

Quality at Dun Laoghaire Institute of Art, Design and Technology

Quality Framework

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| Purpose | This forms the framework for the Institute Quality Assurance |
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| Who needs to know about this document | Registrar, Heads of Faculty, Heads of Department, Programme Co-ordinators, all staff, all students |
| Revision History | Revision of initial Quality Manual of 2005 |
| Policy Author | Registrar |
| Policy Owner | Registrar and Academic Council |

Our Quality Framework

Part One: Policy

Who we are

1. Dún Laoghaire Institute of Art, Design and Technology (IADT) was established on April 1st 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) www.heai.ie 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 focussed.
2. Under the Qualifications and Quality Assurance (Education and Training) Act, 2012¹ IADT maintains degree awarding powers for programmes at Levels 6, 7, 8 and 9 (taught) of the National Qualifications Framework (NFQ) including programmes leading to joint awards made with other Irish awarding bodies or with international awarding bodies.
3. 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.

External Quality Assurance

4. QQI is the statutory body with responsibility for the external quality assurance of IADT. IADT has its own internal, institutionally-owned quality assurance, i.e. this Quality Assurance Framework as well as specific policies and procedures for the effective provision of higher education, a research environment as well as industry and community engagement opportunities, ensuring a high quality and relevant learning experience. All quality assurance policies and procedures are published on the IADT website, www.iadt.ie. 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.

What we do

5. IADT provides higher education and research opportunities for learners in creativity and innovation as expressed in the arts, technology and entrepreneurship.
6. Our **Strategic Plan**, 2014 to 2018², 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

¹ <http://www.oireachtas.ie/documents/bills28/acts/2012/a2812.pdf>

² http://issuu.com/dliadt/docs/iadt_strategic_plan_2014-2018

(HEIs) to educate students who can shape, change and develop industry and communities, and respond to changing societal needs”, p.11.

7. 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.
8. 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.
9. 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.
10. The Institute’s **strategic priorities** are summarised as follows:

Students & Programmes

- 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.

Knowledge Generation & Transfer

- 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

- 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

- 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 IADT staff.

How we do it

11. 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

12. 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
13. We aim to state our goals and describe our processes in clear, helpful documents which are easy to read, and to implement.
14. IADT has formally adopted the ***Standards and guidelines for quality assurance in the European Higher Education Area 2015³ (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.
15. 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:
- *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.
 - *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.

³ http://www.enqa.eu/wp-content/uploads/2015/05/ESG_endorsed-with-changed-foreword.pdf

- *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.

- *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

- *Staff*

Assuring ourselves of the competence of our staff, applying fair and transparent processes for the recruitment and development of all staff.

- *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.

- *Information management*

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

- *Public information*

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

- *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.

- *Cyclical external quality assurance*

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

What is our Focus?

16. 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

Who is responsible for making it happen?

17. 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.
18. The Registrar has a specific role to ensure that quality assurance mechanisms in the teaching and learning environment are effectively and reflectively implemented.

How do we operationalize our Quality Policy?

19. 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*
 - *Strategy 2014-2018*
 - The *Compendium of distinct policies and procedures* aimed at setting and maintaining academic standards, and ensuring a stimulating teaching and learning environment for all staff and students (see appendix one).
20. The Institute procedures are set in the context of **Statutory Documents** which are included in Appendix One.
21. And a series of **National Policy Documents** including but not limited to:
 - *Policy on Monitoring* (QQI, 2014)⁴
 - *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)⁵
 - *Re-engagement with QQI Overarching Policy for All Providers* (QQI, 2014)⁶
 - *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)⁷
 - *Policy for Collaborative Programmes, Transnational Programmes and Joint Awards Revised 2012* (QQI, 2012)⁸
 - *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)⁹

⁴ <http://www.qqi.ie/Publications/QQI%20Policy%20on%20Monitoring%202014.pdf>

⁵ <http://www.qqi.ie/Publications/Access%20Transfer%20and%20Progression%20-%20QQI%20Policy%20Restatement%202015.pdf>

