



# **QUALITY ASSURANCE**

## **MANUAL**

**September 2018**

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## **Preamble**

American College Dublin (ACD), established in 1993 as a non-profit educational trust by Lynn University, Boca Raton, Florida. In January 2009 ACD became a constituent college of Irish American University, which is composed of American College Dublin and American College Delaware.

The College's commitment to quality education encompasses all aspects of the academic, personal, and professional development of its students and staff, with particular emphasis on excellence, competence, knowledge and communication skills. The College's objective is to provide quality international education for students from all over the world by combining the excellent traditions of the American and Irish educational systems.

The College is currently running the following QQI-degree programmes:

- Bachelor of Arts (Hons) in International Business (level 8)
- Master of Business in International Business (level 9)
- Bachelor of Arts (Hons) in Liberal Arts (level 8)

Under its accreditation with the Middle States Commission on Higher Education (MSCHE), the College offers, in addition to the programmes above, the following programmes:

- Bachelor of Fine Arts in Creative Writing
- Master of Fine Arts in Creative Writing
- Master of Fine Arts in Creative Writing Practice
- Bachelor of Fine Arts in Performing Arts
- Associate of Fine Arts in Musical Theatre
- Bachelor of Fine Arts in Musical Theatre
- Bachelor of Arts in Event Management
- Bachelor of Arts in Hospitality Management
- Master of Fine Arts in Performance
- Master of Business Administration
- Master of Business Administration in Oil and Gas Management

## Introduction

Quality assurance as part of an academic accreditation process started in the American College Dublin in 2003 in the context of the institution's self-study report submitted to HETAC (now QQI) in January 2002. Following the review the first Quality Assurance Manual was submitted to HETAC in November 2004 and granted approval in April 2005. The Quality Assurance Committee was established in October 2005 to oversee the maintenance and update of the Quality Assurance Manual (QAM) and procedures, and to monitor the implementation of quality assurance policies.

In February 2009 the Quality Assurance Committee was reconstituted with enlarged membership. The Quality Assurance Committee met twice yearly to discuss updates and improvements to the QAM, to ensure that it reflects the institutional effectiveness and functioning of the College, and helps maintain the quality of education the College provides. In September 2010 the functions of the Quality Assurance Committee were incorporated into the working of the Academic Council.

Following a consultation process with HETAC, the College undertook a review of its quality assurance procedures and offered a new QAM, subsequently agreed with HETAC in November 2010 after an exhaustive internal process of research and consultation with external quality assurance experts. The resulting QAM provided a comprehensive description of the procedures that underlie the College's practice and allow that practice to be monitored and enhanced on an ongoing basis.

In the following year the QAM underwent further revisions as part of the College institutional review and the Quality Improvement Plan, completed in June 2011. The current version of the QAM incorporates the recommendations made by HETAC as part of the institutional review to improve the quality assurance procedures and their implementation by the College, and incremental revisions of the document in keeping with changing circumstances and developments in the institution. Revisions arising out of the 2016 programmatic review processes with HETAC's successor organization, QQI, have also informed the development of the QAM.

The procedures for internal quality assurance established by the College follow the *Standards and Guidelines for Quality Assurance in the European Higher Education Area* (Helsinki 2009, 3<sup>rd</sup> edition, pages 16-19). The document identifies 'seven elements' of internal quality assurance within higher education institutions, which include the following:

Standard 1: *Policy and procedures for quality assurance*

Standard 2: *Approval, monitoring and periodic review of programmes and awards*

Standard 3: *Assessment of students*

Standard 4: *Quality assurance of teaching staff*

Standard 5: *Learning resources and student support*

Standard 6: *Information systems*

Standard 7: *Public information*

The extent to which the above standards and guidelines for quality assurance define the operational areas of the American College Dublin is discussed in detail in the following chapters of the present document.

## **1. Policy and procedures for quality assurance**

### **1.1 Overview**

The chief policy of American College Dublin, a constituent college of Irish American University, is to ensure a high level of quality in all areas of its operation, including programme content and development, student assessment, student retention and placement, student relations, student-lecturer relations, staff management, administrative procedures, and facilities management. In each of these areas the College has established procedures for quality of delivery and processes to allow for institutional assessment of the outcomes of those procedures. In this way the College seeks to monitor and ensure quality for its chief stakeholders: its academic, administrative, and technical staff, its students and the community.

American College Dublin is committed to the development of the quality of its operations and procedures, implicitly in the day-to-day running of the institution, and explicitly by the monitoring of its procedures via the Academic Council, which regularly publishes the updated policies, rules, and procedures to reflect and enhance the quality of the institution's operations. The chief working document that reflects these rules and procedures is the QAM, available in hardcopy in the College Library and electronically on the College's website.<sup>1</sup> The Manual is continually updated following the feedback from all of its stakeholders.

### **1.2 Mission and vision and the strategic plan**

The mission and vision, as part of the review of the strategic plan, which sets out the institutional objectives derived from the mission, are assessed and revised at least once every five years. This process is led by the Academic Council. The new mission and vision and the new plan, and any amendments made inside the five-year period, must be approved by the Board of Trustees.

#### **Mission**

To offer the best characteristics of Irish and American higher education in an intimate environment underpinned by the holistic liberal arts model of learning, enabling students to realize their potential and participate successfully in the world.

#### **Vision**

Irish American University will provide a high-quality undergraduate and postgraduate education: one that is rigorous, stimulating and valuable. The institution will emphasize the core values of academic excellence, innovation, ethical integrity and multiculturalism. The institutional ethos and programmes of study will inculcate and

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<sup>1</sup> <http://acd.ie/sites/all/filemanager/downloads/QualityAssuranceManual.pdf>.

reflect the best of the Irish and American higher education traditions, engaging the student in an educational experience that is active, participative and challenging. Irish American University will uphold the highest standards of ethical conduct in all its activities, including support for academic freedom, appropriate disclosure of information to the institution's stakeholders, equality of access and opportunity. The University will strive to instil a passion for education that advances the development of the individual's talents and a process of lifelong learning.

### **1.3 Organizational structures**

#### **1.3.1 Governing body**

At the foundation of American College Dublin in 1993, a Board of Trustees was appointed to control and manage the strategic affairs of the College. Dr. Donald E. Ross, President and CEO of Lynn University, Boca Raton, Florida, was appointed President and CEO of American College Dublin. The Board of Trustees consisted of the President and seven Board members (now eighteen), of which three were Irish and four were American. The Board members are distinguished and accomplished individuals who serve the College as volunteers and who are dedicated to the College's successful accomplishment of its mission. The Board is a self-perpetuating governing body in that it alone is responsible for election of its new members.<sup>2</sup>

The President reports to the Board of Trustees. The Board of Trustees regularly evaluates the President through an annual evaluation, completed by the directors, all trustees themselves, who liaise with the trustees in completing the evaluation, sharing it with the Chair and with the President. The Board is independent of the President and all other constituencies of the institution, enabling it to maintain autonomous oversight over policy and strategic direction, even as it remains at an appropriate remove from the day-to-day operations of the institution.

The Board of Trustees oversees the duties of the Senior Management Committee, whose members periodically provide the Board with a written (and orally presented) report on their respective areas of responsibility; the members of the Board ask questions and discuss the reports as appropriate. The members of the Board of Trustees receive no compensation for their service to American College Dublin.

The Board of Trustees is charged with overseeing the policy development, academic quality, financial integrity, strategic direction and institutional management of the College. The Board provides the President with advice and counsel regarding the operation and development of the institution.

When the President is required to be absent from Dublin for attendance at conferences, meetings and the like, the following managerial powers apply:

- All matters except those in the paragraph below report to the Academic Dean; the Academic Dean reports these responsibilities directly to the President;
- Matters reporting to the President's Office and the Business Office (finance and accounts) report to the Executive Assistant to the President / Director of

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<sup>2</sup> <http://www.amcd.ie/about-us/administration/office-president/board-trustees>.

Administrative Services; the Executive Assistant to the President / Director of Administrative Services reports these responsibilities directly to the President.

QA documentation	Status
a/ Minutes of Board of Trustees meeting	
b/ Board evaluations of President	

### 1.3.2 Senior Management Committee

The College's operational management is directed by the Senior Management Committee. Its functions include:

- To ensure the efficient performance of the College in all its operations;
- To make decisions on institutional assessment, quality assurance, policy recommendations and other matters as conveyed by the Academic Council and other College bodies;
- To develop educational plans for the College;
- To ensure that the physical resources of the College are properly maintained;
- To make recommendations on the allocation of resources within the discretion of the College.

The Senior Management Committee consists of the College's President as Chair, the Executive Vice President, Academic Dean, Coordinator of Student Life, Director of Administration / Executive Assistant to the President, Registrar, Director of Admissions and ICT, and Head of the Business Office. In the case of the President's absence the meetings are chaired by his nominee.

The Committee meets usually once a month or whenever otherwise necessary, and the required quorum is four members. At a meeting each member presents matters of relevance to the Committee. After the matters presented are discussed a decision is taken on such actions as are deemed necessary. Each meeting is recorded in minutes, which are subsequently circulated to all those in attendance. A file with the minutes of all meetings that have taken place is held in the President's Office.

QA documentation	Status
a/ Minutes of meetings	
b/ Follow-up on decisions for action as appropriate by minuted reporting back at next meeting	

### 1.3.3 Academic Council

The Academic Council is responsible for overseeing and ratifying matters related to academic planning, quality and standards and is the governing body of the academic affairs of the institution. The Council consists of Academic Dean as chair, Coordinator of Student Life, Registrar, Heads of Program, representatives of the Faculty, Librarian. Members of the Senior Management Committee are ex officio members of the Academic Council. The Coordinator of Student Life also meets



regularly with members of the Student Union and reports on issues raised by class representatives through the Student Union. The Coordinator of Student Life reports the outcome of these meetings to the Academic Council.

The specific responsibilities of the Academic Council include:

- Overseeing and approving or modifying as appropriate the planning and management of the institution's academic affairs and management;
- Reviewing on an annual basis the strategic plan, progress on strategic initiatives, and amendments as required;
- Monitoring compliance with and ensuring the update and maintenance of institutional assessment and quality assurance procedures and the Quality Assurance Manual;
- Reviewing annual reports from the Academic Committee, Admissions, ICT, and Student Life, and considering recommendations for implementation arising out of them;
- Monitoring and maintaining accreditation and regulatory compliance;
- Establishing standing committees (the Academic Committee, the Internal Student Learning Assessment Board and the External Peer Review Board), and working groups and ad hoc committees for special tasks as they arise (these committees, which are formed and meet as required, rather than on an ongoing and scheduled basis, currently includes the MSCHE Steering Committee), and monitoring the progress of the same;
- Considering and ratifying as appropriate recommendations from the Academic Committee regarding academic policies and academic standards concerning teaching, learning and assessment, student admission and progression, staff development, and academic resources;
- Approval of new programs and amendments to existing programs, of academic regulations, faculty appointments, academic quality and standards;
- Responsibility, subject to appropriate consultation with MSCHE, QQI, and other regulatory bodies, for considering and ratifying the academic regulations of the institution;
- Making recommendations to the president as appropriate for the selection, admission, retention and dismissal of students;
- Making recommendations to the president for the award of scholarships, prizes and other awards;
- Making general arrangements for tutorial and other academic counselling;
- Assisting in implementing any regulations that may be made by the president on any of the aforesaid issues.

The Academic Council meets at least two times each year. A report on its findings and decisions is circulated to, and considered by, the Senior Management Committee, which reserves the right of final approval for all decisions taken by the council and by all bodies and committees that report directly or indirectly to it.

Before each meeting an agenda is prepared by the chair and circulated to all members of the council. At the meeting each item is introduced by the chair and offered for discussion. Any resolutions arising are recorded in the minutes. Standing items on the agenda include 'any other business' and course boards. The latter normally includes a

summary of the Academic Committee's minutes and findings, along with discussion and approval as appropriate of recommendations made by the Academic Committee. At the end of the academic year the heads of program also make a short presentation on the delivery of their programs.

