

Quality Framework

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Section 1 Policy

1.1 Who We Are

Dún Laoghaire Institute of Art, Design and Technology (IADT) was established on 1 April 1997. It is a State Institute and one of 13 publicly funded Institutes of Technology in Ireland operating under the Institutes of Technology Acts 1992 to 2006. IADT is designated as a higher education institution under the [Higher Education Authority \(HEA\)](#) and receives its funding through the HEA.

It has two Faculties, the Faculty of Film, Art and Creative Technologies and the Faculty of Enterprise and Humanities around which all education, research and development are focused.

Under the [Qualifications and Quality Assurance \(Education and Training\) Act, 2012](#) IADT maintains degree awarding powers for programmes up to Level 9 of the National Qualifications Framework (NFQ) including programmes leading to joint awards made with other Irish awarding bodies or with international awarding bodies.

IADT is bound by the policies and procedures of [Quality and Qualifications Ireland \(QQI\)](#) relating to education provision, and by policy and procedure of the HEA and the Department of Education and Skills as it applies to other areas of its operation.

This policy and procedure has been aligned to relevant QQI policies as well as international guideline and policy instruments.

1.1.1 External Quality Assurance

QQI is the statutory body with responsibility for the external quality assurance of IADT. The Institute has its own internal, institutionally-owned quality assurance, ie this Quality Assurance Framework, along with a suite of policies and procedures for the effective provision of the following, ensuring a high quality and relevant learning experience.

- Higher education
- Research environment
- Industry and community engagement opportunities

All quality assurance policies and procedures are published on the [Quality Assurance](#) section of the Institute's website. External peer-review evaluations of IADT conducted by QQI are published on the QQI websites, www.qqi.ie, as well as on IADT's website.

1.2 What We Do

IADT provides higher education and research opportunities for learners in creativity and innovation as expressed in the arts, technology and entrepreneurship.

The [IADT Strategic Plan 2014 to 2018](#), sets the objective of *"consolidating and enhancing the college's*

position as a specialised institute working in close partnership with industry and communities and other higher education institutions”.

IADT is committed to pursuing collaboration and cluster opportunities that enhance existing relationships and create new partnerships, to progress regions of knowledge and ideas. The purpose of partnerships, collaboration and clusters is to advance the capacity, performance and contribution of higher education as a whole.

1.2.1 Our Vision

IADT’s vision is as an autonomous Institute of Art, Design and Technology with a specialist mission to support learning, teaching, research and innovation and to play a leading role in the development of industries focusing on the creative, cultural and digital technologies sectors.

1.2.2 Our Mission

IADT’s mission is to continue to specialise in creativity and innovation as expressed in the arts, technology and entrepreneurship and work with learners and stakeholders as partners to develop graduates who are innovative, creative, entrepreneurial and adaptable, and who are ready to meet the challenges of a digital age.

1.2.3 Our Strategic Priorities

The Institute’s strategic priorities are summarised as follows:

Students & Programmes	<ul style="list-style-type: none">– To grow student numbers through development of all our disciplines and practices so that we are a coherent Institute of Art, Design and Technology with a distinctive programme range and to embed the critical thinking, design, digital and entrepreneurial skills necessary for employment and lifelong learning– To provide a high quality and fulfilling educational experience for students facilitated through quality facilities and teaching space, enhanced student services, campus life and civic/community engagement.– To strengthen the link between further education and higher education, and to widen access, opportunity and support for students from disadvantaged backgrounds and those with learning difficulties and disabilities.– To enhance the profile and position of the National Film School as the primary centre of film education and practice based research nationally and to build recognition for the National Film School internationally.
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Knowledge Generation & Transfer	<ul style="list-style-type: none"> – To be at the forefront of research and innovation in our selected areas that will maximise our contribution to industry and inform our teaching and learning activities.
Collaboration & Engagement	<ul style="list-style-type: none"> – To progress engagement with community and enterprise in order to further develop opportunities and benefits for students, staff and partners. – To leverage strategic relationships with key stakeholders in the Creative, Cultural and Digital Technologies Industries in order to develop innovative, creative partnerships and to deliver new insights and concepts. – To further develop and formalise links with international HEIs and organisations to develop and grow our international student numbers and provide opportunities for new types of collaboration and engagement.
Culture & Communication	<ul style="list-style-type: none"> – To realise our collective ambition through enhanced communication, greater alignment of activities, sharing of knowledge and improved technology – To provide a positive and progressive working environment and to promote opportunities for personal and career development for all staff.

