of the Quality Manual. To align with ESG 2015, move Assessment to this section. In the Assessment piece, (reference page 15 in the QM), the issue of examiners *being familiar with existing testing and examination methods and receiving support in developing their own skills in this field*, references external examiner policies only. In respect of internal examiners, include references to the MA in Teaching and Learning and other courses/seminars/modules, etc. to demonstrate upskilling of such examiners.	Quality Assurance and Collaborations Officer —————— Head of Centre for Teaching and Learning	Complete ————— Complete ————— Complete
	Subsections:				
3.2	Respects and attends to the diversity of students and their needs, enabling flexible learning paths	Section 3 in Quality Manual addresses this.	Use hyperlinks to relevant policies	Quality Assurance and Collaborations Officer	Complete
3.3	Flexibly uses a variety of pedagogical methods & regularly adjusts the modes of delivery and pedagogical methods	Referenced in Section 3 and Included in appendices: VIII: Policy and Procedure for the design, development, validation and withdrawal of all Programmes at Awards level 6-10 NFQ; IX. Policy and Procedure for Teaching and Learning & X. Policy and Procedure for On-	Reference and hyperlink to Policy and Procedure for the design, development, validation and withdrawal of all Programmes at Awards level 6-10 NFQ; Policy and Procedure for Teaching and Learning &: Policy and Procedure for On-going monitoring of Programmes	Quality Assurance and Collaborations Officer	Complete

		going monitoring of Programmes			
3.4	Encourages a sense of autonomy in the learner, while ensuring adequate guidance and support from the teacher	Referenced in Section 3 and Included in Appendix XII: Modes of Programme Delivery	Reference and hyperlink to policy on Modes of Programme Delivery	Quality Assurance and Collaborations Officer	Complete
3.5	Promotes mutual respect within the learner-teacher relationship	Referenced in Section 3 and Included in (Appendix IV), Learner involvement in Quality Assurance.	Provide hyperlink to Appendix IV in this section.	Quality Assurance and Collaborations Officer	Complete
3.6	Has appropriate procedures for dealing with student complaints	Referenced in Section 3 and Included in Appendix XXXI: Student Complaints and Appeals Procedure	Reference and hyperlink to policy on Student Complaints and Appeals Procedure	Quality Assurance and Collaborations Officer	Complete
3.7	Assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field	Currently only referenced policy in Section 4 is: Appendix XXII: Policy and Procedure for External Examiner	Strengthen with reference to how good practice is promoted by the Centre for Teaching and Learning https://www.itcarlow.ie/study/teaching-learning-centre.htm	Quality Assurance and Collaborations Officer	Complete
3.8	Criteria and method of assessment and criteria for marking are published in advance	Referenced in Section 4 and Included in Appendix XIV: Recognised Methods of Assessment	Re-categorise to align with ESG 2015, i.e. move section 4 to Section 3 and hyperlink to policy on Recognised Methods of Assessment	Quality Assurance and Collaborations Officer	Complete
3.9	Assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which if necessary,	Addressed in Section 4, Quality Manual	Re-categorise to align with ESG 2015, i.e. move section 4 to section 3 and provide hyperlink to policies referenced currently in Section 4	Quality Assurance and Collaborations Officer	Complete