The required quorum for the Academic Council is four, and if the quorum for a meeting is not met, the meeting is adjourned by the chair until a suitable date. Decisions, if formally required, are taken according to a majority vote. A formal count is only taken in cases of a close division; in the event of an even division the chair has the casting vote. If a member of the meeting wishes to have his or her dissent from a decision recorded, it will be so noted in the minutes.

At each meeting the minutes of the previous meeting are circulated among those in attendance. If there are amendments to the minutes, these are either advised informally in advance and noted at the meeting, or raised formally at the meeting and discussed and amended accordingly. Items that have not been notified to the chair in advance may, at the discretion of the chair, be introduced at the conclusion of the meeting.

Minutes are taken for each meeting and circulated among all those in attendance. A file with the minutes of all past meetings is held in the office of the Academic Dean. With the approval of the president the Academic Council may establish standing committees, working groups or ad hoc committees as it thinks proper to assist the Council in the discharge of its duties. At present the standing committees of the Academic Council include the Academic Committee, the Internal Student Learning Assessment Board and the External Peer Review Board; working groups and ad hoc committees, which are formed and meet as required, rather than on an ongoing and scheduled basis, currently includes the MSCHE Steering Committee.

QA documentation	Status
a/ Maintenance of minutes of meetings	
b/ Strategic Plan annual review and quinquennial review	
c/ Follow-up on decisions for action by minuted reporting back at next meeting	

#### 1.3.4 Academic Committee

The Academic Committee is responsible for planning, management, and the operational oversight of the degree programs offered by the institution.

The functions and responsibilities of the Academic Committee include:

- To develop, propose and implement plans for the programs that fall within the remit of the Committee;
- To monitor the implementation of academic policy, maintenance of standards, and administration of the programs, including staffing, teaching, academic counselling and internship placement (where relevant);
- To review progress of students and make appropriate recommendations;

- To review annually the operation of the academic programs and consider proposals for their enhancement;
- To consider the need to revise, develop or alter courses in the light of prevailing circumstances, and to prepare appropriate proposals;
- To review and make judgements as appropriate on matters of student academic discipline and progress;
- To prepare annually a report assessing the programs and student performance and making recommendations for improvement for the consideration of the Academic Council.

The Academic Committee consists of the Academic Dean as chair, Registrar, heads of program, faculty members, and student representatives. The required quorum is four. The Academic Committee meets twice each semester, or whenever otherwise necessary. Before each meeting an agenda is prepared by the chair and circulated among all members of the Committee. Standing items on the agenda are 'matters arising' and 'any other business.' Minutes are taken for each meeting and circulated among all those in attendance. A file with the minutes of all meetings that have taken place is held in the office of the chair.

The Academic Committee also reports feedback from students (past and present) concerning curriculum development, academic developments in their fields, suggestions from the external community (internship placements are particularly useful for generating this information), and the changing requirements for admission to undergraduate and graduate programs, which provide the primary justification for alteration to existing modules or introduction of entirely new modules. The Academic Committee reports on the main findings of its meetings to the next meeting of the Academic Council. Also, at the end of each academic year the Academic Committee presents its annual findings to the Academic Council.

The Academic Committee has two committees that report to it: the Internal Student Learning Assessment Board and the External Peer Review Board.

<b>QA documentation</b>	<b>Status</b>
a/ Maintenance of minutes of meetings	
b/ Follow-up on decisions for action by minuted reporting back at next meeting	
c/ External peer reviewer reports and College responses	
d/ Student feedback forms and commentary by Academic Committee	
e/ Academic Committee Report Form for each academic year (see below, Appendix 9.2)	
f/ Statistical data analysis of pass/fail rates, progression rates, completion rates	

### 1.3.5 Internal Student Learning Assessment Board

The Internal Student Learning Assessment Board has the following functions and responsibilities:

- To establish and update regulations for student learning assessment and the conduct of examinations;
- To oversee the grade review process;
- To review grades from the most recent student learning assessment and final examination session;
- To review award levels of graduating students;
- To oversee and decide on issues relating to academic dishonesty;
- To monitor student progress and recommend interventions where appropriate;
- To report as necessary to the Academic Committee on its findings and operations.

The Internal Student Learning Assessment Board consists of the Registrar as chair, and of internal examiners, who are typically the lecturers delivering the courses. The board meets as soon as possible after each semester when final grades have been received by the Academic Office, and before the summer External Peer Review Board takes place; and as soon as possible after all August repeat session final grades have been received by the Academic Office, and before the fall External Peer Review Board takes place.

During a meeting the Registrar reads through the grade lists for each of the modules offered. There is a discussion of all 'A,' 'F' and 'NP' grades, as well as of any borderline grades or results that warrant attention. For final awards, all firsts and borderline results are considered, together with any adjustments that might be proposed. Minutes are taken for each meeting, and a file with the minutes of all meetings that have taken place is held in the office of the Registrar.

QA documentation	Status
a/ Maintenance of minutes of meetings	
b/ Follow-up on decisions for action by minuted reporting back at next meeting	
c/ Note of review and sign-off on each module's grade sheet	

### 1.3.6 External Peer Review Board

The External Peer Review Board has the following functions and responsibilities:

- To review and confirm grades from the most recent student learning assessment and final examination session;
- To review and confirm award levels of graduating students;
- To monitor student learning progress and recommend interventions where appropriate;

- To report as necessary to the Academic Committee on its findings and operations.

The External Peer Review Board consists of Registrar as chair, Academic Dean, internal examiners and external examiners. The required quorum is four, including at least one external examiner. The board meets as soon as possible after the semester-two Internal Student Learning Assessment Board has met. The autumn meeting takes place as soon as possible after the August repeat session Internal Student Learning Assessment Board has met.

During a meeting the Registrar reads through the grade lists for each of the modules offered. At the conclusion of the reading for each stage the broadsheets are circulated among those in attendance at the meeting for signing by the relevant internal examiners and external peer review examiners. There is a discussion of any grades or awards that are signalled for consideration by those attending the meeting. In these meetings all internal examiners are present and their views are given predominant weight, so as to protect academic freedom in the student learning assessment process.

Each meeting of the External Peer Review Board is recorded in minutes. A file with the minutes of all meetings that have taken place is held in the office of the Registrar. A copy of the signed grade broadsheets is held in the Academic Office.

QA documentation	Status
a/ Maintenance of minutes of meetings	
b/ Signed broadsheets and covering correspondence to QQI	

### 1.3.7 Admissions Committee

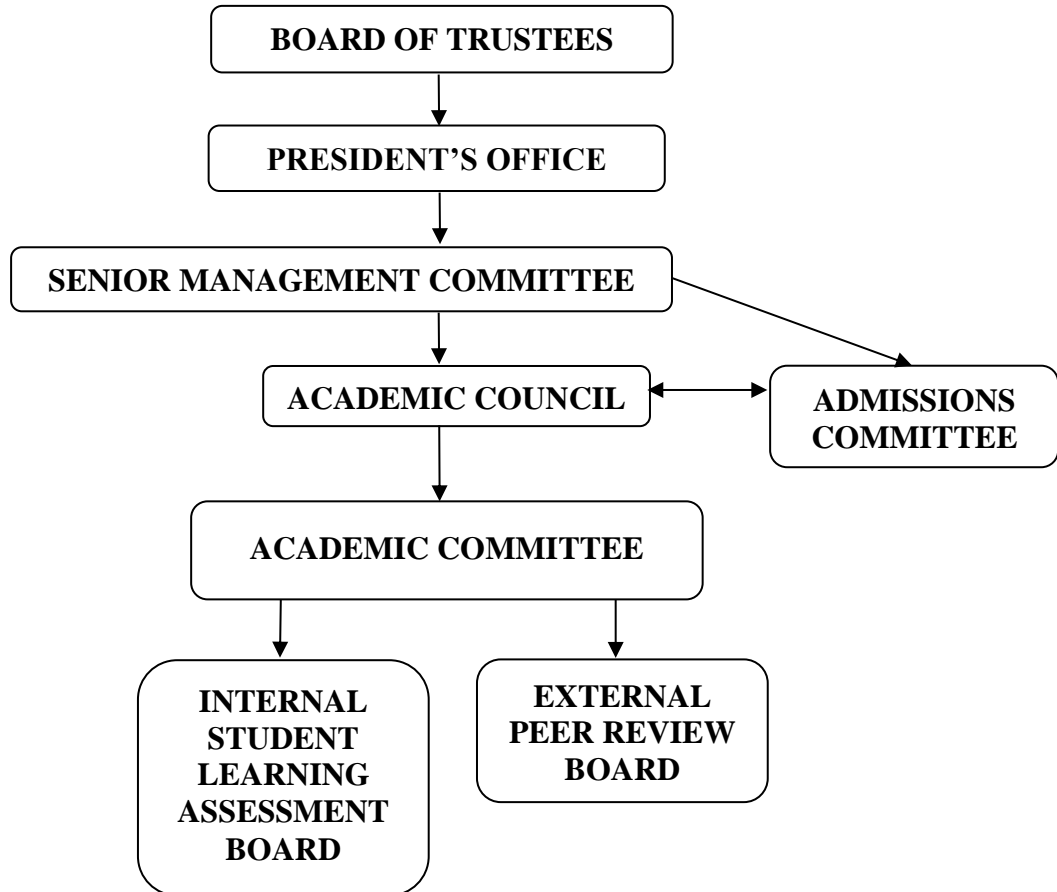
The Admissions Committee meets regularly, its frequency depending on the time of year. The committee consists of the Director of Admissions as chair, the Academic Dean, the Director of Administration and others as required. The committee discusses recruitment planning, forthcoming travel and advertising and ongoing results. The Chair reports findings to the Academic Council, including the annual Enrolment Management Plan in its report to the fall meeting, and regularly discusses admissions policy and practice with the Senior Management Committee.

QA documentation	Status
a/ Maintenance of minutes of meetings and follow-up	
b/ Reports and minutes to Academic Council	

### 1.3.8 Organizational chart

The current administrative structure, effective September 2017, is set out in the following chart:

#### Organizational Chart



## 1.4 Quality assurance and institutional review

All of the institution's planning and operational functions take place within a quality assurance framework. Quality assurance procedures and overarching institutional assessment and functioning are themselves subject to an ongoing monitoring process.

### 1.4.1 Quality assurance monitoring

Quality assurance procedures and compliance are the responsibility of the Academic Council, which nominates from within its number each year a Quality Assurance Officer, with responsibility for ensuring internal QA compliance. The procedures are recorded in the present document, called the Quality Assurance Manual (QAM). The QAM is subject to external approval by QQI. The QAM is reviewed internally on an ongoing basis. The key documentation to verify QA procedures is reviewed using the 'QA documentation' boxes in the QAM; at the end of each academic year the document trails are checked for completeness and follow-up and their status recorded in the QAM. The QA documentation check is conducted through a Summary Check List (see Appendix 9.4). On the basis of the document check and other feedback, at the end of each academic year revisions are proposed to the Academic Council; any of these which are accepted are submitted to QQI for approval. As part of the QQI institutional review (see 1.4.2 below), the institution's quality assurance procedures and policies are subject to a comprehensive review and revalidation procedure.

QA documentation	Status
a/ Academic Council minutes on proposed amendments to QAM	
b/ Current and preceding versions of QAM	
c/ QQI correspondence and approvals of changes and updates to QAM	
d/ QAM documentation checklist reviewed and signed off by Academic Council at the end of each academic year	

### 1.4.2 Institutional review

The institution is subject to comprehensive institutional reviews by its American and Irish accreditation agencies, MSCHE and QQI. The MSCHE institutional review activities follow those currently required by the institution's accreditation status with MSCHE. The QQI institutional review, last completed by the institution in 2011, is in a transitional phase and it is expected that the institution will enter upon the process of going through institutional review from 2018/19 on, in accordance with the current requirements set out at: <http://www.qqi.ie/Articles/Pages/Reengagement.aspx>.

<b>QA documentation</b>	<b>Status</b>
a/ Academic Committee, Academic Council and SMC meetings minutes	
b/ MSCHE and QQI accreditation reports and responses	
c/ Correspondence with regulatory agencies	



## **2. Approval, monitoring and periodic review of programs and awards**

### **2.1 Overview**

The commitment of the institution to academic development is reflected in the work of its faculty, offices and committees, whose joint task is to ensure that programs are well designed, regularly monitored, and periodically reviewed. At present, the institution's only location of academic program delivery is at American College Dublin.