⁶ <http://www.qqi.ie/Publications/Reengagement%20with%20QQI%20Overarching%20Policy%20for%20All%20Providers.pdf>

⁷ <http://www.qqi.ie/Publications/Policy%20and%20Criteria%20for%20the%20Delegation%20of%20Authority%20to%20the%20Institutes%20of%20Technology%20to%20make%20HET%20Awards.pdf>

⁸ <http://www.qqi.ie/Publications/Policy%20for%20Collaborative%20Programmes%20Transnational%20Programmes%20and%20Joint%20Awards.pdf>

- *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)*¹⁰
- *Active NFQ Standard for Higher Education Awards (QQI, 2013)*
- *Higher Education and Training Core Validation Policy And Criteria 2010, Revised (QQI, 2013)*
- *Higher Education and Training General Programme Validation Manual (QQI, Revised 2013)*
- *Research Degree Programme Policy and Criteria (QQI, 2014)*¹¹
- *Assessment and Standards, (QQI, Revised 2013)*¹²
- *Code of Governance of Irish Institutes of (2009)*¹³

22. And **International Policy and Guideline Documents** including:

- The Bologna Declaration¹⁴
- *Standards and Guidelines for Quality Assurance in the European Higher Education Area (2015)*¹⁵
- *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)*¹⁶
- *Conclusions on the definition of a "2020 Vision for the European Research Area" (EC, 2008)*¹⁷
- *The Convention on the Recognition of Qualifications Concerning Higher education in the European region, Lisbon (1997)*¹⁸;
- 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)*¹⁹;
- *OECD/UNESCO Guidelines for Quality Provision in Cross-Border Higher Education (2005)*²⁰;
- *UNESCO/COUNCIL OF EUROPE Code of Good Practice in the Provision of Transnational Education (2007)*²¹.
- *European Approach for Quality Assurance of Joint Programmes, 2015*²²
- *ECTS Handbook 2015*²³

⁹<http://www.qqi.ie/Publications/IoT%20Sectoral%20Protocol%20on%20Programmes%20Leading%20to%20Joint%20Awards.pdf>

¹⁰<http://www.qqi.ie/Publications/IoT%20Sectoral%20Protocol%20on%20Validation%20of%20Research%20Programmes%20at%20Level%209.pdf>

¹¹ http://www.qqi.ie/Publications/Research_Degree_Programme_Policy_and_Criteria.pdf

¹² http://www.qqi.ie/Publications/Assessment_and_Standards%20Revised%202013.pdf

¹³ http://www.cit.ie/contentfiles/File/code_of_governance_of_irish_institutes_of_technology_jan_2009.pdf?uid=1272461809715

¹⁴ www.ec.europa.eu/education/policies/educ/bologna

¹⁵ http://www.enqa.eu/wp-content/uploads/2015/05/ESG_endorsed-with-changed-foreword.pdf

¹⁶ http://ec.europa.eu/research/era/pdf/era-communication/joint_statement_ec.pdf

¹⁷ http://www.consilium.europa.eu/uedocs/cms_data/docs/pressdata/en/intm/134168.pdf

¹⁸ <http://conventions.coe.int/Treaty/EN/Treaties/Html/165.htm>

¹⁹ http://www.coe.int/t/dg4/highereducation/recognition/lrc_EN.asp

²⁰ http://www.unesco.org/education/guidelines_E.indd.pdf

²¹ http://www.ond.vlaanderen.be/hogeronderwijs/bologna/documents/lrc/code_tne_rev2007.pdf

²² <http://www.enqa.eu/index.php/european-approach-for-quality-assurance-of-joint-programmes/>

²³ http://ec.europa.eu/education/library/publications/2015/ects-users-guide_en.pdf

23. 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:
- IADT Prospectus
 - IADT Student Handbook
 - IADT Postgraduate Handbook
 - The Learner Charter
24. **Minutes that are published for all staff**
- Academic Council and Sub Committees Minutes
 - Governing Body Minutes
 - Executive Management Minutes
25. **Evaluation Reports that are published** on our website are:
- Reports of Peer Evaluation panels on the validation or review of programmes, with institutional responses
 - Institutional Review Reports

26. Purpose

This section on Developing Policies aims to assist IADT 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.