	is linked to the learning process				
3.10	Where possible, assessment is carried out by more than one examiner	Addressed in Section 4, Quality Manual	Re-categorise to align with ESG 2015, i.e. move section 4 to section 3 and provide hyperlink to policy on external examiners	Quality Assurance and Collaborations Officer	Complete
3.11	Assessment takes into account mitigating circumstances	Policy and Procedures for absence from assignments and Policy and procedure for late submission of assignments	Reference and hyperlink to policy and procedures for absence from assignments and policy and procedures for late submission of assignments	Quality Assurance and Collaborations Officer	Complete
3.12	Assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures	Addressed in Section 4 Quality Manual	Re-categorise to align with ESG 2015, i.e. move section 4 section 3 and ensure all policies in Section 4 are hyperlinked	Quality Assurance and Collaborations Officer	Complete
3.13	A formal procedure for student appeals is in place.	Marks and Standards	Provide hyperlink to Academic Standards & Assessment Regulations	Quality Assurance and Collaborations Officer	Complete
3.14	The involvement of learners in Quality Assurance	The involvement of learners in Quality Assurance is via presence on Panel membership, programme board membership, Appeals board, Academic Council and Governing Body. In addition, the Institute Policy and Procedure on Learner involvement in Quality Assurance implemented to reflect and enhance current procedures and practice available within the Institute Quality Manual (link)	Review in line with Institute, legislative and Stakeholder requirements	Vice President for Academic Affairs & Registrar / Head of Learner Support	Continual revision and approval

		Policy and Procedure for Work Placement of Learners available within the Institute Quality Manual (link) Garda Vetting Policy available within the Institute Quality Manual (link) High Performance Entry Scheme available within the Institute Quality Manual (link)			
3.15	Learner Access and Widening Participation	Policy & Procedure for Learner Access and Widening Participation available within the Institute Quality Manual (link) Policy & Procedure for Child Protection and Welfare available within the Institute Quality Manual (link) Policy & Procedure for Learner Disability and Learner Support available within the Institute Quality Manual (link) Code of Practice for working with Learners, Children and Vulnerable Adults available within the Institute Quality Manual (link)	Review in line with Institute, legislative and Stakeholder requirements	Vice President for Academic Affairs & Registrar _____ Head of Learner Support	Continual revision and approval

		Policy & Procedure for Recognition of Prior Learning (RPL) –available within the Institute Quality Manual ([link](#))			
3.16	Learner feedback	Irish Survey of Student Engagement (ISSE) – South East Technological University Carlow has participated since 2014 Blackboard Survey – results of which are available [here](#). Student Complaints and Appeals Procedure available within the Institute Quality Manual ([link](#)) Student Charter	Institute surveys have been customised and are deployed annually Nationally in the case of ISSE and bi-annually in the case of Blackboard Review in line with Institute, legislative and Stakeholder requirements	Vice President for Academic Affairs & Registrar	ISSE Next iteration March 2020 Blackboard Survey next due 2020 Continual revision and approval
3.17	Learner involvement in Programme Quality Assurance	As per point 3.16 above			
	Related Policies				
3.18	**Policy for Teaching & Learning**	Documented in Appendix IX of Quality Manual	On page 172 in section 3.2 it is stated that '*In particular we are committed to ensuring a demonstrated ability to teach effectively is a prerequisite for academic employment at SETU Carlow except in exceptional circumstances.* It is not clear what might constitute exceptional circumstances. It would be useful to demonstrate how SETU Carlow ensures new hires have demonstrated the ability to teach effectively?	Head of Centre for Teaching and Learning / HR Manager	Complete

			Guest speakers: Clarify that they do not contribute to assessment but deliver to learning outcomes.	Head of Centre for Teaching and Learning _____	Complete _____
			The policy could usefully link to https://www.itcarlow.ie/study/teaching-learning-centre.htm	Quality Assurance and Collaborations Officer _____	Complete _____
			Benchmarking: A teaching and learning strategy.	Head of Centre for Teaching and Learning	A teaching & Learning Strategy is already in place and is being reviewed.
3.19	**Policy for External Examiners**	Documented in Appendix XXII to Quality Manual	Suggest combining sections on Role and Responsibilities of the External Examiner and Section 6.0 Duties of the External Examiner into one section, Suggest inclusion of a policy on role of external examiners at examination board meetings to outline specifically procedure to deal with disputes between internal and external examiners. Amend policy to deal with external examiners who fail to carry out their duties satisfactorily (e.g., include section relating to training for external examiners).	Vice President for Academic Affairs & Registrar / Head of Centre for Teaching and Learning	To do _____ Guidelines for External Examiners to be developed, including procedures on moderating between internal and external examiners. _____ Complete