American College Dublin recognizes and supports the need to design and deliver programs (in an efficient and flexible manner) that anticipate the changing needs of society and the world, in line with national and international requirements, the national qualifications framework, and stakeholder requirements. The College strives to cultivate initiative which supports the best practice in modern program development, to keep ACD a stimulating and attractive educational institution.

The programs provided by ACD lead to awards by the Quality and Qualifications Ireland (QQI),<sup>3</sup> (in accordance with Section 25 of the Qualifications [Education and Training] Act, 1999), or (in the case of MSCHE-accredited programs) by Irish American University. The application of academic quality principles requires that the College satisfy itself and its accrediting bodies that a learner may attain knowledge, skills and competence for the purpose of an award, to ensure that programs offered by ACD have academic and intellectual currency and standards comparable to similar awards offered anywhere in the world.

The College's portfolio of academic programs is constantly developing through an extensive and ongoing process of designing and validating new programs and revising and updating the existing ones. The stages of the process involve groups and committees both from within the College and in consultation with external academics and accrediting bodies, including heads of programs, teaching staff, Academic Dean, Academic Council and Academic Committee, and QQI.

### **2.2 Design and approval of new programs and modules**

#### **2.2.1 New modules and major modifications to existing ones**

Modifications to existing modules or the submission of entirely new modules which in themselves do not alter the essential structures or learning aims of the program constitute curriculum development that falls within the responsibility of the Academic Council and the Academic Committee that oversees the monitoring of each program.

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<sup>3</sup> [www.qqi.ie](http://www.qqi.ie).

At the end of each academic year the Academic Committee considers (as a standing item on the agenda for the final Academic Committee meeting of the year) feedback from students (past and present), academic developments in the field, suggestions from the external community (internship placements are particularly useful for generating this information) and the changing requirements for admission to post-graduate programs of study—these provide the primary justification for proposals to alter existing modules or introduce entirely new modules. If the Academic Committee agrees to accept the changes, these are presented as part of the Academic Committee’s annual report to the Academic Council. Once the Academic Council has given its approval, the appropriate changes are made. For QQI programs, if changes are proposed to the course schedule, these are submitted to QQI for approval (or indications of additional submissions and actions in order to attain approval). Following completion of the process, a new syllabus is entered in the College’s annual in-house file of modules, together with module outlines.

Minor modifications to existing modules (updating of reading lists and stylistic revisions or correction of errors of fact that do not have an effect on the substance of the module) need only be notified and noted in the final Academic Committee of the academic year.

QA documentation	Status
a/ Relevant Academic Committee documentation as noted above at 1.3.4	

### 2.2.2 New programs and major modifications to existing ones

The process of introducing new award programs develops through a number of stages, incorporating both internal and external activity. Typically, identification of opportunities for new program development comes through informal or formal market research and from consultation with the academic community within and outside the College, followed by program quality assurance and associated self-evaluation processes. The strategic and logistical reasons for introducing a new program are considered, to make sure that the proposed program falls within the existing fields of competence within the College, and that there exists an identifiable market demand for a new program as well as employment opportunities for prospective graduates.

The task of proposing, preparing, and revising degree programs lies primarily within the remit of the Academic Committee (see section 1.3.4). Introduction of a new degree program involves the following stages:

- A proposal to introduce a new program is tabled, normally at the initiative of either the Academic Committee or the Senior Management Committee;
- An outline plan is presented to the Academic Committee for evaluation: the strengths and weakness of the proposal are discussed;
- Approval to conduct a feasibility study is granted, notified to the next Academic Council (although the Council’s endorsement is not required for the study to proceed).
- The feasibility study includes a description of the initial consultative process, an assessment of intellectual content and coherence, formal or informal market

- research on probable demand for the program, evaluation of human and other resource requirements, and an outline costing for delivery of the program;
- Submission of results of the feasibility study to the Academic Committee, input and discussion as required by the Senior Management Committee, followed by provision of approval to make a preliminary program submission;
  - Consideration of the preliminary program submission by the Academic Committee, input as required from the Senior Management Committee followed by the Academic Committee's recommendations and provision of approval to make a full program submission;
  - Full program submission to the Academic Council: if conditional approval is granted the program is re-submitted to the next Academic Council; if unconditional approval is granted the submission is completed; the Senior Management Committee is notified accordingly and, providing there are no objections from the SMC requiring resubmission, implementation proceeds;
  - For QQI-accredited programs, submission of the proposal to QQI follows. For such program submissions, the College follows the procedures and produces the documentation as set out in the QQI publication, *Programme Validation Manual (2016) for Programmes of HET and Apprenticeships (FET and HET)*, Pilot Version (edition 2.15) 2016.<sup>4</sup>

QA documentation	Status
a/ Maintenance of minutes of Academic Committee, Academic Council and SMC meetings	
b/ Outline plan of proposed program	
c/ Program document	
d/ QQI program validation submission, if applicable	

### 2.2.3 Program reviews

American College Dublin has established quality assurance procedures for obtaining feedback from internal and external sources for the purpose of further improving and maintaining the quality of education it provides. These procedures enable the College to monitor, review, and develop the quality of current and proposed programs of study.

Programs are routinely monitored throughout the academic year and are also reviewed at the end of each academic year to ensure that

- The program and its modules are progressing satisfactorily, both administratively and academically;
- Module teaching schemes are appropriate to facilitate the achievement of the learning outcomes of the module;

<sup>4</sup> See the link to the document at: <http://www.qqi.ie/Articles/Pages/Application-for-Validation-%28Levels-6-10%29.aspx>.

- Assessment methods are appropriate to determine the achievement of learning outcomes for the different modules and are distributed appropriately throughout the semesters and academic years;
- Academic procedures, including entry, transfer and assignment of credit values, and graduation requirements are fit for purpose and being adequately followed;
- Current student achievement and progression are satisfactory; the program can appeal to prospective students;
- The existing programs are suitable to meet the current and future needs of students.

Responsibility for the implementation of ongoing review of programs rests primarily with the relevant academic staff, the Academic Committee, and the Academic Dean. Ultimate responsibility for ensuring that QA procedures for programmatic review are followed, here as elsewhere, rests with the registrar, who functions as the QA Officer. Information obtained through the monitoring activities may ultimately result in modifications and improvements to delivery and assessment of program modules. The review process thus enhances the program academic quality and the student experience within the boundaries of the formal program structure.

QA documentation	Status
a/ Relevant Academic Committee documentation as noted above at 1.3.4	

#### 2.2.4 External programmatic evaluation

The College's programs are subject to a full internal and external evaluation once every five years or less. For non-QQI awards the programmatic review takes place by the following means:

- Research by the College on the programs under review;
- Feedback from students involved in the reviewed program;
- Preparation of a Self-Evaluation Report (SER);
- Peer review by way of a paper-based consideration of the SER and a comprehensive evaluation; peer review findings submitted in a written report;
- College response to the peer review group's report and preparation of a response to its findings and an implementation plan; application by the College's Academic Council to the College SMC for revalidation or otherwise of the programs;
- Ongoing annual program review within the processes set out in section 2.2.3, above.

For QQI awards, the program evaluation follows the procedures set out in the QQI publication, *Core Policies and Criteria for the Validation by QQI of Programmes of Education and Training*, 2016.<sup>5</sup> In accordance with these procedures, the programmatic review takes place by the following means:

<sup>5</sup> [http://www.qqi.ie/Publications/Publications/Initial\\_Validation\\_policy\\_7\\_10\\_13.pdf](http://www.qqi.ie/Publications/Publications/Initial_Validation_policy_7_10_13.pdf).

- Research by the College on the programs under review;
- Feedback from students and other relevant stakeholders involved in the reviewed program;
- Preparation of a Self-Evaluation Report (SER) in accordance with the QQI guidelines;
- Peer review by way of a paper-based consideration of the SER and a comprehensive site evaluation; peer review findings submitted in a written report;
- College response to the peer review group’s report and preparation of a response to its findings and an implementation plan; application by the College’s Academic Council to QQI for revalidation or otherwise of the programs;
- Implementation of QQI recommendations following revalidation;
- Ongoing annual program review within the processes set out in section 2.2.3, above.

<b>QA documentation</b>	<b>Status</b>
a/ Relevant minutes of working group, Academic Committee, Academic Council and SMC meetings	
b/ Research materials for program evaluation	
c/ Self-Evaluation Report	
d/ Peer Review Group Report	
e/ College response	
f/ Application by Academic Council to QQI (or SMC for non-QQI programs) for revalidation of programs	

### 3. Assessment of learners

#### 3.1 Overview

Matters relating to the assessment of learners' performance are overseen by the lecturers, Academic Committee, the Internal Student Learning Assessment and External Peer Review Boards and by the Academic Council, whose joint task is to ensure the adherence to the assessment procedures used in the College.<sup>6</sup>

The broad objective of the learner assessment process in ACD is to establish the extent to which each learner has achieved the intended learning outcomes of the modules they have undertaken and of their overall program. Assessment can be defined as any process that appraises an individual's knowledge, understanding, abilities or skills, and competence. The College's assessment regulations govern written examinations and continuous assessment in the form of coursework assignments, projects, reports, oral presentations, reviews, internships, theses, dissertations, and such other forms of assessment as may have been approved or prescribed in any program or course of study. Assessment procedures are based on clearly expressed intended learning outcomes.

Assessments are set by the lecturer responsible for delivering the module. They typically involve continuous assessment (term papers, reports, presentations, practical exercises, research projects) and final examinations. Draft examination papers are sent to external examiners for approval. Final examinations are conducted in strict observance of regulations, including publication of examination timetables, registration of students, invigilation of examinations, and academic discipline during examinations. After examination papers are marked, sample scripts are sent to external examiners for approval. The final grades are then calculated, discussed, and approved by the Internal Student Learning Assessment Board. The results are finally approved at the Summer and Autumn External Peer Review Boards.

##### 3.1.1 Credit values

Irish American University's credit-award system is based on notional requirements of time and effort a student is expected to perform in achieving intended learning outcomes during the course of a semester and academic year. These requirements are derived from a quantum of higher education time and effort measurement known as the 'Carnegie unit', or 'credit hour'; this is the predominant such measuring tool in American higher education. The values expressed by this system are not exact, but represent average, indicative quantifications of notional student attendance, input and activities directed towards the achievement of intended learning outcomes.

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<sup>6</sup> These are also aligned with the academic student learning assessment marks and standards as set out in the QQI publication *Assessment and Standards, Revised 2013* (March, 2015): [http://www.qqi.ie/Publications/Publications/Assessment\\_and\\_Standards%20Revised%202013.pdf](http://www.qqi.ie/Publications/Publications/Assessment_and_Standards%20Revised%202013.pdf).

Irish American University's academic offerings are based on the award of 3 credits (or multiples thereof) per course. Accordingly, IAU requires that each 3-credit undergraduate academic course based on classroom instruction involves approximately 40 hours of classroom-contact and -instruction time and 80 hours of out-of-class study and related work, to provide a total of 120 hours of notional student work (also often referred to as 'total student participation'). Undergraduate 3-credit performance classes in the BFA in Performing Arts and the BFA in Musical Theatre (the degrees' studio-based courses in acting, voice, dance and movement) have the same total student participation requirement of 120 hours, but the proportions of the total are approximately the reverse of the institution's academic courses: instructional contact hours are roughly 80 hours and the out-of-class, self-directed study hours are roughly 40. Postgraduate 3-credit courses are based on a requirement of 120 hours of total student participation, but the proportions of the total are adjusted to reflect an expectation of a higher degree of self-directed learning at the master's level: postgraduate 3-credit courses involve approximately 30 hours of classroom-contact and -instruction time and 90 hours of out-of-class study and related work.

In the case of internship modules, the class contact and out-of-class hours are combined; thus, every 3 credits awarded for an internship placement requires a minimum of 120 hours in the placement position. An internship will have additional time requirements attached to it based on the need for researching and writing the internship report; this equates to approximately five hours for every forty hours of practical work in the internship position (thus, a 3-credit internship has a minimum total time requirement of 135 hours).