27. 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, e.g. 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.

28. Policy

- a) 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 it is a clearly articulated, intended course of action or principle. The existence of specific policies is an indication of Institute vision, ethos and perspective.
- b) All formal written policies must be approved by the Governing Body. All policies relating to academic matters and student well-being must be first recommended for approval by IADT Executive and Academic Council, before consideration by Governing Body.
- c) All policies are binding, that is they must be observed.
- d) All policies must be periodically reviewed for effectiveness and relevance.
- e) All policies must have a formal owner who is a member of the Executive who has responsibility for its implementation, monitoring and review.

29. Procedure

- a) A Procedure clearly describes the specific actions undertaken to implement a policy. It is the 'how to' where as the policy is the 'what to'. Policy and procedure documentation should be distinct and discrete.
- b) 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.

- c) All procedures relating to academic matters and student well-being must be approved by Academic Council.
- d) All procedures are binding, that is they must be observed.
- e) All procedures must be periodically reviewed for effectiveness and relevance.
- f) All procedures must have a formal owner who is a member of the Executive or Head of Function or a Head of any Department has responsibility for its implementation, monitoring and review.

30. Guidelines

- a) 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.
- b) When formulating a policy, a decision should be taken as to whether an accompanying guideline is required.
- c) Guidelines should be carefully considered in formulating decisions or performing functions within the Institute, but observance is not mandatory.
- d) All Guidelines relating to academic matters and student well-being must be approved by Academic Council.
- e) All Guidelines must be periodically reviewed for effectiveness and relevance.
- f) All Guidelines must have a formal owner who is a member of the Executive or a Head of Department, or a Head of Function who has responsibility for its implementation, monitoring and review.

31. The Role of the Institute Executive

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.

32. Scope

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

All Institute policies, procedures and guidelines which have been processed in accordance with this Policy, bear the annotation on the document cover – *Compliant with Quality Framework*.

Documents of various operational units, or management directions, which are sometimes informally called policies, procedures or guidelines, and aim to provide local guidance on the application of Institute policies and procedures to staff or students, do not meet the standards of this *Policy for Policies*. Accordingly such documents whilst potentially bearing legitimacy and authority, must not deviate from formally approved Institute policies or procedures. In no circumstances can such documents be published publically without explicit permission of the relevant member of the Executive.

33. Quality in Policy Development

IADT has an established Quality Model, as described part one 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 in paragraphs 14 and 15 is that a key European document is Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG).²⁴ 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.

34. Principles around Development, Monitoring and Review

Some principles

- a) 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.
- b) Each document must be appropriately drafted, drawing on all relevant and appropriate expertise, as the particular document requires.
- c) Consultation should be undertaken appropriate to the particular nature of the document.
- d) 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.

²⁴ See Part One

- e) In drafting a policy, procedure or guideline the drafters should be cognisant of the **objectives** that all such documents should
 - i. be “implementable”
 - ii. assist staff and students in acting responsibly, making well-informed decisions
 - iii. be pertinent to the work of the Institute and the vision and mission of the Institute
 - iv. contribute to consistency in decision-making and problem-solving in the Institute
 - v. may have training or other resource implications which may need separate Institute approval.
- f) Adopted policies, procedures and guidelines should be clearly communicated to everyone in a timely manner.
- g) All documents must be monitored for effectiveness on an ongoing basis
- h) All documents must be periodically reviewed for their effectiveness

35. Policy Development

The Institute has a template for presenting its policies and procedures which is described in paragraph 37.

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 elements in developing a policy, procedure or guideline.