			The policy is unclear as to the number of external examiners per programme.		To do
3.20	**Modes of Delivery**	Addressed in Appendix XII to Quality Manual	This reads as a discussion or briefing document and may need to be reconsidered as a policy and presented as suggested under 1.1 above.	Head of Centre for Teaching and Learning	Ongoing
3.21	**Recognised methods of assessment**	Documented in Appendix XIV to Quality Manual	This section provides a link to https://www.itcarlow.ie/public/userfiles/files/Teaching%20Learning%20Assessment%20%20Strategy%20June%20%202015.pdf This is out of line with the other sections of the current Quality Manual, but is an excellent way of presenting polices as noted under 1.1 above.	Head of Centre for Teaching and Learning	In Progress For noting: Recognised methods of assessment as well as assessment contexts, purposes and nature are being examined. This is accompanied by a section on recognised feedback strategies.
3.22	**Student Complaints and Appeals Procedure**	Documented in Appendix XXXI to Quality Manual	Section 2.11 reads: '*Staff dissatisfied with the outcome at any stage of this process may avail of the Institute of Technology… '*. Suggest that this section also include dissatisfaction of fellow students who may be complained against in accordance with provision in Section 2.3, which allows for students to complain against fellow students. Update Policy to reflect the following: • Open to any person who was a registered student provided they invoke the Procedure **within 3**	Head of Learner Services & Learner Support/ Vice President for Academic Affairs & Registrar / Head of Academic Administration	Complete In Progress

				and Learner Affairs	

months of leaving the Institute and the subject matter of the grievance relates to acts or omissions that occurred whilst the person was a registered student

- **It cannot be invoked on someone's behalf, nor can it normally be invoked anonymously.**
- Privacy and confidentiality will be respected both for complainants and respondents. However, **it may be necessary to disclose information to others in order to deal with the grievance and in these circumstances the parties concerned will be informed of such disclosure.**
- No student who brings a grievance in good faith under this Procedure, **whether it is upheld or not, shall be treated less favourably** by the Institute or any member of staff than as if the grievance had been upheld. **Where a student feels that he/she has been victimised for availing of this Procedure, a further grievance may be made under this Procedure in relation to that matter.**
- **Records will not be kept any longer than necessary**. This will not normally exceed one full calendar year following the academic year in which the grievance process ends. It will be the responsibility of the record holder to ensure the records are destroyed in accordance with this procedure.
- **The Institute shall appoint a person to be the Student Ombudsman** for the purpose of this Procedure. In short, the primary roles of the Student Ombudsman are:
  - To provide advice to students in relation to workings of this Procedure;
  - To act as a colleague or mediator at the informal stage
- Complaint may be referred to the Office of the Ombudsman. **The time limit for making a complaint to the Ombudsman is 12 months** from

			the date the action complained of occurred, or the date that the complainant becomes aware that action occurred .		
3.23	**Intellectual Property Policy**	Documented in Appendix XXXII to Quality Manual	Update terminology in relation to Director of the Institute, Executive Board. Should this be Update Policy	Vice President for Development and Research	To do _____ To do

4.0 Student Admission, Progression, Recognition and Certification

4.1	**Standard:** Institutions should consistently apply pre-defined and published regulations covering all phases of the student 'life cycle', e.g. student admission, progression, recognition and certification	Addressed in Section 4 of Quality Manual	Section 4 in the QM reads Student Admission, Progression and Completion. Recommend change to heading from ESG above.	Quality Assurance and Collaborations Officer	Complete
	Subsections:				
4.2	Vital to have fit-for-purpose admission, recognition, and completion procedures	Addressed in Section 4 of Quality Manual			
4.3	Access policies, admission processes and criteria implemented in a consistent and transparent manner	Addressed in Section 4 of Quality Manual	Provide hyperlinks to South East Technological University Carlow's Prospectus and Learner Handbook, and to the Institute's Policy and Procedure for Learner Access and Widening Participation and its Policy and Procedure on Transfer	Quality Assurance and Collaborations Officer	Complete
4.4	Put in place processes and tools to collect, monitor and act on information on student progression	No reference in Section 4 to Quality Manual	Reference explicitly and refer to relevant MIS systems	Vice President for Academic Affairs & Registrar	Complete. Already reflected in the Student