In the case of research projects and theses, the credit values awarded are based on a required minimum student input of 120 hours of research and writing for every 3 credits. For every 3 credits thus awarded, it is expected that the student will spend a minimum of approximately three hours in direct, individual consultation with his or her instructional supervisor.

The approximate time requirements derived from the institution's credit-award system allow for rough extrapolations of time and effort required of a student over the course of average weeks, semesters and academic years. Thus, the standard full-time undergraduate and graduate student load of a fifteen-credit, fifteen-week semester requires a notional minimum of 40 hours of total student participation per week; a semester requires 600 hours of total student participation and a full academic year (two fifteen-week semesters for thirty credits) requires a notional minimum of 1200 hours of total student participation.

American College Dublin also offers courses which are accredited by QQI. The credit values for these courses are based on the European Union's standard credit award system, the European Credit Transfer and accumulation System (ECTS). Under ECTS the credits have a value which is approximately half that of the student credit hour derived from the Carnegie unit. Thus, each of the College's modules for which it awards three credits produces six ECTS credits; and any other of the College's credit values may be similarly calculated as ECTS credits by multiplying by two the credits which the College awards.

### 3.2 Assessment policy

In ACD learners are assessed using published criteria, regulations and procedures applied fairly and consistently. In particular, the College is committed to ensuring that

- Learners have the opportunity to demonstrate their learning achievement;
- Assessment opportunities support standards based on learning outcomes;
- Assessment opportunities promote effective learning and teaching;
- Type of assessment (whether diagnostic, formative, or summative) is explicitly stated;
- Assessment procedures are fair, valid and reliable;
- Assessment methods are monitored and reviewed to fit evolving requirements;
- Assessment requirements are explicit and accessible to learners.

QA documentation	Status
a/ Statement of program assessment strategy in program documentation	
b/ Statement of module assessment strategy in each module's syllabus	
c/ External peer reviewer feedback and College responses	

### 3.3 Assessment objectives

The College has endorsed and implemented the following underlying principles for the assessment practice:

- Assessment is an integral part of the course design process, and is constructively aligned with the program/module intended learning outcomes;
- There are clear and consistent assessment criteria prepared by the examiner, which are provided to the learner at the time of assignment;
- Assessment is transparent, valid, reliable and free from bias;
- The assessment framework facilitates student learning and supports student progression;
- Learners are provided with feedback on assessment that is timely, promotes learning and facilitates improvement;
- The management of assessment is efficient both with regard to the amount and timing of assessment and to staff and learner workload;
- Assessment standards are maintained consistently and appropriately to the award;
- Assessment standards are comparable across programs and across other higher education institutions in the country.

QA documentation	Status
a/ Statement of program assessment strategy in program documentation	
b/ Statement of module assessment strategy in each module's syllabus	



c/ External peer reviewer feedback and College responses	
d/ Academic Committee minutes	

### 3.4 Internal examiners

Assessments are set by the lecturer responsible for delivering the module. Draft examination papers are required by the Academic Office by the end of week seven of each semester, so as to allow adequate time for the materials to be seen by the External Peer Reviewers and for such changes that are necessary to be made. In particular, the role of the Internal Examiner is to:

- Provide assessment questions that reflect the module content and that test fairly and with appropriate rigor the achievement of module learning outcomes as stated in the module description;
- Prepare assessment in line with the approved module description format;
- Submit on the appointed time draft examination papers and marking schemes to the Academic Office;
- Take account of suggestions and recommendations proposed by the External Peer Reviewer;
- Mark the assessment, submit the mark sheets and originals of assessments to the Academic Office on the appointed time;
- Receive feedback from the External Peer Reviewer and agree to revise if necessary the grades proposed to be awarded to each student, at the latest during the Internal Student Learning Assessment Board;
- Attend meetings of the assessment boards to verify marks and contribute to the discussion of grades and awards.

After examination papers are marked, final grades calculated and approval of sample scripts from external examiners received, there is an Internal Student Learning Assessment Board, at which each module under examination is reviewed, with a discussion of all 'A' grades, fails and borderline cases. In semester one, results are made available to students as soon as practicable following the Internal Student Learning Assessment Board (these results are subject to final approval at the Summer and/or Autumn External Peer Review Board). In semester two, results are made available to learners as soon as practicable following the Internal Student Learning Assessment Board (these results are subject to final approval by the Summer and/or Autumn External Peer Review Board. In the repeat examination session results are made available to learners as soon as practicable following the Internal Student Learning Assessment Board (these results are subject to final approval following the Autumn External Peer review Board).

QA documentation	Status
a/ Syllabi	
b/ Examination papers and marking schemes	
c/ Examination scripts	
d/ Grade sheets	

e/ External Peer Reviewer comments	
f/ Internal Student Learning Assessment Board meeting minutes	

### 3.5 External peer reviewers

The role of the External Peer Reviewer is aligned with the document *Effective Practice Guidelines for External Examining, Revised February 2015*, published by the Irish state accreditation agency QQI in March 2015.<sup>7</sup> This document is made available to the External Peer Reviewer upon appointment by the College.

Accordingly, the External Peer Reviewer is an independent expert who is a member of the broader community of practice within the program's field of learning, and whose accomplishments attest to his/her likelihood of having the authority necessary to fulfil the responsibility of the role.

External Peer Reviewers are appointed to a particular program or module. Their role is to provide independent quality assurance for the assessment process and to ensure that standards appropriate to the award level are consistent with national standards and comparable to other institutions. In particular, the role of the External Peer Reviewer is to

- Review the appropriateness of the minimum intended program learning outcomes and other program objectives;
- Probe the actual attainment by learners of actual program learning outcomes using information agreed with and supplied by the College;
- Compare and contrast both the minimum intended program learning outcomes and the actual attainment of learners with the relevant awards standards, with the National Framework of Qualifications, and with corresponding data from other programs in the same discipline in other higher education institutions in Ireland and abroad;
- Determine whether or not the applied procedures for assessment are valid, reliable, fair and consistent;
- Review the appropriateness of the program assessment strategy and the assessment procedures, and consider subsidiary module assessment strategies;
- Review key assessment tasks prior to their assignment in light of the program and module assessment strategies and learners' prior learning;
- Report findings and recommendations regarding the assessment process to the College.

An External Peer Reviewer is proposed by the Academic Committee after making sure that the proposed person has no existing relationship with the College or key personnel; in other words, that there is no conflict of interest between the proposed person and the College. The proposed name is then put to the Academic Council for approval. If the nomination is approved the Academic Dean or the Registrar contacts the nominee with the request to serve as an External Peer Reviewer and with an explanation of the position's duties. The criteria for appointing an External Peer Reviewer include the following:

<sup>7</sup><http://www.qqi.ie/Publications/Publications/Effective%20Practice%20Guidelines%20for%20External%20Examining%20Revised%20February%202015.pdf>.

- An External Peer Reviewer should be a person with considerable third-level academic experience and standing in the field for which he or she is responsible;
- The External Peer Reviewer should hold a qualification in the appropriate discipline that is at a higher level than the course for which he or she is responsible;
- An External Peer Reviewer is appointed for a maximum period of three years; he or she may be reappointed after a minimum of three years has elapsed.

The specific duties of the External Peer Reviewer are the following:

- To become acquainted with the recommendations regarding the duties of the External Peer Reviewer as specified by the document *Effective Practice Guidelines for External Examining, Revised February 2015* (March, 2015);
- To read the module outlines of the modules for which the External Peer Reviewer is responsible and to be aware of their academic content and learning outcomes;
- To read the draft version of final examination papers and marking schemes; the External Peer Reviewer has the right to suggest amendments or alterations to the examination materials as deemed appropriate;
- To review a representative sample of examination scripts, including all “A” grades, fails and borderline cases;
- To be available for consultation with Internal Examiners on suggested changes to module content, final examination content or grades. In matters where there is a difference of opinion between the Internal and External Peer Reviewer there should be a common effort to achieve a mutually agreeable resolution (it should be noted: in the interests of academic freedom and institutional autonomy, the final decision on the award or award-level of a grade or degree, rests entirely with the internal examiner and the governing bodies of the institution);
- To attend the summer and autumn Examination Boards and to approve the process and award levels of the grades and final awards under consideration;
- To complete at the conclusion of the academic year and submit to the Academic Dean/Registrar a report on the administration and academic quality of the examinations and the comparability of the standards to other third-level institutions (see the *External Peer Reviewer’s Report Form* in Appendix 9.1). This report is passed on to the Academic Committee. Any comments or necessary responses or actions are discussed at the final Academic Committee meeting of the academic year. The External Peer Reviewer is subsequently informed of any responses to his or her comments.

QA documentation	Status
a/ External Peer Reviewer Report forms, including College responses to extern feedback	
b/ College-extern correspondence	
c/ Correspondence with regulatory bodies on extern appointments and provision of report copies	

d/ Academic Committee minutes	
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### 3.6 Continuous assessment

All academic programs offered by the College use some elements of continuous assessment. This form of assessment provides insight into the students' knowledge, skills and competences in areas not normally assessed in final written examinations. Different forms of continuous assessment and the specific learning outcomes they address include the following:

- *Research using primary and secondary sources*, which aims at developing the students' ability to conduct original scholarly work, to assess critically professional literature, and to present the research results in a professionally acceptable format;
- *Literature review*, which assesses the students' ability to find relevant professional sources, both printed and in electronic format, and to evaluate critically their contents;
- *Critical review of a published text*, which should display the students' ability to display understanding of professional literature and its critical evaluation in the form of a written review;
- *Term essays and reports*, which should display both the students' familiarity and understanding of a specific field of knowledge relating to course material, and their ability to conduct independent critical research within the field covered by the course;
- *Practical project work*, which aims at developing the students' ability to apply academic knowledge to specific practical problems encountered in social experience;
- *Oral presentations*, which should display the students' skill to share their academic knowledge with others in the context of direct social interaction and public debate;
- *Class test and quizzes*, which assess the degree of the students' familiarity with and comprehension of specific issues relating to currently discussed course material;
- *Group work and team projects*, which assess the students' ability to work collaboratively, to display team spirit, and to share responsibility in a joint endeavor (see Appendix 9.4 for details on Group Work Assessment).

Continuous assessment can provide formative and summative evaluation to support learning by offering an opportunity to provide feedback to students on their understanding of the module material prior to the final examination. The weighting of elements of continuous assessment varies depending on the nature of the module, and is determined at the time of module design by the lecturer delivering the module. Examiners are required to ensure that they are fully aware of the weightings attached to the continuous assessment elements in each module they deliver.

Students repeating a module must not only re-sit the final examination but also submit new versions of the prescribed continuous assessment. In modules assessed entirely by continuous assessment copies of continuous assessment projects are sent to the external examiners for evaluation.