1.3 How We Do It

In conducting its work IADT values:

- Creativity, innovation, engagement and entrepreneurship amongst our students and staff
- The contribution of all staff members across IADT to achieving our goals
- A commitment to excellence in all our programmes and activities
- National and international partnerships and collaboration between technology, academic, business and creative and cultural industries sector
- Local, national and international partnerships and collaboration with community organisations and groups and other educational establishments
- Free and open intellectual enquiry and expression
- Mutual respect, collegiality and trust
- A commitment to lifelong learning, diversity and inclusion
- A commitment to progression, quality improvement and high standards
- A commitment to influence and engage with students, staff members and other stakeholders
- Autonomy, accountability and good governance

Students are at the centre of what we do and student participation in formal governance is provided for at all levels of the Institute and in quality assurance activities at module, programme, unit, Department, Faculty and Institute level.

- We provide a student representation system to afford opportunities for student engagement in decision-making and quality management arrangements.
- We seek to meet the expectations of students engaging in representation and feedback

arrangements.

- We ensure students are represented on all fora that contribute to quality processes at the institution and all such representation arrangements are appropriate, consistent and cover all students.
- We capture and use informal feedback from students (e.g. feedback from individuals, focus groups etc.) ensuring our response is comprehensive and effective.
- We ensure students participate in all internal quality reviews at module, programme, unit, departmental, faculty and institutional level.
- We ensure coherent and systematic student feedback mechanisms are in place for all modules, programmes and services.
- We analyse student feedback on modules, programmes and services and ensure such feedback is an explicit input to the quality assurance process at the institution.
- We report back outcomes of student feedback to students along with an action plan to address any issues raised
- Students are invited to participate in the key stages of each quality review and programme evaluation to ensure that the review covers issues of primary concern to learners. These stages include setting the terms of reference for the review, preparation of the self-evaluation report, the review visit by an external panel of experts and the production by the institution of a written response to the review report.
- We publically communicate procedures and calendar for reviews

We aim to state our goals and describe our processes in clear, helpful documents which are easy to read, and to implement.

IADT has formally adopted the [Standards and Guidelines for Quality Assurance in the European Higher Education Area 2015 \(ESG\)](#), as endorsed by the Ministers of Education in the European Higher Education Area, as a set of standards and guidelines for internal quality assurance in higher education, recognising that the ESG are not standards for quality, nor do they prescribe how the quality assurance processes are implemented, but they provide guidance, covering the areas which are vital for successful quality provision and learning environments in higher education.

The focus of the ESG on quality assurance related to learning and teaching in higher education, including the learning environment and relevant links to research and innovation offers IADT a model by which to put its commitment to making the learner experience central to its work and decision-making. IADT commits to the following:

1.3.1 Policy for Quality Assurance

Maintaining a documented policy for quality assurance that is made public and informs strategic management. All internal stakeholders are invited to be part of its development, implementation and review. Inclusive and participative structures and processes are in place which also make provision for the involvement of external stakeholders.

1.3.2 Design and Approval of Programmes

Maintaining a documented process for the design and approval of all programmes. Programmes must be consistent with and contribute to the achievement of our vision, mission and strategic priorities as stated in the IADT strategic plan. Amongst other criteria leading to the approval of a proposed programme, it must be evidenced that programmes are designed so that they meet the objectives set for them, including the intended learning outcomes, at a programme and modular level. The qualification resulting from a programme should be clearly specified and communicated, and refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area.