- (a) *Consulting with relevant staff and students on the proposal* – this may involve identifying the appropriate Institute 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 on certain documents.
- (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 providing a summary of the key features.
- (g) *Training* – where relevant training is provided

36. Annual Monitoring and Periodic Review

- a) As stated above the policies, procedures and guidelines should
 - be “implementable”
 - assist staff and students in acting responsibly, making 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
- b) In addition each document must have an ‘owner’.
- c) At appropriate times, as specified in the particular policy, the owner of the document must
 - i. seek feedback from those affected on the impact of the document and its usefulness
 - ii. Where possible seek routine feedback from participants in various processes on their experience of the process and its policy context, e.g. an interviewer on a panel, or a peer reviewer on a validation panel
 - iii. 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
 - iv. present the report to the relevant oversight body – Governing Body, Academic Council, Academic Council Sub-Committee, etc.
- d) Annual Monitoring may be in respect of particular suite or suites of documents.
- e) Each policy, procedure or guideline must be **periodically reviewed** to establish its effectiveness and relevance.
- f) The period of review can be between 3 and 6 years, depending on the nature of the document.
- g) 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.
- h) 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.

37. Characteristics of good policy, procedure and guidelines as adopted at IADT

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, specifically each document should state:

- a) The purpose
- b) The intended audience
- c) Its authority –
 - i. on whom is it binding
 - ii. who must approve
 - iii. who is the owner, or key committee
 - iv. who is responsible for implementation
- d) Its duration/lifespan
- e) The monitoring and review mechanism
- f) 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:

- (a) Be written concisely in plain language
- (b) Have a clearly expressed purpose
- (c) Be consistently formatted
- (d) Be easy to follow
- (e) Be efficient to implement

Technical requirements include:

- a) the attachment of a comprehensive cover sheet which identifies
 - i. The Author
 - ii. The owner
 - iii. The date of approval
 - iv. The date of review
 - v. The names of other documents referred to in the text
 - vi. The authority of the document
- b) Page numbering
- c) Uniform formatting

Quality Framework Documents

Statutory Provisions

These include, but are not limited to:

| Document | Online address |
|---|---|
| 1. Institutes of Technology Acts 1992- 2006 | http://www.oireachtas.ie/documents/bills28/acts/2006/A2506.pdf |
| 2. Qualifications and Quality Assurance (Education and Training) Act 2012 | http://www.oireachtas.ie/documents/bills28/acts/2012/a2812.pdf |
| 3. Education and Training Boards Act 2013 - | http://www.irishstatutebook.ie/pdf/2013/en.act.2013.0011.pdf |
| 4. All VEC Acts | http://www.irishstatutebook.ie/1930/en/act/pub/0029/index.html http://www.irishstatutebook.ie/pdf/2001/en.act.2001.0023.pdf |
| 5. Universities Act 1997 | http://www.irishstatutebook.ie/pdf/1997/en.act.1997.0024.pdf |
| 6. Freedom of Information Acts 1987, 2003, 2014 | http://www.irishstatutebook.ie/pdf/1997/en.act.1997.0013.pdf http://www.irishstatutebook.ie/pdf/2003/en.act.2003.0009.pdf http://www.oireachtas.ie/documents/bills28/acts/2014/a3014.pdf |
| 7. Data Protection Acts 1988 & 2003 | http://www.irishstatutebook.ie/1988/en/act/pub/0025/print.html http://www.irishstatutebook.ie/pdf/2003/en.act.2003.0006.pdf |
| 8. Copyright and Related Rights Act 2000 and Amendment Act 2004 | http://www.irishstatutebook.ie/pdf/2000/en.act.2000.0028.pdf http://www.irishstatutebook.ie/pdf/2004/en.act.2004.0018.pdf |
| 9. Protected Disclosures Act 2014 | http://www.irishstatutebook.ie/pdf/2014/en.act.2014.0014.pdf |
| 10. Organisation of Working Time | http://www.irishstatutebook.ie/pdf/1997/en.act.1997.0020.pdf |