QA documentation	Status
a/ Academic Committee documentation as at 1.3.4	

### 3.7 Final examination regulations

The regulations and procedures for administering final examinations in the College include the following:

- All candidates are automatically entered for final examinations for those modules which have a final examination component. It is the responsibility of the candidate to register for repeat examinations;
- It is the responsibility of the candidate to make himself/herself aware of the dates, locations and times of examinations. Copies of examinations timetable are posted on the Intranet and are available from the Academic Office;
- If a candidate is absent from an examination an explanation must be advised to the Academic Office or Registrar immediately. Such documentation as is appropriate (for example, a doctor's certificate in the case of an illness) must be delivered to the Academic Office or Registrar within five working days of the examination. If the candidate has submitted an acceptable explanation within five working days of the examination an 'I' (incomplete) will be awarded. (An 'I' indicates an excused non-completion of the module and if the final examination is the missing component it does not count as an attempt.) If an acceptable explanation is not submitted to the Academic Office within five working days the candidate will be awarded an 'NP' (not present). (An 'NP' indicates that the candidate did not have a valid explanation for non-attendance at the final examination and the examination is counted as an attempt.) In the case of an award stage module, the awarding of an 'NP' would mean that the candidate can only graduate with a pass degree;
- Candidates should assemble at the examination room ten minutes before the examination is scheduled to commence;
- Upon entering the examination room the candidate becomes subject to the authority of the invigilators and must follow their instructions;
- Candidates should seat themselves according to the instructions of the invigilators;
- Strict silence must be observed at all times in the examination room; no form of communication is permitted between candidates in the examination room;
- Candidates will not be admitted to an examination room once another candidate for the same module has left the examination. If a candidate finishes the examination in less than the time allowed, it is permissible to submit the papers and leave the examination room. However, no candidate may leave within thirty minutes of the commencement of an examination or within fifteen minutes of the end of an examination;
- Answers must be written in blue or black ink. The candidate should write on both sides of the sheets in the answer book. Rough work should only be written in the answer book, with a clear indication provided that it is rough work;

- No paper, pencil cases, books or bags may be brought to the candidate's desk; the candidate will be advised by the invigilators where bags and other materials not permitted to be brought to the desk should be deposited;
- No mobile phones are allowed on the candidate's person or at the desk. All phones in bags and jackets should be turned off. If a phone in a jacket or bag rings, the offending article will be removed from the room by an invigilator until the noise has ceased;
- In examinations for which use of a calculator is approved, only a model up to the scientific calculator level may be used;
- No writing may take place until the examination begins. The candidate should read the instructions on the examination answer book, fill out his/her details on the cover of the examination answer book, and read the entire paper before attempting the questions;
- If for some reason the examination does not start at the time scheduled, the appropriate extra time is provided at the end;
- A candidate who arrives late for an examination finishes at the same time as the other candidates (that is, no additional time is provided to make up for the amount of time lost up to the commencing of the examination);
- All students must initial on the components marks sheet in order to verify their attendance at the examination;
- Candidates must not get up from their seats without the permission of an invigilator once the exam has commenced except to hand in their papers and leave. Candidates who have a question of any sort should raise their hands and wait for an invigilator to come to them;
- Candidates who need to go to the toilet should raise their hands and wait for an invigilator to come to them. Only one candidate may go to the toilet at a time. The candidate must be escorted by an invigilator. The use of the toilet should not take longer than two minutes;
- Candidates are not allowed to take examination answer booklets (used or unused) away or have any access to them except for writing their answers during the examination;
- In the event that a candidate is noticed copying from another student's paper, requesting assistance from another student, having unauthorized materials with him/her, making an unauthorized departure from the room, or acting in a disturbing manner, the candidate will be directed by the invigilator immediately to desist from the offending behaviour, while the name of the candidate and the circumstances will be noted on the invigilator's report. The candidate will be allowed to complete the examination, but advised upon handing up the paper to report as soon as possible to the Academic Dean or Registrar in order to discuss the matter. The invigilator should attempt to inform the Academic Dean or Registrar or Academic Office immediately of the matter. In the event of repeated instances of the behaviors mentioned above by a single candidate, the invigilator should contact the Academic Dean or Registrar or Academic Office immediately. Any such incidents will be reported to the Academic Dean as examination irregularities; they will be investigated and a decision on them taken at the next meeting of the Academic Standards Committee, normally to take place within two weeks of the end of final examinations;

- Any other digression by a candidate from examination procedures will be noted on the invigilator's report and considered by the Academic Council.

QA documentation	Status
a/ Current examination regulations	
b/ Invigilator reports	
c/ Final mark sheets	
d/ Academic Office correspondence with students	

### 3.7.1 Guidelines for invigilators

The guidelines for examinations invigilators include the following:

- Invigilators should ensure that they have a copy of and are familiar with the College's current final examination regulations;
- Before candidates are admitted to the exam room, check the following:
  1. There are sufficient examination papers and booklets for the examinations taking place in the room, and that they are arranged so as to facilitate their being distributed in an efficient manner;
  2. That the desks are arranged in rows and that the room is in good order (no notes, papers or other materials should be on the desks or floors);
  3. That the whiteboard clearly displays the module code, title and exam duration for the papers being attempted in the room.
- Ensure that all candidates leave bags, jackets, coats and books at the top of the examination room. Each student is allowed pens, pencils, rulers and a scientific calculator at their desks. No pencil cases are allowed at the desks. No notes or paper of any sort are allowed to be brought to the student's desk; if a student wishes to produce rough work, it should be entered in the examination book, with an indication to show that it is not part of a final answer;
- Before the examination commences, announce the following:
  1. The module code and title of the examinations being attempted and the duration of the examinations;
  2. Candidates may not leave their seats without the permission of the invigilator. If candidates have a question or wish to be allowed to go to the toilet they should raise their hands and wait for the invigilator to come to them;
  3. Candidates are not allowed to have mobile telephones on them once the exam has begun. All telephones in bags and jackets should be turned off; if a telephone in a jacket or bag rings, the offending article will be removed from the room by an invigilator until the noise has ceased;
  4. Candidates may only go to the bathroom one at a time. Candidates will be accompanied by an invigilator. The bathroom break should be taken as quickly as possible; any absence of unusual duration will be noted in the invigilator's log sheet;

5. Candidates may not leave the examination room within the first 30 minutes of the commencement of the exam or within fifteen minutes at the end of exam;
  6. Ask students to read the examination paper carefully before starting to write; explain that lecturers will be at the exam for the first twenty minutes to answer any questions the candidates may have;
  7. If the examination does not start on time, explain that the appropriate extra time will be added at the end.
- When handing out the examination papers, place them face down on the desks. Instruct candidates not to turn exams over until directed: all candidates must commence the exam together;
  - If a candidate arrives late and no other candidate has left the examination in the meantime the candidate may be allowed into the examination. However, no extra time is given to the candidate;
  - Once the examination is in progress, ensure that all candidates initial on the components marks sheet (beside their name only and not in the boxes as this sheet is used by the lecturer to record the examination results). This is necessary in order for the College to have an independent record of whether a candidate was present or not present at the exam;
  - It is important that the invigilators walk and look around the room at regular intervals. Candidates should be aware that the exam is supervised and monitored to a high standard;
  - In the event that a candidate is noticed copying from another candidate's paper, requesting assistance from another candidate, holding unauthorized materials, making an unauthorized departure from the room, or acting in a disturbing manner, the candidate should be advised immediately to desist from the offending behavior; the name of the candidate and the circumstances should be noted on the invigilator's report. The candidate should be allowed to complete the examination, but advised upon handing up the paper to report as soon as possible to the Academic Dean or Registrar in order to discuss the matter. The invigilator should attempt to inform the Academic Dean or Registrar or Academic Office immediately of the matter;
  - In the event of repeated instances of the behaviors mentioned above, the invigilator should contact the Academic Dean or Registrar or Academic Office immediately;
  - Any other digression by a candidate from examination procedures should be noted on the invigilator's report;
  - At the conclusion of the examination, ensure that completed examination scripts together with the components mark sheet and any examination papers left over are put back into the envelopes supplied and returned to the Academic Office. Also check the number of candidates attending against the number of papers submitted for each examination;
  - Ensure that the invigilator's report sheet is filled out and returned to the Academic Office with each packet;
  - Ensure that the examination room is locked at the conclusion of each examination;



- Ensure that that all examination answer booklets are kept securely; candidates are not allowed to take answer booklets away or have any access to them except for writing their answers during the examination;
- Lecturers can collect the examination scripts only from the Academic Office.

QA documentation	Status
a/ Current invigilator guidelines	
b/ Invigilator reports	

### 3.7.2 Grade reviews

Students have the right to request a review of final grades for any module they have attempted, providing the appeal for a grade review is lodged within ten working days of the examination results being posted. The review procedure includes the following steps:

1. The student making the appeal fills out a grade review form and returns it to the Academic Office (within ten working days of the examination results being posted);
2. The Academic Office checks the examination transcript and results broadsheet for any arithmetical errors and to verify that the lecturer's handwritten grades were correctly inputted on the system;
3. The relevant academic staff meet with the Academic Dean/Registrar to consider any grades under review. Any previously unknown circumstances are considered and the final examination paper is reviewed. The staff and the Academic Dean/Registrar decide on whether there should be any changes made to the grade;
4. The Registrar presents the findings to the Internal Student Learning Assessment Board.
5. If the Board accepts these findings, it is resolved to communicate the outcome to each student immediately;
6. The student is sent a letter indicating the result of the review by the Registrar.

The grade review process applies to individual modules only. The College does not provide for appeals of GPA or final award levels; these are objectively based on the grade point values for modules attempted and are not subject to interpretation. A copy of the *Grade Review Form* is included in Appendix 9.3.

QA documentation	Status
a/ Completed grade review forms	
b/ Internal Student Learning Assessment Board minutes	
c/ Examination scripts and mark sheets	
d/ Student-College correspondence	
e/ College correspondence with regulatory bodies, if necessary	

### 3.8 Academic discipline

The College imposes penalties for infringements of academic discipline. These provisions may be invoked in combination with, and do not exclude, the disciplinary procedures set out in the most current version of College's publication, *Student Handbook*, in the section entitled 'Academic Discipline'. Matters which fall within the range of academic discipline include, but are not limited to, the following:

- *Cheating*, that is, intentionally using or attempting to use unauthorised materials, information, or study aids in any academic exercise;
- *Fabrication*, that is, intentional and unauthorised invention or falsification of any information or citation in an academic exercise;
- *Facilitating academic dishonesty*, that is, intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty;
- *Plagiarism*, that is, intentionally or unintentionally representing the words or ideas of another as one's own in an academic exercise;
- *Internet plagiarism*, that is, intentionally or unintentionally representing the words or ideas of another as one's own in an academic exercise. As with books and journals, information from the Internet must be acknowledged in footnotes and bibliography. The correct form for citations is available in the library;
- *Falsification*, that is, intentionally or unintentionally falsifying academic records;
- *Unacceptable conduct in the academic environment*, that is, disruptive or otherwise unacceptable behaviour in class, on the College premises, or towards any of the College's employees or students;
- *Vandalism and theft*, that is, defacement or theft of library material or other College resources.

The College's procedures for occurrences of academic indiscipline relating to examination infringements and plagiarism are set out below in sections 3.8.1 and 3.8.2. In the event of infringements of academic discipline that lie outside the range of provisions of these areas, the following procedures apply:

The lecturer, invigilator or other relevant member of College staff informs the Academic Dean or the Registrar, and the student. If considered appropriate, there may be an initial meeting of the student with the Academic Dean and/or relevant academic staff in order to achieve a resolution. If this meeting does not produce a satisfactory resolution, the matter may be referred to a formal process, in which the case is presented to the Academic Committee. In such a case, the Committee hears the evidence of the teacher, student and any other relevant parties. If the student is unable or unwilling to attend, the matter is heard in his or her absence. The student is permitted to have a student representative present at the hearing. The Academic Committee discusses and decides on the case once the student has been heard and excused from the meeting. A letter is sent by the Registrar, informing the student of the outcome of the process.

A student found to have infringed academic discipline is subject to the following maximum penalties:

*First Offence:* An ‘F’ grade for the module in which the infringement occurred and/or—in the cases of multiple infringements, unacceptable conduct, vandalism and theft—withdrawal from a module or number of modules, withdrawal from a semester or dismissal from the College.

*Second Offence:* Dismissal from the College.

QA documentation	Status
a/ Intra-College correspondence	
b/ Material evidence of academic irregularity or dishonesty	
c/ Minutes of student-College meetings	
d/ Student-College correspondence	

### 3.8.1 Plagiarism

American College Dublin seeks to develop a culture of academic integrity among faculty, staff and students. Honesty, fairness and trust are essential characteristics of integrity. Thus, in an academic community, academic honesty is a key principle. Acknowledging original sources of information and having respect for the rights of intellectual property are, therefore, fundamental.

Plagiarism is an act of academic dishonesty. To plagiarize and fail to appropriately acknowledge the sources that have been used is the antithesis of academic integrity. A form of intellectual theft, plagiarism is viewed as a serious offence committed against academic staff, fellow-students, the college and the wider academic community. It involves reproducing another person’s or group of persons’ ideas or work, either in whole or in part, and deliberately misrepresenting this material as one’s own.