1.3.3 Student-Centred Learning, Teaching and Assessment

Ensuring our programmes are provided in ways that encourage students to take an active role in creating the learning process, and that our assessment of students reflects this approach.

1.3.4 Student Enrolment, Progression, Recognition and Certification

Consistently applying pre-defined and published regulations covering all phases of the student “life cycle”, e.g. student entry and enrolment, progression, recognition and certification, to ensure amongst other things that our programmes are as widely accessible as possible

1.3.5 Staff

Assuring ourselves of the competence of our staff, applying fair and transparent processes for the recruitment and development of all staff. It is the IADT policy to prioritise investment in Staff Training, Learning and Development initiatives which support IADT to implement Strategic and Operational Plans. Guidance on the arrangements in place to support staff training, learning and development in IADT are outlined in the “Staff, Training, Learning and Development Policy” IADT is an equal opportunities employer and is committed to equality of opportunity for existing and potential employees and to ensuring compliance with legislative provisions. The Institute is committed to equality of opportunity as outlined in the IADT “Equal Opportunities Policy”. Accordingly employment and promotion decisions will be based on merit, qualifications, abilities, skills, knowledge and attitude required to perform the job effectively, efficiently and to the standards required now and into the future.

1.3.6 Learning Resources and Student Support

Ensuring the best allocation possible of funding for learning and teaching activities and ensuring that adequate and readily accessible learning resources and student support are provided.

1.3.7 Information Management

Collecting, analysing and using relevant information for the effective management, development and improvement of our programmes and other activities.

1.3.8 Public Information

Publishing information on our activities, including our programmes, which is clear, accurate, objective, up-to date and readily accessible.

1.3.9 On-Going Monitoring and Periodic Review of Programmes

Monitoring and periodically reviewing our programmes to ensure that they achieve the objectives set for them and respond to the needs of students and society. We intend that these reviews should lead to continuous improvement of the programmes and that any action planned or taken as a result will be communicated to all those concerned.

1.3.10 Cyclical External Quality Assurance

Fully participating in external quality assurance reviews, such as those conducted by QQI.

1.4 What is Our Focus

Enhancing the Student Experience by

- Enhancing teaching and learning and putting in place effective and innovative assessment practices across all our creative and entrepreneurial disciplines
- Providing tailored learner supports for students recognising their diverse needs and talents
- Making our programmes accessible to all, whatever a person’s life-story or socio- economic status – education is for all
- Building our capacity for research and innovation through collaboration, including the creation of partnerships to provide joint specialist research programmes

1.5 Who is Responsible for Making it Happen

The Governing Body of the Institute has overall responsibility for the formulation of policies concerned with governance, academic matters and quality assurance. The Governing Body is advised by the Academic Council. Led by the President, the Executive Management Team has responsibility for the execution of policy as determined by Governing Body. This includes the design and implementation of quality assurance procedures.

As Chief Academic Officer, the Registrar has a specific role to ensure that quality assurance mechanisms in the teaching and learning environment are effectively and reflectively implemented. The Registrar is responsible for the strategic academic direction of the Institute and the effective running and assessment of IADT programmes along with the management of the student lifecycle from recruitment to conferral.

1.6 How do we embed Quality Policies

The Institute has a series of specific policies and procedures as well as some targeted strategies

which aim to put into practice our commitments articulated here.

In practice, our Quality Manual is a suite of inter-related documents:

- This Quality Framework
- Our key document on Institutes of Technology Good Practice Guidelines for Governing Body as adapted for IADT
- Institutional strategy documentation
- The suite of distinct policies and procedure documents aimed at setting and maintaining academic standards, and ensuring a stimulating teaching and learning environment for all staff and students (see [Appendix 4](#)).