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| Act 1997 | |
| 11. Employees (Provision of Information & Consultation) Act 2006 | http://www.irishstatutebook.ie/pdf/2006/en.act.2006.0009.pdf |
| 12. Protection of Employees (Part Time Work) Act 2001 | http://www.irishstatutebook.ie/pdf/2001/en.act.2001.0045.pdf |
| 13. Protection of Employees (Fixed Term Work) Act 2003 | http://www.irishstatutebook.ie/pdf/2003/en.act.2003.0029.pdf |
| 14. Employment Equality Act 1998 and Amendment Act 2004 | http://www.irishstatutebook.ie/pdf/1998/en.act.1998.0021.pdf http://www.irishstatutebook.ie/2004/en/act/pub/0024/ |
| 15. Superannuation and Pensions Act 1963 | http://www.irishstatutebook.ie/1963/en/act/pub/0024/print.html |
| 16. Workplace Relations Act 2015 | http://www.irishstatutebook.ie/eli/2015/act/16/enacted/en/pdf |
| 17. The National Minimum Wage (Low Pay Commission) Act 2015 | http://www.oireachtas.ie/documents/bills28/acts/2015/a2215.pdf |
| 18. Ombudsman Act 1980 and Amendment Act 2012 | http://www.irishstatutebook.ie/1980/en/act/pub/0026/ http://www.oireachtas.ie/documents/bills28/acts/2012/a3812d.pdf |
| 19. Equality Act 2004 | http://www.irishstatutebook.ie/pdf/2004/en.act.2004.0024.pdf |
| 20. Equal Status Act 2000 | http://www.irishstatutebook.ie/pdf/2000/en.act.2000.0008.pdf |
| 21. Equal Status (Amendment) Act 2012 | http://www.irishstatutebook.ie/eli/2012/act/41/enacted/en/pdf |
| 22. Disability Act 2005 | http://www.irishstatutebook.ie/pdf/2005/en.act.2005.0014.pdf |
| 23. Children First Guidelines 2011 | http://www.dcy.gov.ie/documents/Publications/ChildrenFirst.pdf |
| 24. Financial Emergency Legislation in the Public Interest Act 2009 and Amendment Acts 2010 and 2013 | http://www.irishstatutebook.ie/pdf/2009/en.act.2009.0005.pdf http://www.irishstatutebook.ie/pdf/2010/en.act.2010.0038.pdf |

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| | http://www.irishstatutebook.ie/pdf/2013/en.act.2013.0018.pdf |
| 25. Safety, Health and Welfare at Work Act 2005 | http://www.irishstatutebook.ie/pdf/2005/en.act.2005.0010.pdf |
| 26. Financial Emergency Legislation in the Public Interest Acts 2010 and 2013 | http://www.irishstatutebook.ie/eli/2010/act/38/enacted/en/pdf http://www.irishstatutebook.ie/eli/2013/act/18/enacted/en/pdf |
| 27. Criminal Justice Act 2011 | http://www.irishstatutebook.ie/pdf/2011/en.act.2011.0022.pdf |
| 28. Civil Liability and Courts Act 2004 | http://www.irishstatutebook.ie/pdf/2004/en.act.2004.0031.pdf |
| 29. Defamation Act 2009 | http://www.irishstatutebook.ie/pdf/2009/en.act.2009.0031.pdf |
| 30. Official Languages Act 2003 | http://www.irishstatutebook.ie/pdf/2003/en.act.2003.0032.pdf |
| 31. Regulation of Lobbying Act (2015) | http://www.irishstatutebook.ie/eli/2015/act/5/enacted/en/pdf |
| 32. Companies Act (2014) | http://www.irishstatutebook.ie/eli/2014/act/38/enacted/en/pdf |
| 33. Ethics in Public Office Act, 1995 | http://www.irishstatutebook.ie/eli/1995/act/22/enacted/en/print.html |
| 34. Standards in Public Office Act, 2001 | http://www.irishstatutebook.ie/eli/2001/act/31/enacted/en/pdf |
| | |
| 35. EU Directives | http://www.procurement.ie/publications?field_publication_type_tid=Featured&field_publication_source_tid=All&keys |
| 36. European Communities (Late Payment in Commercial Transactions) Regulations 2002 and 2012 | http://www.irishstatutebook.ie/2002/en/si/0388.html http://www.irishstatutebook.ie/2012/en/si/0580.html |