					Success Strategy
4.5	Faculty / Campus / Department special conditions	Approved Programme Schedule and Programme Documents Policy & Procedure for Learner Access and Widening Participation available within the Institute Quality Manual (link) Policy & Procedure for Issuing of Awards Posthumously available within the Institute Quality Manual (link)	Review in line with Institute, legislative and Stakeholder requirements	Chair, Academic Regulations Vice President for Academic Affairs & Registrar	Continual revision and approval
	Related Policies				
4.6	**English Language Qualifications and Tests recognised by SETU Carlow**	Documented in Appendix VII to Quality Manual	Suggest inclusion of reference the *Common European Framework of Reference for Languages (CEF or CEFR)*	Quality Assurance and Collaborations Officer	<mark>To do</mark>
4.7	**Policy for the Recognition of Prior Learning**	Addressed in Appendix XIII to Quality Manual	This policy is difficult to follow. For example, on page 242, in the section on certified learning, there is an apparent contradiction between the first and second paragraphs. The first paragraph notes that a learner cannot receive credits for prior certified learning, which has already contributed to a major award at an award stage. The next paragraph however notes that where prior certified learning has contributed to a major award, recognition may be awarded in the form of an exemption from a module. Perhaps this latter sentence refers to prior certified learning in stages other than the award stage, but this is not stated specifically. Suggest editing the policy to ensure clarity.	Vice President for Academic Affairs & Registrar / Assistant Registrar / Head of Centre for Teaching and Learning / Chair of TLSS Committee	In Progress For noting: RPL within the Institute is being completely reviewed in line with the National RPL Project. This has resulted in policies, procedures and practices

					being completely reviewed and redeveloped so as to reflective best practice, both nationally and internationally.
			Suggest inclusion of Guidelines for preparation of a portfolio (Submission for consideration of uncertified learning). Also include regulations for appeal of RPL decisions.		‾‾‾‾‾ To do
4.8	**Policy for Transfer**	Documented in Appendix XXVI to Quality Manual	This policy was last reviewed in 2007. It does not include circumstances under which a student may or may not transfer, e.g., what happens if a programme is full, or if students do not meet the entry requirements?	Chair Academic Regulations Committee / Vice President for Academic Affairs & Registrar	Complete
			5.0 Teaching Staff		

5.1	**Standard:** Institutions should assure themselves of the competence of their teachers. They should apply fair and transparent processes for the recruitment and development of their staff	Addressed in Section 5 of the Quality Manual	Align Title with ESG. Section 5 of Quality Manual is currently entitled 'Development of Academic Staff' Include reference and hyperlink to Appendix IV	Quality Assurance and Collaborations Officer	Complete
5.2	Diversity of student population and stronger focus on learning outcomes require student-centred learning and teaching and the role of the teacher is therefore changing (c.f. Standard 1.3)	Refer to Section 3 of the Quality Manual	Hyperlink to website for T&L Centre and referral to TLC Staff Hub and accompanying resources on Blackboard	Quality Assurance and Collaborations Officer	Complete
5.3	HEIs have primary responsibility for the quality of their teaching staff and for providing them with a supportive environment which allows them to carry out their work effectively	Teaching & Learning Policy Staff Development Policy	Hyperlink to website for T&L Centre Human Resources	Quality Assurance and Collaborations Officer	<mark>In Progress</mark> Hyperlink to T&L Centre included in T&L Policy
5.4	Clear and transparent processes for staff recruitment and conditions of employment, that recognises the importance of teaching	In line with and exceeding selection procedures determined by the Minister for Education and Skills	Provide link to https://staffportal.itcarlow.ie/functions/HRS/default.aspx.	Quality Assurance and Collaborations Officer	Complete
5.5	Offers opportunities for and promotes professional development of teaching staff	Addressed in Section 5 Quality Manual	Hyperlink to Centre for Teaching and Learning to MA in Teaching and Learning	Quality Assurance and Collaborations Officer	Complete
5.6	Encourages scholarly activity to strengthen the link between education and research	Addressed in Section 5 Quality Manual		Addressed in Section 5 Quality Manual	Complete