Plagiarism can take many forms, including, but not limited to:

- Presenting work authored by a third party (e.g. other students, friends, family members, individuals paid to complete work on one’s behalf) as one’s own;
- Presenting work that is copied directly or copied with only minor textual modifications from another source (e.g. journal articles, book chapters, websites, internet blogs, transcribed interviews, TV or radio programs etc.);
- Paraphrasing a third party’s work in whole or in part without acknowledging the source material.

Please note that referring to common knowledge or established facts (for example, ‘Barack Obama was the President of the U.S.A. from 2008 to 2016’) cannot be categorized above and does not constitute plagiarism.

Any submitted work which is an assessed component within a program of study must include proper acknowledgement of all original sources through citation and referencing. Plagiarism is defined by the act and the end product. Therefore, to claim that the act was unintended cannot be accepted as a justification or defense in cases of

alleged plagiarism. The College's plagiarism statement will be disseminated as widely as possible to all staff and students. All students are expected to familiarize themselves with this. All assessed coursework must be submitted with a completed and signed plagiarism declaration form, which reads as follows:

'We certify that:

I/We have read and understood the College statement on plagiarism.

I/We understand that the College reserves the right to use detection technology to uncover cases of plagiarism.

I/We understand that submitting plagiarized work will result in disciplinary procedures being invoked, up to and including, dismissal from College.

I/We certify that this work is my/our own, and all sources have been acknowledged appropriately.

Signed:

QA documentation	Status
a/ Minutes of meetings	
b/ Signed plagiarism statements	
c/ Intra-College correspondence	
d/ College-student correspondence	

### 3.8.2 Disciplinary procedures (plagiarism)

American College Dublin regards plagiarism as serious offence. Accordingly, if plagiarism is established, the student will be subject to the College's disciplinary procedures. These will consist of the following stages:

- In instances where a first offence has been established, the student's work will be downgraded. The scale of downgrading will be at the discretion of the member of academic staff to whom the work has been submitted, in consultation with the Registrar/Academic Dean, but will be proportional to the scale of the offence. In instances of appeal requests, the submitted work will be reviewed by the relevant academic staff and Registrar/Academic Dean. As part of the appeal process, the student may also be required to attend an interview with the academic staff member and the Registrar/Academic Dean;
- If a further instance of plagiarism has been established, the student will be issued with a letter from the Academic Committee (AC) informing the student that s/he will be called before a hearing of the AC to examine the instance of plagiarism. The student will be entitled to nominate one other person to accompany him or her at the hearing. However, the Registrar should be notified of such a nomination in advance of the hearing.

If an offence has been clearly established, the outcome will be the award of grade F for the entire module for which the plagiarized work was submitted. The student will be issued with a formal written warning, a copy of which will be placed in the student's file.

In the case of multiple instances of plagiarism being committed in the same semester, the student may be subject to the following penalties: dismissal from a module or number of modules, dismissal from the College for a specified time;

- Following the issue of a first formal written warning from the AC, in the event of a further instance of plagiarism being established, the student will be issued with a letter calling the student to a hearing of the AC (following the same procedures as outlined in 2. above). The student will face further penalties such as, dismissal from a module or number of modules, dismissal for a semester, dismissal from the College. If dismissal from the College does not ensue, the student will be issued with a final written warning, a copy of which will be placed in the student's file advising him/her that any further offences will lead to dismissal from the College.

QA documentation	Status
a/ Intra-College correspondence	
b/ Material evidence of academic irregularity or dishonesty	
c/ Minutes of student-College meetings	
d/ Student-College correspondence	

### 3.8.3 Academic discipline in examinations

Infringements of academic discipline in examinations can take many forms including, but not limited to:

- Using unauthorized notes in any form e.g. on pieces of paper, paper dictionaries, body parts, stationery etc;
- Copying, or attempting to copy, in whole or in part, from another candidate's script;
- Requesting or receiving assistance from another candidate;
- Providing assistance to another candidate;
- Using or holding books, calculators, mobile phones, or electronic devices that are unauthorized. Please note that candidates are wholly responsible for any materials in their possession;
- Making an unauthorized departure from the exam hall;
- Obtaining, giving, or receiving the answers to or a copy of an exam paper prior to its administration;
- Completing an exam for another candidate or allowing another candidate to represent you in an exam.

QA documentation	Status
a/ Minutes of relevant meetings	
b/ Intra-College correspondence	
c/ College-student correspondence	

### 3.8.4 Disciplinary procedures (academic discipline in examinations)

In an identified instance of academic indiscipline at examination the candidate will be directed by the invigilator to immediately desist from the offending behavior. Unauthorized notes or materials that the student is using will be confiscated. If notes are written on body parts, the student will be escorted to the toilets by an invigilator and asked to remove the offending material. The name of the candidate and the circumstances of academic indiscipline will be noted on the invigilator's report. The candidate will be allowed to complete the examination, but on handing up the paper will be advised to report as soon as possible to the Registrar to discuss the matter. The invigilator will report the instance of academic indiscipline to the Registrar immediately after the examination.

If the Registrar, in consultation with the Academic Dean, deems an infringement has occurred, the student will be issued with a letter from the Registrar. This letter will serve to inform the student that he/she will be called before a hearing of the Academic Committee, which will determine the instance of academic indiscipline as an examination irregularity. The meeting will normally take place within two weeks of the end of final/repeat examinations. The student will be entitled to nominate one other person to accompany him/her at the hearing. However, the Registrar should be notified of such a nomination in advance of the hearing. If an offence of academic indiscipline is established, the outcome will be the award of grade F for the exam. The student will be issued with a formal warning, a copy of which will be placed in the student's file. The student will be required to repeat the module in which the offence of academic indiscipline occurred in its entirety, and will not be permitted to repeat the examination component separately.

In the case of multiple instances of academic indiscipline being committed in the same semester, the student may be subject to such further penalties as dismissal from the College for a specified time, or permanent dismissal from the College.

Following the issue of the first formal written warning from the Academic Dean, in the event of a further instance of academic indiscipline being established, the student will be issued with a letter from the Registrar calling the student to a hearing (as described above). The student will face further penalties including dismissal for a semester, or dismissal from the College. If dismissal from the College does not ensue, the student will be issued with a final written warning, a copy of which will be placed in the student's file advising him/her that any further offences will lead to dismissal from the College.

<b>QA documentation</b>	<b>Status</b>
a/ Intra-College correspondence	
b/ Material evidence of academic irregularity or dishonesty	
c/ Minutes of student-College meetings	
d/ Student-College correspondence	

### **3.8.5 Appeals procedure**

The College allows for appeals for students who have been sanctioned for infringements of academic discipline or have not been satisfied by the outcome of the grade review process. The student is required to write to the Academic Dean within fourteen days of being notified of the result of the academic indiscipline or grade review process. The Academic Dean and the Registrar review the salient facts and seek to determine if there was evidence that was not taken into account or a questionable judgement made at the previous process. If the determination is that there is no new evidence or anything to suggest a questionable judgement, the appeal is dismissed and the student, the Academic Dean and the Registrar are so informed immediately.

If the determination is that the matter warrants further investigation, or if the student is unhappy with the outcome of the process, the Academic Dean and the Registrar refer the matter to the Academic Council for a final decision. The result of this is passed immediately to the student, the Academic Dean and the Registrar. The decision of the Academic Council represents the end stage of the College's appeals procedure.

<b>QA documentation</b>	<b>Status</b>
a/ Written appeal by student	
b/ Intra-College correspondence	
c/ Material evidence of grounds for appeal	
d/ Minutes of student-College meetings	
e/ Minutes of Academic Council meetings	
f/ Student-College correspondence	

## 4. Quality assurance of teaching staff

### 4.1 Recruitment and induction

American College Dublin has developed recruitment and selection procedures which ensure that appropriately qualified teaching staff are employed to meet academic and professional requirements.

Full-time academic staff employed in the College are recruited through advertising on the College website, recruitment websites, in Irish newspapers and relevant academic journals. Part-time academic staff may be recruited by similar means, although employment agencies and professional contacts by existing academic staff are also used. Only candidates that satisfy the minimum criteria specified are considered for appointment. The minimum qualification for a lecturing position in the College is a Master's degree in the relevant academic discipline. Applications are screened by the Academic Dean and head of program and a short list of qualified candidates is drawn up. Those on the short list are invited to present for interview. An appropriate interview panel is constituted, normally chaired by the Academic Dean.

Each candidate is required to provide an up-to-date professional curriculum vitae and the names of two referees. On acceptance, a contract of employment is provided to successful candidates. All faculty are provided with an electronic copy of the Employee Handbook, which sets out policies on academic freedom, disciplinary and grievance procedures.

New appointees are provided with an induction program, overseen by the relevant head of program and Academic Dean, which provides a valuable information reference and guide. The induction introduces the new lecturer to the College's background, ethos and culture, its structure and organization, its development strategies and plans. The new lecturer is also introduced to his/her roles and responsibilities, including the teaching and assessment strategies followed by the College. The staff induction also includes academic and administrative procedures and regulations, general terms and conditions of employment, and human resource policies and regulations. During the induction period a new lecturer also enjoys the benefit of informal mentoring both from the head of program and senior colleagues.

QA documentation	Status
a/ Employee files, including curriculum vitae, academic transcripts, references	
b/ Contract of employment and employment policies in employee and lecturer handbooks	
c/ Faculty development forms	



## 4.2 Equal opportunities

American College Dublin is committed to achieving equality of opportunity for staff and students in all aspects of its operations. Equality of opportunity is the right of all persons to receive fair, equal, and non-discriminatory consideration in access to and the processes of education and employment, as outlined in various equality and anti-discrimination legislation. American College Dublin believes that commitment to principles of fairness and respect for all helps create a climate that is favorable to the free and open exchange of ideas, and to the welfare of staff and students. The College endeavors to ensure that all of its activities are governed by principles of equality and opportunity, and that all staff and students are encouraged to achieve their full potential.

In its commitment to promoting equal opportunities in education and employment the College recognizes the principles of equity and social justice in conformity with equality and anti-discrimination legislation. This involves recognizing the rights of individuals and groups to be free from discrimination and harassment on the grounds of marital status, family status, sexual orientation, religion, age, disability, race, nationality or social group. American College Dublin affirms the right of all staff and students to work and study in an environment that is free from harassment and bullying. The College does not tolerate discrimination, sexual harassment, harassment or victimization of students and employees. Behavior of this kind may lead to disciplinary action and other sanctions at the discretion of the College.

The College's vision statement includes a commitment to 'uphold the highest standards of ethical conduct in all its activities, including support for academic freedom, appropriate disclosure of information to the institution's stakeholders, equality of access and opportunity.' The institution has a conflict of interest statement for its Board of Trustees and executive management.

American College Dublin adheres to the principles of academic freedom articulated in the joint statement from the Association of American Colleges and the American Association of University Professors, the *1940 Statement of Principles on Academic Freedom and Tenure, with 1970 Interpretive Comments*.<sup>8</sup> The institution undertakes to disclose information about academic policies and procedures through its annual catalog and its Quality Assurance Manual, both available to the College community and wider public in hardcopy and electronic formats, and to accept the spirit and letter of the Freedom of Information Acts (1997, 2003), whereby in the post-secondary educational sector students and other institutional stakeholders are entitled to appropriate disclosure of information and explanation as to status, performance and progression.

QA documentation	Status
a/ Current catalog	
b/ Current QAM	
c/ Current employee and lecturer handbooks	

<sup>8</sup> <http://www.aaup.org/report/1940-statement-principles-academic-freedom-and-tenure>.

### 4.3 Staff development

American College Dublin is committed to ensuring the caliber and competence of the teaching staff by encouraging continuing enhancement of staff development. The College provides in service training on a regular basis. Recent activities have included workshops on information technology use in teaching, and the new policies regarding assessment and standards that have been introduced by QQI under the requirements of the National Framework of Qualifications. The College's small size also allows for considerable staff development to take place through informal mentoring and peer skills and knowledge sharing. The staff policy of the College is to ensure that academic staff involved in designing, delivering and assessing programs and modules are capable and competent to do so.