National Policy and Standards

These include, but are not limited to:

| Document | Online address |
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| 1. <i>Policy on Monitoring</i> (QQI, 2014) | http://www.qqi.ie/Publications/QQI%20Policy%20on%20Monitoring%202014.pdf |
| 2. <i>Policy Restatement Policy and Criteria for Access, Transfer and Progression in Relation to Learners for Providers of Further and Higher Education and Training</i> (QQI, 2015) | http://www.qqi.ie/Publications/Access%20Transfer%20and%20Progression%20-%20QQI%20Policy%20Restatement%202015.pdf |
| 3. <i>Re-engagement with QQI Overarching Policy for All Providers</i> (QQI, 2014) | http://www.qqi.ie/Publications/Reengagement%20with%20QQI%20Overarching%20Policy%20for%20All%20Providers.pdf |
| 4. <i>Policy and Criteria for the Delegation of Authority to the Institutes of Technology to make Higher Education and Training Awards (including Joint Awards)</i> (QQI, 2014) | http://www.qqi.ie/Publications/Policy%20and%20Criteria%20for%20the%20Delegation%20of%20Authority%20to%20the%20Institutes%20of%20Technology%20to%20make%20HET%20Awards.pdf |
| 5. <i>Policy for Collaborative Programmes, Transnational Programmes and Joint Awards Revised 2012</i> (QQI, 2012) | http://www.qqi.ie/Publications/Policy%20for%20Collaborative%20Programmes%20Transnational%20Programmes%20and%20Joint%20Awards.pdf |
| 6. <i>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</i> (QQI, 2014) | http://www.qqi.ie/Publications/IoT%20Sectoral%20Protocol%20on%20Programmes%20Leading%20to%20Joint%20Awards.pdf |
| 7. <i>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)</i> | http://www.qqi.ie/Publications/IoT%20Sectoral%20Protocol%20on%20Validation%20of%20Research%20Programmes%20at%20Level%209.pdf |
| 8. <i>Active NFQ Standards for Higher Education Awards</i> (QQI, 2013) | http://www.qqi.ie/Pages/Active-NFQ-Standards-for-HE.aspx |
| 9. <i>Higher Education and Training Core Validation Policy And Criteria 2010,</i> | http://www.qqi.ie/Publications/HET_Core_Validation_Policy_and_Criteria_Revised%202013.pdf |

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| <i>Revised (QQI, 2013)</i> | |
| 10. <i>Higher Education and Training General Programme Validation Manual</i> (QQI, Revised 2013) | http://www.qqi.ie/Publications/HET%20General_Programme_Validation_Manual%20Revised%202013.pdf |
| 11. <i>Research Degree Programme Policy and Criteria</i> (QQI, 2014) | http://www.qqi.ie/Publications/Research_Degree_Programme_Policy_and_Criteria.pdf |
| 12. <i>Assessment and Standards</i> , (QQI, Revised 2013) | http://www.qqi.ie/Publications/Assessment_and_Standards%20Revised%202013.pdf |
| 13. <i>Code of Governance of Irish Institutes of Technology</i> (2012) | http://www.cit.ie/contentfiles/File/code_of_governance_of_irish_institutes_of_technology_jan_2009.pdf?uid=1272461809715 |
| 14. <i>Funding Agency Requirements & Guidelines for Managing Research Generated Intellectual Property</i> (Joint publication of Enterprise Ireland, Forfás, Health Research Board, HEA, Industrial Development Authority, IRCSET and Science Foundation Ireland, 2006). | http://www.hrb.ie/storage/hrbresearch/Intellectual-Property-Guidelines.pdf . |
| 15. <i>Guidelines for the Appraisal and Management of Capital Expenditure Proposals in the Public Sector</i> (Department of Finance, 2005). | http://www.finance.gov.ie/documents/publications/other/capappguide05.pdf . |
| 16. <i>Capital Appraisal Guidelines and other Value for Money measures</i> (DES, 2006). | http://www.finance.gov.ie/viewdoc.asp?DocID=3561 |
| 17. <i>Guidelines on Achieving Value for Money in Public Expenditure</i> (Minister for Finance, 2005) | http://www.finance.gov.ie/documents/publications/other/pubproc&cap.app.pdf |
| 18. <i>Code of Practice for Governance of State Bodies</i> (Department of Finance; 2001 and 2009) | http://www.finance.gov.ie/documents/publications/other/codeofpractice.pdf |
| 19. <i>Public Procurement Guidelines</i> (2004) | |
| 20. 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. | http://www2.cao.ie/otherinfo/cao_mu.pdf |