5.7	Encourages innovation in teaching methods and the use of new technologies	Addressed in Section 5 Quality Manual		Addressed in Section 5 Quality Manual	Complete
	Related Policies				
5.8	HR Policies	The Quality Manual does not contain HR Policies	Suggest QA page include link to HR Policies	Quality Assurance and Collaborations Officer	Complete

	6.0 Learning Resources and Student Support				
6.1	**Standard:** Institutions should ensure that they collect, analyse and use relevant information for the effective management of their programmes and other activities	Addressed in Section 6 in the Quality Manual		Addressed in Section 6 Quality Manual	Complete
6.2	Physical resources	Addressed in Section 6 in the Quality Manual	Campus Master Plan	Capital Managers/Estates Office	Ongoing
6.3	Learning Resources/Support - literacy, numeracy, disability etc.	Addressed in Section 6 in the Quality Manual	Include link to Policy & Procedure for Learner Disability and Learning Support	Quality Assurance and Collaborations Officer / Head of Learner Support & Student Services	Complete
6.4	Learning Resources/Support - literacy, numeracy, disability etc.	Policy & Procedure for Learner Disability and Learning Support	Review in line with Institute, legislative and Stakeholder requirements	Chair, TLSS Committee, Vice President for Academic Affairs & Registrar	Continual revision and approval
	Related Policies:				
	Student Charter	Document Quality Manual	Include references to social media	Vice President for Academic	Complete

				Affairs and Registrar / Chair of Academic Regulations Committee	

	7.0 Information Management				
7.1	**Standard:** Institutions should ensure that they collect, analyse and use relevant information for the effective management of their programmes and other activities	Addressed in Section 7 of the Quality Manual		Addressed in Section 7 Quality Manual	Complete
7.2	Areas of interest include: KPIs; Profile of student population; Student progression, success and dropout rates, student satisfaction with their programmes, learning resources and student support available; career paths of graduates	Section 7 requires some update	Suggest an edit to update and include references to data collected on MIS system; KPIs & Strategic Dialogue; ISSE and Graduate Destinations. Suggest reference to GDPR might be useful	Head of Academic Administration and Learner Affairs / Assistant Registrar	Ongoing
7.3	Collection, analysis and use of statistical information for quality assurance and management purposes to include: Application and Admission deferral Learner Progression and Completion Rates. Withdrawal and Dropout	Policy on Ongoing Monitoring of Programmes (Revision 4.0) available within the Institute Quality Manual (link) Policy on Programmatic Review	Review in line with Institute, legislative and Stakeholder requirements	Chair, QA& E Committee Vice President for Academic Affairs & Registrar	Continual revision and approval

	Employment of Graduates	(Revision 4.0) available within the Institute Quality Manual (link)			
7.4	Learners' satisfaction with services etc.	As per point 3.3 above			
	Related Policies				
7.5	MIS Policies	Not documented	Suggest including link to MIS policies on QA page on website	Quality Assurance and Collaborations Officer	To do