QA documentation	Status
a/ Contract of employment	
b/ Employee development forms	
c/ Current employee and lecturer handbooks	

#### 4.3.1 Staff evaluation

Academic competence to teach is evaluated at the recruitment stage on the basis of the candidate's prior professional experience as recorded on their CV and of the testimonies of the referees. During the initial period of employment in the College a lecturer's teaching competence is regularly assessed by performance reviews, initially after three months' employment, then after six months, and thereafter on an annual basis. The performance reviews involve student evaluations, grading profiles, and interactions with academic colleagues and administrative staff.

Lecturers are also encouraged to attend workshops and to undertake courses and attend conferences which help their professional development and broaden the portfolio of subjects they could teach. At the end of each academic year lecturers complete Faculty Development Forms which record their current non-teaching academic activities and planned activities and projects for the year ahead.

QA documentation	Status
a/ Contract of employment	
b/ Employee development forms	
c/ Current employee and lecturer handbooks	

#### 4.3.2 Student evaluations

The effectiveness of teaching is also assessed by student evaluation forms distributed to each class in the final weeks of the semester. The completed forms are read by the relevant heads of program, Registrar and the Academic Dean. Once final grades have been posted the findings of the student evaluation forms are discussed with the faculty member in question. The final Academic Committee of the academic year discusses the main findings of the student evaluation forms and recommends actions for the

following academic year as appropriate.

<b>QA documentation</b>	<b>Status</b>
a/ Student evaluation forms and covering form recording discussion with teacher and conclusions	
b/ Academic Committee minutes	

## 5. Learning resources and student support

### 5.1 Student admission

American College Dublin welcomes all applicants and operates a fair and transparent admissions process. Applicants are selected on the basis of merit, ability and potential. The College supports the application of access, transfer and progression policies as defined by Quality and Qualifications Ireland (QQI).<sup>9</sup>

The admissions procedures include all activities to attract, select, admit and register students to the College programs. The fair and consistent implementation of these policies and procedures is the ultimate responsibility of the Admissions Office, supported by the Academic Office.

All applicants seeking admission to a first year of a QQI undergraduate program apply directly to the Central Applications Office (CAO) as outlined in the CAO handbook for the year of admission.<sup>10</sup> All applicants other than those seeking admission to a first year of a QQI program must apply directly to the American College Dublin. In both cases applicants must satisfy the minimum entry requirements for the relevant program, and must also use the appropriate Application Form, available in paper or online format. Admission to all programs is subject to availability and space.

QA documentation	Status
a/ Current Admissions Handbook	
b/ Current catalog	
c/ Current QAM	
d/ Student applicant files	

#### 5.1.1 Applicants with recognized prior learning

Recognition of prior learning is a process that allows students to gain admission to a program of study or to gain exemptions/credit from some parts of a program, based on demonstrated learning achieved prior to admission. The process is governed by rules and recommendations as defined by *Principles and Operational Guidelines for the Recognition of Prior Learning (RPL) in Further and Higher Education and Training*, published by the National Qualifications Authority of Ireland (July 2006).<sup>11</sup> The document stresses the importance to recognize all learning achievements by

<sup>9</sup> See QQI's 2015 policy restatement:

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

<sup>10</sup> <http://cao.ie>.

<sup>11</sup> <http://www.nfq.ie/nfq/en/documents/NFQ-principles06brown.pdf>.

supporting the development of alternative pathways to qualifications or awards, and by facilitating the recognition of prior learning.

There are two main types of RPL:

1. Recognized Prior Certified Learning (RPCL)
2. Recognized Prior Experiential Learning (RPEL)

The College has for many years facilitated RPCL, whereas RPEL has only recently been accepted by the College as a means of attaining credit for prior learning, and is currently being piloted on a limited basis for one program, the MFA in Performance.

### *Recognized Prior Certified Learning (RPCL)*

Applicants may be given credit for prior learning against specific elements of a program (such as a module) if their prior learning is judged to be equivalent to the learning outcomes of the proposed program of study. The provisions for such students are as follows (these provisions are noted also in the Catalog):

Transfer students are those who come from another accredited institution of higher education and seek exemptions for previously completed subjects at that institution. Subject transfers for such students are decided in consultation between the Admissions Office and the Academic Office (these offices may also seek further advice as appropriate from subject-area experts regarding course content and intended learning outcomes). A final decision on the granting or denial of transfer credit rests with the academic dean or registrar. Students seeking transfers for previously completed higher education study should send original copies of their transcripts and copies of the relevant course descriptions from the institution's catalog to the Admissions Office when making an application.

Irish American University may grant transfers from subjects completed at other higher education institutions under the following conditions:

- Transfers may be granted only for those subjects in which a 'C' grade or higher was awarded.
- The intended learning outcomes achieved in the completed subject must be substantially the same as those achieved in the subject for which the transfer is sought. If this is not possible satisfactorily to determine from the catalog course description, it may be necessary for the applicant to provide a full course syllabus before the transfer can be accepted.
- Transfers are accepted on the basis of completion of a notional minimum of approximately 40 classroom-contact hours and 80 hours of self-directed study per 3-credit subject.
- IAU only delivers 3-credit (or multiples of 3-credit) courses; thus, it awards transfer credit only for 3-credit (or multiples of 3-credit) courses. Fractions of credits from other institutions may not be accumulated or rounded up for transfer purposes; however, fractions of suitable courses may be rounded down (for example a 4-credit Microeconomics course from another institution that matches IAU's 3-credit Microeconomics course in all other respects may be accepted for

- transfer credit, but only 3 credits, not 4, will be granted for transfer).
- Students must complete the last 25% of their degree at IAU in order to earn a degree from the institution; credit transfer cannot be awarded for the final 25% of studies at IAU.
  - As IAU does not presently provide distance or correspondence education, transfer credit for subjects delivered by these modes is not presently awarded.
  - Capstone courses, theses and research projects are not available for transfer credit.
  - Pre-requisite subjects at lower levels on a chosen program must be completed before higher-level transfers can be approved.
  - Transfers are awarded on a subject by subject basis, not on a year by year basis. For example, if the student is entitled to 10 subject exemptions, this may not necessarily mean that the student is exempt from a full academic year as the subjects may not all be first year subjects, but could include some second year subjects. Should this be the case, then the student is required to complete the outstanding subjects in first year in order to progress fully to second year.

Exemptions from subjects taken at institutions not accredited by agencies recognized by IAU will be evaluated only after a student has submitted a complete institutional catalog and a course syllabus for each subject under consideration.

Only credits transfer, not grades. Transfers are indicated on the institution's transcript by an 'X', which has a neutral grade point value; grades for subjects for which transfer credit is accepted have no influence on the student's grade point average or on the calculation of the final degree award level at Irish American University.

Transfer students are required to submit the same documentation as other applicants: an application form, secondary school results, higher education transcripts and, if applicable, proof of English language competency.

### *Recognized Prior Experiential Learning (RPEL)*

IAU currently offers credit for RPEL on only one program, the MFA in Performance.

The maximum credit that may be granted in MFA in Performance is 15 credits (out of a total 36 credits). No credit may be granted under RPEL (or RPCL) for the performance project and portfolio. If RPEL is extended to other programs, it is expected that no more than 50% of any program will be available for transfer of credit under RPEL.

In order to be considered for RPEL, the student must present a detailed curriculum vitae and an extended portfolio detailing the evidence that the submitted prior experiential learning meets the minimum intended learning outcomes for the relevant module or modules. An interview may also be

required in order for the evidence to be tested further. Candidates who wish to be considered for RPEL should contact the head of program for guidance on the appropriate material to be submitted. The final decision on awarding credit under RPEL is made by the head of program, in consultation with the registrar; once the agreed amount of transferable credit is established, this is conveyed formally to the registrar in a recommendation by the head of program; the registrar then records the credit on student's transcript.

As with RPCL, only credits transfer, not grades. Transfers are indicated on the institution's transcript by an 'X', which has a neutral grade point value; grades for subjects for which transfer credit is accepted have no influence on the student's grade point average or on the calculation of the final degree award level at Irish American University.

QA documentation	Status
a/ Current Admissions Handbook	
b/ Current catalogue	
c/ Current QAM	
d/ Student applicant files	

### 5.1.2 International applicants

With regard to the admission of international students the College strives to adhere to the Code of Practice regarding marketing, recruitment, enrolment, orientation and induction of new students, as recommended by the *Provision of Education to International Students*, published by the Irish Higher Education Quality Network (September 2009).<sup>12</sup>

The marketing of programs to non-EU countries and admission of students from such countries is the responsibility of the Admissions Office and the Academic Office upon recommendations of the Senior Management Committee. In addition to satisfying academic requirements, applicants who are non-EU nationals are required to produce proof of residency in the Republic of Ireland outlining their reasons to remain in the state.

QA documentation	Status
a/ Current Admissions Handbook	
b/ Current catalog	
c/ Current QAM	
d/ Student applicant files	

<sup>12</sup> [www.icosirl.ie/eng/publications/general\\_reports/provision\\_of\\_education\\_to\\_international\\_students](http://www.icosirl.ie/eng/publications/general_reports/provision_of_education_to_international_students).

### 5.1.3 English language requirements

Regardless of the mode of admission all English language requirements agreed at program validation must be verified and adhered to. Where applicants do not have a formal English language qualification, they must provide evidence of equivalent competence through other examinations, or achievement of a minimum standard in recognized tests of English.

International applicants satisfy the College's English language requirements by holding relevant score taken within the last two years in the following English language tests: IELTS, TOEFL, Cambridge Certificate, and when they have been educated through English on an internationally recognized, accredited program of at least one in duration in an English speaking country.

QA documentation	Status
a/ Current Admissions Handbook	
b/ Current catalog	
c/ Current QAM	
d/ Student applicant files	

### 5.1.4 Applicants with disabilities

Students with disabilities can enroll in the College via the standard procedures used by all students. Students with disability applying via the CAO are encouraged to disclose their disability by writing 'Medical Condition/Disability' on their CAO application form. In this way the College is alerted to the particular needs of the student, so that appropriate preparations can be made to provide the necessary supports and arrangements. In the case of direct applications, candidates with disabilities can explain their particular circumstances on the direct application form. They are then invited to the College to view the facilities.

QA documentation	Status
a/ Current Admissions Handbook	
b/ Current catalog	
c/ Current QAM	
d/ Student applicant files	

### 5.1.5 Fraudulent applications

All applicants must produce the original copies of supporting documentation, such as identification, transcripts, at the admission stage. Applicants need also to declare any personal information that may affect their performance in the course of study. The College reserves the right to refuse admission (or cancel registration) to any applicant (or student) whose application details are found to be false.



QA documentation	Status
a/ Current Admissions Handbook	
b/ Current catalog	
c/ Current QAM	
d/ Student applicant files	

## 5.2 Learning support

The College's learning support builds on practical advancements and experience within the College, within the College's founding institution, Lynn University, on Irish and international developments in higher education over recent years. The College's mission is to offer student-centered learning supported through excellence in teaching that produces graduates who are equipped to lead successful lives and to contribute effectively to society.

Learning in ACD is designed to build a repertoire of effective learning strategies in a way that assists learners in functioning as self-motivated individuals. The strong focus is on enabling and empowering students to achieve the learning outcomes of their programs and modules while recognizing diversity in individual learning styles. The College promotes active student engagement with material in a meaningful and genuine way that supports the linking of new knowledge to previous understanding gained in formal and informal learning experiences.

QA documentation	Status
a/ Program learning and assessment strategies in program document	
b/ Module learning and assessment strategies in each syllabus	
c/ Academic Committee documentation as in 1.3.4, above	

### 5.2.1 Learning and teaching methods

In ACD teaching is seen as a multidimensional activity that promotes quality learning through a student-centered interaction between the teacher, learner and the curriculum. The teaching methods are designed to help the learner to understand how to use study resources to facilitate their educational experience and to achieve the learning outcomes of their programs and modules. Learning and teaching methods are intended to facilitate students taking ownership of, and responsibility for, their own learning in partnership with the academic faculty. The methods adopted provide students with varied learning opportunities and experiences, and include conventional lecturers, tutoring, mentoring, case studies, e-learning, workshops, project supervision, research supervision, and student observation.