The Institute procedures are set within the context of a number of documents:

- Statutory Documents [Appendix 1](#)
- National Policy Documents [Appendix 2](#))
- International Policy and Guideline Documents [Appendix 3](#))

In honouring its commitment to the provision of clear and complete public information, the various published policy and procedure documents are complemented by informational documents such as:

- Prospectus
- Student Handbook
- Postgraduate Handbook
- Learner Charter

IADT also publish minutes of its various Committee online or on the Institute's document store so they are available for all staff to read. These include:

- Academic Council and Sub Committees minutes
- Governing Body minutes
- Audit Sub-Committee minutes
- Executive Management minutes

Evaluation Reports are also published on the Institute's website, these include are:

- Reports of Peer Evaluation panels on the validation or review of programmes, with institutional responses
- Institutional Review Reports

Section 2 Developing Policies

2.1 Purpose

This section on developing policies aims to assist staff in developing, implementing and reviewing effective policies, procedures and guidelines for the good governance of the Institute, thus enhancing academic practice and supporting a rich, student-centred, learning environment.

2.2 Definitions and Status of Formal Document Instruments

Policies, procedures and guidelines constitute a hierarchy of documents that inform and guide Institute decision-making and actions.

They may be stand-alone documents dealing with a particular aspect of the Institute's operations or form part of a series of strategic documents, eg Institute Strategy, Faculty/Department Business Plans that guide overall operations and decision-making.

Within this hierarchy, guidelines and procedures define how the policies of the Institute are to be implemented. Accordingly, all guidelines and procedures must be prepared with regard to the Institute's approved strategies and policies.

2.1.1 What is a Policy

A policy states the principles or standards of practice that must be observed by staff and, where relevant, students, in making decisions, participating in Institute activities or performing functions related to the Institute. Policies guide decision-making. Put simply, a policy is a clearly articulated, intended course of action or principle. The existence of specific policies is an indication of Institute vision, ethos and perspective.

Policies are approved by the Governing Body, as necessary. All policies relating to academic matters and student well-being must be first recommended for approval by Executive and/or Academic Council, before consideration by Governing Body.

All policies are binding, that is they must be observed and must be periodically reviewed for effectiveness and relevance. They must all have a formal owner who is a member of the Executive and who has responsibility for its implementation, monitoring and review.

2.1.2 What is a Procedure

A procedure clearly describes the specific actions undertaken to implement a policy. It is the 'how to' whereas the policy is the 'what to'.

Policy and procedure documentation should be distinct and discrete.

Some procedures require the approval of the Governing Body. The relevant Executive member or the President will identify the requirement for Governing Body approval in each case and will arrange for referral to the Governing Body as necessary. All procedures relating to academic matters and student well-being must be approved by Academic Council.

All procedures are binding, that is they must be observed and must be periodically reviewed for effectiveness and relevance. They must all have a formal owner who is a member of the Executive, Head of Function or a Head of any Department has responsibility for its implementation, monitoring and review.

2.1.3 What are Guidelines

Guidelines provide detailed advice or guidance to assist staff or students in implementing the Institute's policies or procedures.

Guidelines may be approved by a relevant Head of Department or Function with respect to policies and procedures within their area of responsibility. When formulating a policy, a decision should be taken as to whether an accompanying guideline is required.

Guidelines should be carefully considered in formulating decisions or performing functions within the Institute, but observance is not mandatory.

All Guidelines relating to academic matters and student well-being must be approved by Academic Council and must be periodically reviewed for effectiveness and relevance. They must all have a formal owner who is a member of the Executive, Head of Department, or a Head of Function who has responsibility for its implementation, monitoring and review.

2.2 The Role of the Institute Executive in Developing Policy

It is standard practice that all policies and procedures, including where the policy or procedure is to be approved by the Governing Body, must be referred to the Executive to consider the organisational implications of the policy or procedure, including financial and/or training provision implications. This does not undermine the decision-making authority or responsibility of either the Academic Council or the Governing Body as prescribed.

Documents drafted by a working group should be sent to the Executive for their consideration when a final draft is available, before the document is considered by Academic Council and/or Governing Body as appropriate.