8.0 Public Information					
8.1	**Standard:** Institutions should publish information about their activities, including programmes, which is clear, accurate, objective, up-to-date and readily accessible	Addressed in Section 8 in Quality Manual		Addressed in Section 8 in Quality Manual	Complete
8.2	Detail on programmes offered and selection criteria; intended learning outcomes, qualifications awarded, teaching, learning and assessment procedures used, pass rates, learning opportunities and available to students and graduate opportunities	Section 8 requires an edit to provide links to relevant publications	Include updated narrative and links to: Prospectus; Also programmes at https://www.itcarlow.ie/courses.htm & relevant HEA resources , such as graduate destination at https://hea.ie/resources/publications/ Learning resources available to students should also be detailed, e.g. Blackboard at https://www.itcarlow.ie/student-life.htm and student academic support https://www.itcarlow.ie/study/teaching-learning-centre/student-academic-support.htm	Quality Assurance and Collaborations Officer _____ Vice President	Complete _____ Complete _____ Complete _____ Complete

			Note: *Pages 19/20 suggest that pass rates are published in the prospectus. This is untrue. Reference appropriate HEA publications in this regard instead.*	for Academic Affairs & Registrar	
8.3	NQAI information determination - Access, Transfer & Progression, Awards, Standards etc.	In place	Reviewed in line with QQI Requirements- Adopt formally as arise. Published as outlined above.	Vice President for Academic Affairs & Registrar	Ongoing
8.4	Quantitative and qualitative information on programmes	Conducted at part of Programmatic Review	Ongoing	Vice President for Academic Affairs & Registrar	Ongoing
8.5	Quantitative and qualitative information on awards	Further improvements ongoing e.g. Module Builder implementation			
8.6	Teaching & Learning; Assessment Procedures	Link to point 3.15 above			
8.7	Employment destinations of graduates	Alumni

Graduate Survey

Policy on Ongoing Monitoring of Programmes available within the Institute Quality Manual (link)

Policy on Programmatic Review available within the Institute Quality Manual (link)

Policy and Procedure for Professional Support Services Review available | Implemented on annual basis ISSE but to be linked to national benchmarks when defined

Review in line with Institute, legislative and Stakeholder requirements | Vice President for Development & Research

Vice President for Academic Affairs & Registrar | Conducted Annually

Continual revision and approval |

		within the Institute Quality Manual (link) Policy and Procedure for Collection of Fees (link)				
8.8	Information available in Prospectus	Implemented on annual basis	Review on annual basis	Vice President for Academic Affairs & Registrar	Reviewed on annual basis
8.9	Information Available on line	Implemented on annual basis	Review on annual basis	Vice President for Development & Research	Reviewed on annual basis
8.10	Objectivity and impartiality of public information	Quality Standards Intellectual Property Policy available within the Institute Quality Manual (link)	Review concluded in parallel with the SETU Carlow Strategic Plan 2019-2023 in line with strategic dialogue with HEA. Review also complete with SETU Carlow's Institutional Review.	Senior Management Team chaired by President	Complete
8.11	Data Protection	Data Protection Policy – to reflect GDPR and meet with legislative requirements	GDPR Committee to identify and drive Institutional GDPR legislative requirements	Senior Management Team	Ongoing
	Related Policies				
8.12	MIS Policies	Not documented	Suggest including link to MIS policies on QA page on website.	Quality Assurance and Collaborations Officer	Ongoing

	9.0 In Progress Monitoring and Periodic Review of Programmes				
9.1	**Standard:** Institutions should monitor and periodically review their programmes to ensure that they achieve the objectives set out for them and respond to the needs of students and society. These reviews should lead to continuous review of the programme. Any planned actions should be communicated to all concerned. Regular monitoring, review and revision includes evaluation of :	Addressed in Section 9 in Quality Manual and in Appendices X & XI: Policy for In Progress Monitoring of Programmes And Policy & Procedure on Programmatic Review	This section needs an update to reference all subsections in the ESG 2015 and also proposed new presentation of Quality Manual, e.g. delete reference to Section 1, Point 1.6	Quality Assurance and Collaborations Officer	Ongoing
9.2	Content of the programme in the light of the latest research to ensure that the programme is up to date	Not specifically referenced	Provide brief narrative in relation to the Policy for In Progress Monitoring of Programmes, with relevant hyperlink	Quality Assurance and Collaborations Officer	Complete
9.3	The changing needs of society	Not specifically referenced	Update Section 9 to address the changing needs of society specifically e.g., Springboard, relevant stakeholder input, programme design and review.	Vice President for Academic Affairs & Registrar	Complete
			Provide hyperlink to Policy for In Progress Monitoring of Programmes	Quality Assurance & Collaborations Officer	Complete