International Policies and Standards

These include, but are not limited to:

| Document | Online address |
|---|---|
| 1. The Bologna Declaration | www.ec.europa.eu/education/policies/educ/bologna |
| 2. <i>Standards and Guidelines for Quality Assurance in the European Higher Education Area</i> (2015) | http://www.enqa.eu/wp-content/uploads/2015/05/ESG_endorsed-with-changed-foreword.pdf |
| 3. <i>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)</i> (2015) | http://ec.europa.eu/research/era/pdf/era-communication/joint_statement_ec.pdf |
| 1. <i>Conclusions on the definition of a "2020 Vision for the European Research Area"</i> (EC, 2008) | http://www.consilium.europa.eu/uedocs/cms_data/docs/pressdata/en/intm/134168.pdf |
| 2. <i>The Convention on the Recognition of Qualifications Concerning Higher education in the European region</i> , Lisbon (1997) | http://conventions.coe.int/Treaty/EN/Treaties/Html/165.htm |
| 3. The Committee of the Convention on the recognition of qualifications concerning Higher Education in the European Region, <i>Recommendation the Recognition of Joint Degrees</i> , Strasbourg (2004) | http://www.coe.int/t/dg4/highereducation/recognition/lrc_EN.asp |
| 4. <i>OECD/UNESCO Guidelines for Quality Provision in Cross-Border Higher Education</i> (2005) | http://www.unesco.org/education/guidelines_E.indd.pdf |

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| 5. UNESCO/COUNCIL OF EUROPE <i>Code of Good Practice in the Provision of Transnational Education</i> (2007) | http://www.ond.vlaanderen.be/hogeronderwijs/bologna/documents/lrc/code_tne_rev2007.pdf |
| 6. <i>European Approach for Quality Assurance of Joint Programmes</i> , 2015 | http://www.enqa.eu/index.php/european-approach-for-quality-assurance-of-joint-programmes/ |
| 7. <i>ECTS Handbook</i> 2015 | http://ec.europa.eu/education/library/publications/2015/ects-users-guide_en.pdf |

Institutional Policies and Procedures

These include, but are not limited to:

| Document | IADT Server Address | Online address |
|--|---|---|
| 1. Quality Framework | | In draft |
| 2. Learner Charter | X:\Document Store\Policies & Procedures\ | http://issuu.com/dliadt/docs/iadt_learner_charter_2015_final_for/0 |
| 3. Library Charter | X:\Document Store\Policies & Procedures\ | http://www.iadt.ie/en/Downloads/Thefile,2715,en.pdf |
| 4. ICT Acceptable, Appropriate Users Policy | X:\Document Store\Policies & Procedures\ | http://www.iadt.ie/en/InformationServices/PoliciesProcedures/ |
| 5. IADT Ethics Policy | | http://www.iadt.ie/en/Downloads/Thefile,3788,en.pdf |
| 6. Learning, Teaching and Assessment Strategy | X:\Document Store\Policies & Procedures\ | http://www.iadt.ie/en/InformationAbout/TeachingandLearning/LearningTeachingandAssessmentStrategy/Thefile,3740,en.pdf |
| 7. Policy and Strategy for Participation, Equal Access and Lifelong Learning 2014 – 2018 | X:\Document Store\Policies & Procedures\ | http://www.iadt.ie/en/Downloads/Thefile,3791,en.pdf |
| 8. IADT Marks and Standards | X:\Document Store\Policies & Procedures\ | http://www.iadt.ie/en/Downloads/Thefile,3970,en.pdf |
| 9. Policy on the Recognition of Prior Learning | | http://www.iadt.ie/en/ProspectiveStudents/HowtoApply/RecognitionofPriorLearningRPL/Thefile,2145,en.pdf |
| 10. IADT Assessment (Administration Procedures and Regulations) | X:\Document Store\Policies & Procedures\ | http://www.iadt.ie/en/Downloads/Thefile,3789,en.pdf |
| 11. External Examiner Procedures | X:\Document Store\Policies & Procedures\ | http://www.iadt.ie/en/Downloads/Thefile,2707,en.pdf |
| 12. IADT Assessment Appeals Policy and Procedures | | http://www.iadt.ie/en/CurrentStudents/ExamsAssessment/Appeals/Thefile,3308,en.pdf |