It is understood that Executive members who have a particular role with regard to a particular policy area will either be involved in the relevant Working Group, or able to offer input directly to the Working Group. The Executive will also consider the implications of the policy or procedure, any potential inconsistency with other strategies, policies or procedures and any delegation changes arising from the policy or procedures.

2.3 Scope

As indicated, this Quality Framework is binding on all staff and students.

The Quality Framework is intended to cover all policies and procedures developed by the Institute and approved by Academic Council or Governing Body. It is not intended to cover such local Standard Operating Procedures (SOPs) or guidelines that may be developed from time to time by departments or functional areas in IADT to assist in the performance of their work. Such documents, which may occasionally be referred to albeit inaccurately as policies or procedures, do not fall under the remit of this document nor should they be published externally to IADT.

2.4 Quality in Policy Development

IADT has an established quality model, as described [Section 1](#) of this document. The model is one which integrates certain key principles and practices in a suite of internal policy and procedure documents, which also reflect essential national and international policy instruments.

Also stated is a key European document is [Standards and Guidelines for Quality Assurance in the European Higher Education Area \(ESG\)](#). Helpful in implementing and evidencing a high quality learning environment are a higher education institution's (HEI) suite of strategies, policies and procedures, the nature of which are explained here. They support staff and students in making tangible the Institute's vision for the future. In this context, the policy making model of the organisation is critical to effective good practices.

2.5 Principles around Development, Monitoring and Review

The Institute has a participatory and collaborative approach, which involves staff and students in the design and development of policies, procedures and guidelines which help to implement the Institute vision, and ensure good governance. Each document must be appropriately drafted, drawing on all relevant and appropriate expertise, as the particular document requires. Consultation should be undertaken appropriate to the particular nature of the document – all those affected by a document should have an opportunity to offer feedback but acknowledging that such consultation may be undertaken through various representative forums rather than through universal feedback.

In drafting a policy, procedure or guideline, the writer should be cognisant of the objectives that all such documents should:

- Be capable of being implemented
 - Assist staff and students in acting responsibly and to make well-informed decisions
 - Be pertinent to the work of the Institute and the vision and mission of the Institute
 - Contribute to consistency in decision-making and problem-solving in the Institute
 - May have training or other resource implications which may need separate Institute approval
- Agreed policies, procedures and guidelines should be clearly communicated to everyone in a timely manner and must be monitored and periodically reviewed for their effectiveness.

2.6 Policy Development

The Institute has a template for presenting its policies and procedures which is described in [Point 2.8](#) below.

When developing documents, it is essential that consideration is given to all existing policies, procedures and guidelines as well as statutory and legal provisions to ensure that the approach proposed is consistent and does not contradict an existing policy or law.

The following are the stages which may be required in the development of policy:

- a) **Consultation with relevant staff and students on the proposal** – this may involve identifying the appropriate Committee or Working Group, or establishing a dedicated working party to draft the document
- b) **Obtaining expert advice** – advice should be obtained from the relevant area of the Institute on the document. In some cases, it may be necessary to obtain legal advice.
- c) **Circulation of a consultation draft of the document** – when the document is ready, a consultation draft of the document is circulated to relevant areas of the Institute for comment. The extent of consultation depends on the type of document. A reasonable amount of time for feedback should be provided.
- d) **Revising the document** in the light of comments received
- e) **Approval** – the document is sent to the relevant approval body via the Office of the Registrar or the Office of the President.
- f) **Communication** – when a document has been approved, then staff and students should be notified of the document and provided with a summary of the key features.
- g) **Training** – where relevant training is provided

2.7 Annual Monitoring and Periodic Review

At appropriate times, as specified in the particular policy, the owner of the document must:

- Seek feedback from those affected on the impact of the document and its usefulness
- Where possible, seek routine feedback from participants in various processes on their experience of the process and its policy context, eg an interviewer on a panel, or a peer reviewer on a validation panel
- Prepare a summary report reflecting on the objectives above, identifying if the document is fulfilling its purpose, and making any relevant recommendations for updates to it
- Present the report to the relevant oversight body – Governing Body, Academic Council, Sub-Committee etc

Annual Monitoring may be required for a particular suite or suites of documents. Each policy, procedure or guideline must be periodically reviewed to establish its effectiveness and relevance.