9.4	The students' workload, progression and completion	Addressed in Section 9 in Quality Manual and in Appendices X Policy for In Progress Monitoring of Programme	Provide hyperlink to Policy for In Progress Monitoring of Programmes	Quality Assurance and Collaborations Officer	Complete
9.5	The effectiveness of procedures for assessment of students	Addressed in Section 9 in Quality Manual and in Appendices X & XI: Policy for In Progress Monitoring of Programmes And Policy & Procedure on Programmatic Review	Section 9 in the QM does not reference the effectiveness of procedures for assessment of students. Probably because assessment is dealt with in Section 4. Would be useful to refer to external examiners and exam boards here and to provide a link to the policy for extern examiners Can this be included without AC approval?	==Quality Assurance and Collaborations Officer==	To do
9.6	The students' expectations, needs and satisfaction in relation to the programme	Brief reference in section 9 Quality Manual	Reference ISSE and other mechanisms for student feedback, for example through programme boards.	Quality Assurance and Collaborations Officer	Complete
9.7	The learning environment and support service and their fitness for purpose for the programme	Brief reference in section 9 Quality Manual	Reference Services reviews and provide links to policies and procedures for same	Quality Assurance and Collaborations Officer	Complete
9.8	Monitoring progress and achievement of learners	Policy for Ongoing Monitoring of Programmes available within the Institute Quality Manual (link)	Review in line with Institute, legislative and Stakeholder requirements	Head of Faculty /Campus	Continual revision and approval
9.9	Annual Review of programmes/change implementation	Policy for Ongoing Monitoring of Programmes available within the Institute Quality Manual (link)	Review in line with Institute, legislative and Stakeholder requirements	Vice President for Academic Affairs & Registrar	Continual revision and approval
9.10	Policies and Procedures for Collaborative and transnational and Joint Awards	Policies, Procedures and Guidelines for the Development, Quality Assurance and Enhancement of Collaborative Programme Provision (link)	Review in line with Institute, legislative and Stakeholder requirements. Review in context of Linked Provision.	Vice President for Academic Affairs & Registrar	Complete

9.11	Quinquennial External Programmatic Review	Policy & Procedure for Programmatic Review available within the Institute Quality Manual (link)	Review in line with Institute, legislative and Stakeholder requirements	Vice President for Academic Affairs & Registrar	Continual revision and approval
	Related Policies:				
9.12	**Policy for In Progress Monitoring of Programmes**	Documented in Appendix X	Re. Section 4.7: Do programme boards elect class lecturer? If so, this might be included under Section 4.4. *Objectives of Programme Boards*, which in turn might provide greater clarity if entitled: *Responsibilities of Programme Boards.* To be reviewed in the context of ADF. In Section 8: Academic Council, it might be useful to refer to the particular Academic Council sub-committee, which examines Programme Board Reports. Suggest policy also includes closing the loop, e.g. where student feedback, external examiner reports and other issues raised at meetings require a response, the procedure should outline that this should occur, how it occurs and how closing the loop is reported upon. Conflict of Interest definitions in Appendix A should match the conflict of interest section of the policy. For example, Appendix A does not currently mention financial relationships/pecuniary relationships.	Vice President for Academic Affairs & Registrar	Complete _____ Complete _____ Complete
9.13	**Differential Validation**	Documented in Appendix 14, of Quality Manual	On page 161, a change to a programme is defined as significant *'if it involves a change of 20% or more in the **total** content or credits of an individual **award** - to include embedded and exit awards.'* It's not clear if this is when a programme must be validated de novo or if this is when differential validation applies. A more precise definition is needed to show when minor changes require differential validation and when they do not, e.g. updated reading lists probably do not require differential validation, but a change to learning outcomes in a module or modules may. The process for differential validation is not clear. It seems that an application for differential panel must be taken for external validation as with a new programme? If so, it is	<mark>Vice President for Academic Affairs & Registrar</mark>	<mark style="background-color:red">To do</mark> _____