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| 13. IADT Plagiarism Policy 2014-2017 | | http://www.iadt.ie/en/InformationAbout/TeachingandLearning/PlagiarismPolicy/Thefile,3745,en.pdf |
| 14. Policy for the Granting of Reasonable Accommodations in Examinations to Students with Disabilities | | http://www.iadt.ie/en/Downloads/Thefile,3572,en.pdf |
| 15. IADT Deferrals Policy and Procedures | | http://www.iadt.ie/en/CurrentStudents/ExamsAssessment/LeaveofAbsenceWithdrawalsandDeferrals/Thefile,3316,en.pdf |
| 16. IADT Policy on Aegrotat and Posthumous Awards | | http://www.iadt.ie/en/Downloads/Thefile,3787,en.pdf |
| 17. Research Strategy | | http://www.iadt.ie/en/Downloads/Thefile,3793,en.pdf |
| 18. Procedures and Guidelines for Research Degrees | X:\Document Store\Policies & Procedures\ | http://www.iadt.ie/en/Downloads/Thefile,3793,en.pdf |
| 19. Postgraduate Research Masters Student's Handbook 2014-2015 | | http://www.iadt.ie/en/CurrentStudents/StudentHandbook/Thefile,2713,en.pdf |
| 20. IADT Intellectual Property Policy | | http://www.iadt.ie/en/Downloads/Thefile,3790,en.pdf |
| 21. IADT Student Disciplinary Procedures | | http://www.iadt.ie/en/CurrentStudents/StudentHandbook/Thefile,2674,en.pdf |
| 22. Programme Boards Procedures | X:\Document Store\Policies & Procedures\ | |
| 23. IADT Student Complaints Policy and Procedures | X:\Document Store\Policies & Procedures\ | http://www.iadt.ie/en/Downloads/Thefile,3364,en.pdf |
| 24. Procedure for the Development and Approval of New Programmes | | In redraft |
| 25. Template for Presentation of a New Programme for Approval | | In draft |

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| 26. Policy for the Ongoing Monitoring of Programmes | | In redraft |
| 27. Policy for the Periodic Review of Programmes | | In redraft |
| 28. Procedure for the Periodic Review of Programmes | | In redraft |
| 29. Staff Training & Development Policy | X:\Document Store\Policies & Procedures\Staff Training & Development Policy | |
| 30. Mutual Respect Policy | X:\Document Store\Policies & Procedures | http://www.iadt.ie/en/InformationAbout/Corporate/HealthSafety/Thefile,1019,en.pdf |
| 31. Safety Statement | X:\Document Store\Health, Safety & Welfare | http://www.iadt.ie/en/InformationAbout/Corporate/HealthSafety/Thefile,1014,en.pdf |
| 32. Equal Opportunities Policy | X:\Document Store\Policies & Procedures\ | |
| 33. IADT adapted Code of Good Governance for Irish Institutes of Technology | | |
| 34. The Protection of Children and Vulnerable Adults Policy and Procedure | | http://www.iadt.ie/en/Downloads/Thefile,4115,en.pdf |
| 35. Intellectual Property Policy | | http://www.iadt.ie/en/Downloads/Thefile,3790,en.pdf |