The period of review can be between 3 and 6 years, depending on the nature of the document. Generally speaking, the period is 3 years.

Typically, periodic review of policies, procedures or guidelines will follow the same model as annual monitoring, but be conducted on a more in depth basis, consulting wider and deeper, ensuring that external stakeholders, including external examiners, guest lecturers, panel reviewers, interview panel members, etc are offered the opportunity to provide feedback on the processes in which they have been involved and the policy framework in which those processes belong.

With periodic review of policies, procedures and guidelines, the document owner establishes a particular model of review in consultation with the relevant working group or Institute committee. A timeline is agreed, and following the receipt of feedback any necessary revisions are made and the document is brought through the approval steps, as if it was a new document.

2.8 Characteristics of Good Policy, Procedure and Guidelines

To ensure that each type of document is effective in its purpose, it is important that the text be clear and concise. It should be both internally consistent and also cognisant of other elements of relevant policy.

In addition to including a cover sheet, a template for which is available through the Senior Quality Officer, specifically each document should state:

- 1 The purpose of the policy
- 2 Its intended audience
- 3 Its authority:
 - On whom is it binding
 - Who must approve
 - Who is the owner, or key committee
 - Who is responsible for implementation
- 4 Its duration/lifespan
- 5 The monitoring and review mechanism
- 6 Where relevant, there should be explicit detail on any related decision-making, clearly identifying the locus of authority for decisions to be made, and criteria to be employed in making those decisions.

In style, the document should:

- Be written concisely in plain language
- Have a clearly expressed purpose
- Be consistently formatted
- Be easy to follow

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- Be efficient to implement

Technical requirements include:

- 1 The attachment of a comprehensive cover sheet which identifies
 - The Author
 - The owner
 - The date of approval
 - The date of review
 - The names of other documents referred to in the text
 - The authority of the document
- 2 Page numbering
- 3 Uniform formatting

Appendix 1 Statutory Provision

These include, but are not limited to:

- [Institutes of Technology Acts 1992- 2006](#)
- [Qualifications and Quality Assurance \(Education and Training\) Act 2012](#)
- [Education and Training Boards Act 2013](#)
- [All VEC Acts](#)
- [Universities Act 1997](#)
- [Freedom of Information Act 2014](#)
- [General Data Protection Regulation 2018](#)
- [Copyright and Related Rights Act 2004](#)
- [Protected Disclosures Act 2014](#)
- [Organisation of Working Time Act 1997](#)
- [Employees \(Provision of Information & Consultation\) Act 2006](#)
- [Protection of Employees \(Part Time Work\) Act 2001](#)
- [Protection of Employees \(Fixed Term Work\) Act 2003](#)
- [Employment Equality Act 1998 and Amendment Act 2004](#)
- [Superannuation and Pensions Act 1976](#)
- [Workplace Relations Act 2015](#)
- [The National Minimum Wage \(Low Pay Commission\) Act 2015](#)
- [Ombudsman Act 1980 and Amendment Act 2012](#)
- [Equality Act 2004](#)
- [Equal Status Act 2000](#)
- [Equal Status \(Amendment\) Act 2012](#)
- [Disability Act 2005](#)
- [Children First Act 2015](#)
- [Financial Emergency Legislation in the Public Interest Act 2009 and Amendment Acts 2010 and 2013](#)
- [Safety, Health and Welfare at Work Act 2005](#)
- [Financial Emergency Legislation in the Public Interest Acts 2010 and 2013](#)
- [Criminal Justice Act 2017](#)
- [Civil Liability and Courts Act 2004](#)
- [Defamation Act 2009](#)
- [Official Languages Act 2003](#)
- [Regulation of Lobbying Act 2015](#)
- [Companies Act 2014](#)
- [Ethics in Public Office Act 1995](#)
- [Standards in Public Office Act 2001](#)
- [European Communities \(Late Payment in Commercial Transactions\) Regulations 2012](#)