			useful to include composition of panels for differential validation. Indeed it may be worth considering if differential validation may be considered by a smaller external panel than is the case for a full validation. The process for the approval of minor changes, such as updating reading lists should also be noted. The role, if any, of the programme planning and validation committee in the process should be documented.		**To do** _____ **To do**
**10.0 Cyclical External Quality Assurance**
10.1	**Standard:** Institutions should undergo external quality assurance in line with the ESG on a cyclical basis	Referenced in Section 10 of Quality Manual	Edit Section 10 to include specific reference (with links) to Policy & Procedure on Programmatic Review, Professional Support Services Strategic Review, Strategic Dialogue, AIQR, National Employers Survey. Professional Recognition Submissions, Industry Advisory Boards & ISSE Link to Student Success Strategy.	Quality Assurance and Collaborations Officer	In Progress
10.2	Obtaining feedback from employers, graduates, other stakeholders	National Employers Survey Professional Recognition Submissions Industry Advisory Boards Policy & Procedure for Programmatic Review available within the Institute Quality Manual (link)	Formal policy/ process documented to reflect current practice- at QA&E committee Review in line with Institute, legislative and Stakeholder requirements	Chair QA&E Head of Faculty / Campus	Completed on an annual basis Continual revision and approval
10.3	Recognition of Prior Learning - APCL, APEL, informal & non-formal learning	Policy and procedures for the Recognition of Prior Learning (RPL) available within the Institute Quality Manual (link)	Review in line with Institute, legislative and Stakeholder requirements	Vice President for Academic Affairs & Registrar	Continual revision and approval

	Related Policies:				
10.4	**Professional Support Services Strategic Review**	Documented in Appendix III and in line with QQI requirements.	In line with QQI requirements	In line with QQI requirements	Complete
10.5	**Policy and procedures for Programmatic Review**	Documented in Appendix XI and appendices to Appendix XI	Section 1.2 reference QQI QA Guidelines 2016. Reference also ESG 2015. AC approval needed?	Quality Assurance and Collaborations Officer _____	To do _____
			With reference to QQI Core Statutory Guidelines, See: https://www.qqi.ie/Downloads/Core%20Statutory%20Quality%20Assurance%20Guidelines.pdf and update Sections 3.2 and 5.1 and 6 and also Appendices 7 & 8 to include references to: a role for learners and other stakeholders; the promotion of a culture of quality; the facilitation of diversity and support for innovation. Also while demonstrating accountability as a given, note explicitly the aim for continuous improvement. Include aim to review of effectiveness of assessment strategies; to create a supportive and effective learning environment and to ensure that the programmes achieve the objectives set for them and responds to the needs of learners and the changing needs of society review the learner workload.	Vice President of Academic Affairs and Registrar	Complete
	Other Policies				
	• High Performance Entry Scheme • Policy & Procedure on Absence from Assessment(s) • Policy for Issue of Awards Posthumously • Student Charter • Procedure in the Event of a Death • Policy & Procedures for Adjunct and Visiting Fellows	These policies do not necessarily fall into any of the categories above	Suggest establishing a page on website entitled Student Well Being and Conduct	Quality Assurance and Collaborations Officer	Complete