Appendix 2 National Policy and Standards

These include, but are not limited to:

- [Active NFQ Standards for Higher Education Awards, QQI 2013](#)
- [Assessment and Standards, \(QQI, Revised 2013\)](#)
- [Capital Appraisal Guidelines and other Value for Money measures, Department of Finance 2006](#)
- [Code of Governance of Irish Institutes of Technology 2012](#)
- [Code of Practice for Governance of State Bodies, Department of Finance 2001 and 2009](#)
- [Funding Agency Requirements & Guidelines for Managing Research Generated Intellectual Property \(Joint publication of Enterprise Ireland, Forfás, Health Research Board, HEA, Industrial Development Authority, IRCSET and Science Foundation Ireland, 2006\)](#)
- [Guidelines for the Appraisal and Management of Capital Expenditure Proposals in the Public Sector \(Department of Finance, 2005\)](#)
- [Higher Education and Training Core Validation Policy And Criteria 2010, Revised, QQI 2013](#)
- [Higher Education and Training General Programme Validation Manual \(QQI, Revised 2016\)](#)
- [Institutes of Technology Ireland \(IoTI\) Sectoral Protocol for the Awarding of Research Master’s Degrees at NFQ Level 9 under delegated authority \(DA\) from Quality and Qualifications Ireland, QQI 2014](#)
- [Institutes of Technology Ireland \(IoTI\) Sectoral Protocol for the Delegation of Authority \(DA\) by Quality and Qualifications Ireland \(QQI\) to the Institutes of Technology \(IoTs\) to make Joint Awards, QQI 2014](#)
- [Memorandum of Understanding concerning the principles and procedures incumbent upon third level educational institutions which participate in the central applications system. Approved by CAO Board on 30/5/1997](#)
- [Policy and Criteria for the Delegation of Authority to the Institutes of Technology to make Higher Education and Training Awards \(including Joint Awards\), QQI 2014](#)
- [Policy for Collaborative Programmes, Transnational Programmes and Joint Awards Revised, QQI 2012](#)
- [Policy on Monitoring, QQI 2014](#)
- [Policy Restatement Policy and Criteria for Access, Transfer and Progression in Relation to Learners for Providers of Further and Higher Education and Training, QQI 2015](#)
- [Public Procurement Guidelines for Goods and Services July 2017](#)
- [Re-engagement with QQI Overarching Policy for All Providers, QQI 2014](#)
- [Research Degree Programme Policy and Criteria \(QQI, 2014\)](#)
- [The Public Spending Code: Expenditure Planning, Appraisal & Evaluation in the Irish Public Service - Standard Rules & Procedures, Department of Public Expenditure and Reform 2011](#)

Appendix 3 International Policies and Standards

These include, but are not limited to:

- [Conclusions on the definition of a "2020 Vision for the European Research Area", EC 2008](#)
- [ECTS Handbook 2015](#)
- [European Approach for Quality Assurance of Joint Programmes 2015](#)
- [Joint Statement by the European Commission, the Conference of European Schools for Advanced Engineering Education and Research \(CESAER\), the European Association of Research and Technology Organisations \(EARTO\), the European University Association \(EUA\), The League of European Research Universities \(LERU\) and Science Europe \(SE\) to take action on Working in Partnerships in Achieving the European Research Area \(ERA\) 2015](#)
- [OECD/UNESCO Guidelines for Quality Provision in Cross-Border Higher Education 2005](#)
- [Standards and Guidelines for Quality Assurance in the European Higher Education Area 2015](#)
- [The Bologna Declaration](#)
- [The Committee of the Convention on the recognition of qualifications concerning Higher Education in the European Region, Recommendation the Recognition of Joint Degrees, Strasbourg 2004](#)
- [The Convention on the Recognition of Qualifications Concerning Higher education in the European region, Lisbon 1997](#)
- [UNESCO/COUNCIL OF EUROPE Code of Good Practice in the Provision of Transnational Education 2007](#)

Appendix 4 Institutional Policies and Procedures

These include, but are not limited to:

- [Aegrotat & Posthumous Awards Policy 2014 - 2017](#)
- [Assessment – Administration Procedures and Regulations 2014 - 2017](#)
- [Assessment \(Administration Procedures and Regulations\) 2014 - 2017](#)
- [Assessment Appeals Policy and Procedures 2016 - 2019](#)
- [Code of Practice for Students with Disabilities 2015 - 2017](#)
- [Code of Practice for Students with Disabilities and Disclosure of Disability 2017 - 2020](#)
- [Consultancy External Activity Policy 2015 - 2017](#)
- [Corporate Procurement Plan 2017](#)
- [Critical Incident Protocol 2017 - 2020](#)
- [Deferral Policy & Procedures 2016 - 2019](#)
- [Electronic Attendance Policy \(Staff\) 2008](#)
- [Equal Opportunities Policy 2009](#)
- [Erasmus Learning Agreement & Procedures for Incoming Students 2013 - 2014](#)
- [Erasmus Students Outgoing Procedures 2013 - 2014](#)
- [Ethics Policy 2014 - 2017](#)
- [Exit Awards Policy 2014 - 2017](#)
- [External Examiner Procedures 2017 - 2020](#)
- [Fitness to Study Policy 2015 - 2017](#)
- [Fitness to Study Procedures 2015 - 2017](#)
- [General Complaints Policy 2017 - 2020](#)
- [General Disability Support Service Reasonable Accommodations Procedures 2017 - 2020](#)
- [Guidelines on the Collection of Student Fees 2013 – 2014](#)
- [ICT Acceptable, Appropriate Users Policy 2015 - 2018](#)
- [Intellectual Property Policy 2010 - 2011](#)
- [Learner Charter 2017](#)
- [Learning, Teaching and Assessment Strategy 2014 - 2017](#)
- [Library Charter 2009](#)
- [Marks and Standards 2015 – 2018](#)
- [Mutual Respect Policy 2015 - 2016](#)
- [Participation, Equal Access, Lifelong Learning Policy 2014 - 2018](#)
- [Plagiarism Policy 2014 - 2017](#)
- [Policy and Strategy for Participation, Equal Access and Lifelong Learning 2014 – 2018](#)
- [Policy for the Ongoing Monitoring of Programmes 2015 - 2017](#)
- [Policy for the Periodic Review of Programmes 2015 - 2017](#)
- [Policy on the Recognition of Prior Learning 2013 - 2016](#)
- [Portfolio Appeals Procedure](#)
- [Procedure for the Periodic Review of Programmes 2015](#)
- [Procedures & Guidelines for Research Degrees 2017 - 2020](#)
- [Procedures for the Development & Approval of New Programmes 2017 - 2020](#)
- [Programme Board Procedures 2016 - 2018](#)
- [Quality Assurance of Collaborative Programmes 2017 - 2018](#)
- [Quality Framework 2015 - 2017](#)
- [Reasonable Accommodations Policies, Procedures & Guidelines in Examinations for Students with Disabilities 2017 - 2020](#)
- [Records Management Policy 2015 - 2018](#)

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- [Research Strategy 2014 - 2018](#)
 - [Safety Statement 2012](#)
 - [Smoking Policy 2014](#)
 - [Staff Disciplinary Procedure 2009](#)
 - [Staff Grievance Procedure 2009](#)
 - [Staff Training & Development Policy 2016 - 2020](#)
 - [Staff Training & Development Policy 2016 - 2020](#)
 - [Student Complaints Policy & Procedures 2017 - 2020](#)
 - [Student Disciplinary Procedures 2016 - 2019](#)
 - [The Protection of Children and Vulnerable Adults Policy and Procedure 2015 - 2018](#)
 - [Travel and Subsistence Policy & Procedures 2015 - 2018](#)
 - [Wireless Network Acceptable Usage Policy 2013 - 2017](#)