In essence, the learning and teaching strategy of the College is based on a set of key principles and sets of specific goals and objectives for learning, teaching and assessment. Among the main goals of this strategy is academic achievement and progression, assessment as a learning experience, flexibility of learning and teaching

methods, holistic approach to curriculum design, continuous student support, professional development and employability.

As students progress from year to year the subject matter of their studies becomes increasingly complex and challenging. The focus of learning moves from acquisition of knowledge and understanding to critical analysis and application of conceptual knowledge to practical situations. In the final year in particular students learn to critically evaluate and apply knowledge and skills through earlier years of study. Ultimately, students are brought to a position where they can demonstrate, through a variety of assessment processes, that they have achieved the learning outcomes of their programs.

The adoption of the E-learning management system *Moodle* has provided lecturers and students with a virtual learning environment to complement and enrich the more traditional learning process. This has made it possible for lecturers to create new learning opportunities for students. Adapting this technology as an integral part of teaching methodology has enabled lecturers to provide course material in a variety of media formats outside the classroom, thus fostering effective self-learning techniques.

QA documentation	Status
a/ Program learning and assessment strategies in program document	
b/ Module learning and assessment strategies in each syllabus	
c/ Academic Committee documentation as in 1.3.4, above	

### 5.2.2 Learning support mechanisms

The College's policy is to provide tangible learning support to students throughout their studies. At the commencement of the academic year each student is issued with information designed to guide them through their studies, including detailed module descriptions, continuous assessment schedule, reference to the College plagiarism policy (see the *Plagiarism Statement* in Appendix 9.4), past examination papers, and reading lists. Library and computer service staff members participate in the induction of new students, providing information on the library service and the use of IT resources. The induction is complemented by library tours given to groups or to individuals upon request.

The relatively small size of the College is conducive to the development of close and frequent direct interactions between lecturers and individual students, who often enjoy the benefits of their lecturers' attention and guidance outside teaching hours. The academic support thus obtained involves familiarizing students with standard research methods and conventions, developing students' ability to critically evaluate research and critical material, encouraging students to think independently and critically, assisting students in revising for and answering examination questions effectively.

All students attend courses in Academic Communication, in which they learn how to improve their skills in clear and effective writing, how to conduct research and to present its results, how to give an oral presentation in front of an audience in a professional manner.

QA documentation	Status
a/ Program learning and assessment strategies in program document	
b/ Module learning and assessment strategies in each syllabus	
c/ Academic Committee documentation as in 1.3.4, above	

### 5.2.3 Physical resources

American College Dublin is committed to providing high-quality resources to assist students in their study. The physical resources include the Rooney Library, computer room, a student lounge, quiet study rooms, a games room and a café. The Rooney Library provides a full range of books, periodicals and newspapers relevant to all programs offered by the College. It also benefits from electronic links with Lynn University Library (the founder of the College), from a subscription to the British Library Document Supply Centre, and from its access to a vast number of electronic databases.

At the start of every academic year the Library is provided with reading lists for each of the academic programs and modules, along with approximate class numbers. All lists are updated on an annual basis. The Library consistently strives to maintain an equitable book-to-student ratio. Emphasis is also placed on providing the most current and up-to-date information available, including the latest editions of all textbooks.

QA documentation	Status
a/ Senior Management Committee minutes and papers	

### 5.2.4 Student Life Office

The Student Life Office provides facilities for the Students' Union to organize social activities, sports events, and special interest groups. Students' human support also includes regular and relatively unimpeded direct access to lecturers and high-level College management. Additional support is provided by the Coordinator of Student Life, special needs tutors, counselling service, accommodation service and internships co-ordinator.

QA documentation	Status
a/ Minutes showing student participation on committees below the Academic Council	
b/ Student Union administrative records	
c/ Head of Student Life records	

**5.2.5 Evaluating premises, equipment and facilities**

The University’s facilities are overseen by the Director of Administration, who reports on these matters to the President and to the Senior Management Committee. Requirements for these areas are made known to the Director of Administration through the Maintenance Officer, the Academic Dean and program heads. These requirements may be advised on a one-to-one basis (the Director of Administration meets with the Maintenance Officer on a daily basis, and these meetings cover immediate and short term maintenance issues), or by requests or proposals made formally through the Academic Committee or the Senior Management Committee. As part of the Director of Administration’s financial responsibility, budgetary requirements for the upkeep and development of the physical plant are costed and incorporated into the annual and weekly/monthly budgets overseen by the Business Office and reported to the Office of the President.

The Strategic Plan, 2015-20, includes goals and initiatives that are related to the planning process for facilities, infrastructure and technology.

The Director of Administration reports to the Strategic Management Committee on an ongoing basis, and presents a formal report to it annually on facilities, reviewing the year just gone and plans for the year ahead.

QA documentation	Status
a/ Senior Management Committee minutes and papers	
b/ Facilities report	
c/ Strategic Plan annual review	

## 6. Information systems

Institutional self-knowledge is the starting point for effective quality assurance designed to improve the daily functioning of the College in all its areas of operation. In fact, in the modern world it is impossible for an institution to operate without computerized systems for collecting, accessing, analyzing and utilizing information about its own activities.

The College appreciates the paramount importance of collecting and analyzing relevant information for the effective management of its degree programs and administrative activities. The quality-related information systems used by the College include *Prestige* academic management software (supported by hard copy back-up files) to document registration of students, course allocation, contact details, academic results. All these areas are managed by the Academic Office. Apart from comprehensive records retained for each individual student, the electronic information on student cohort progression, pass/fail rates, and course completion is made available to the course boards and forms a part of the ongoing and periodic monitoring of programs (see above, sections 1.3.4, 2.2.3 and 2.2.4).

Information relating to the College's alumni is collected by the Office of the Head of Student Life.

The management of College finances is the responsibility of the Business Office, reporting to the Director of Administrative Services. The system used the office is the *Pegasus Opera II* business software.

The daily flow of professional information between staff is facilitated by *Microsoft Outlook*, while *Moodle* software is used by students to access lecture notes and interact with their lecturers and other students. The materials posted on *Moodle* can be accessed both locally and remotely, thus facilitating students who prefer to study at home rather than in the Library's reading room. Students who have missed classes for whatever reason can use the facility to catch up on missed material. This on-line facility is seen as a valuable addition to the more traditional, direct and personal learning resources.

The Director of ICT oversees assessment and planning of the University's information and communications technology. The overarching technology plan for the institution is goal six of the Strategic Plan, 2015-20. As with all items in the Strategic Plan, these are costed line by line for five years, with the costings reviewed and revised as required each fall following the annual review of the Strategic Plan. Each summer the Director of ICT reviews progress and prospects for the initiatives in the plan and any additional ICT items that have emerged or are likely to emerge; he presents a summary report to the Senior Management Committee and, following discussion, this is used as the basis for assessing the progress and prospects for the items on the Strategic Plan. It is in the nature of ICT that issues and opportunities present themselves in the short term. Planning items such as these are typically presented to the Senior Management Committee as they arise, for discussion and

approval, with implementation following agreement on the budget for them. These additional items are then incorporated into the annual review of ICT, either as matters related to the Strategic Plan initiatives, or as additional items. The Director of ICT also provides a report on the University's technology on an annual basis to the Board of Trustees.

<b>QA documentation</b>	<b>Status</b>
a/ Academic reports generated by information systems	
b/ Financial reports generated by information systems	
c/ College intranet content	
d/ ICT annual report by Director of ICT	
e/ Strategic Plan annual review	

## 7. Public information

Like all third-level educational institutions in the modern world American College Dublin regularly publishes up-to-date, impartial and objective information, both quantitative and qualitative, about the programs and awards it offers.

The College's main publication of record is its annual Catalog,<sup>13</sup> available both in printed and electronic format. This is not a marketing document but an objective record of the institution's current academic offerings, policies and procedures. The Catalogue contains up-to-date information about the College's mission, accreditation and awarding bodies, the degree programs it offers, application methods, student life and internships, academic policies and procedures. The Catalogue is updated at the end of each academic year and, following approval by the Academic Council, is issued each September.

The College website<sup>14</sup> provides both impartial information of the sort to found in the College Catalog (a link to the Catalog is provided in the website, as is a link to the current QA Manual), as well as current news and events and marketing information for potential applicants to the institution. The update and monitoring of accuracy of the website is the joint responsibility of the Director of Information and Communications Technology and the Academic Dean.

Through its regulatory activities with QQI, the institution makes available to the public (through both QQI's and its own website) a range of information, including the current QA manual, the institutional review self-evaluation report, QQI panel report, College response and follow-up report.

The College's marketing materials, which include brochures, pamphlets and media advertisements, provide a range of information about the College. Given its nature, the tenor of the material is promotional and lays a strong stress on the positive features of the institution, but the Admissions Department is responsible to the Academic Council for the accuracy and integrity of the information conveyed. The College is keen to keep the wider public informed, both in Ireland and internationally, about its educational services, by organizing several Open Days during the year, by participating in numerous educational fairs in Ireland and abroad, and by social networking through a number of Internet sites such as *Facebook*. Since its inception in 1993 the College has maintained an extremely valuable if unrecorded extensive informal and personal network of communication with students, alumni, their families, wider academic community, as well as local and international community.

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<sup>13</sup> <http://acd.ie/sites/all/filemanager/downloads/Catalogue.pdf>.

<sup>14</sup> <http://iamu.edu>

<b>QA documentation</b>	<b>Status</b>
a/ College hardcopy publications	
b/ College website	
c/ College marketing materials	



## 8. Concluding remarks

American College Dublin is committed to the philosophy and practice of quality assurance as a means of providing the optimal service to students and staff. This document sets out the policies and procedures which underpin the College's practice of quality assurance. The Quality Assurance Manual is the definitive source of all academic and quality policies and procedures used in American College Dublin, both as part of the compliance with Irish legislation and QQI, and as a useful internal reference source to help the smooth daily running of the College.

Many of the quality policies, regulations and procedures described in this manual have been in place in the College since its inception in 1993, and they still underpin the design, delivery and assessment of all academic programs delivered by the College. Formal and comprehensive documentation of these arrangements provides the definitive reference for the College staff, and it also provides evidence that the College continues to meet the external requirements and standards for the quality provision of its programs.

The Quality Assurance Manual and the procedures it sets out are overseen by the College's Quality Assurance Officer, reporting to the Academic Council, and is updated annually. Feedback from all stakeholders in the College is welcomed in the process of updating and improving the document. The Manual is designed to be comprehensive, accessible, and easy to use to ensure that the academic standards of the College are adhered to.

Quality procedures and arrangements are kept under continuous review by the College management, following feedback and consultations with staff and students. Periodic and regular review and general improvement of structures, regulations and procedures is essential for continued effective development, delivery and assessment of the College's educational programs. The student learning experience is affected not just by direct teaching, learning and assessment processes, but is also strongly influenced by many related factors, such as the physical environment, the learning support provided, and the students' engagement with College life.


The philosophy underlying the Quality Assurance Manual is to guarantee academic quality and standards for students and to meet student requirements and the mechanisms for monitoring and reviewing such quality. American College Dublin has always taken pride in maintaining a close relationship with its students, to enable them not only to acquire formal education but also to grow and develop as valuable persons and members of the community. The Quality Assurance Manual offers an important statement as to the College's intent to continue to prioritize student needs and requirements in a way that strives for the highest quality and standards of student care.

It is the College's conviction that the Quality Assurance Manual must be more than a mere accreditation compliance exercise: it is much more satisfactory to explore the full potential of a quality assurance system in improving institutional effectiveness

and functioning of the institution. In this sense the Quality Assurance Manual is a living document, which the College will continue updating and revising in the light of feedback continuously provided from all areas of its operation. The present latest version of the Quality Assurance Manual is therefore an important part in the process of institutional learning and improvement.

## 9. Appendices

### 9.1 External Peer Reviewer's Report Form

		<h2>External Peer Reviewer's Report 2017/18</h2>				
<p>American College Dublin</p>		<p>American College Dublin</p>				
<b>Date</b>						
<b>Programme Details</b>	Programm Reference <sup>15</sup>					
	Award Title:					
	Area Of Specialisation (ISCED CODE):					
	Main Modes of Delivery Offered:					
	Stage (1,2,3,4,...., or Award Stage):					
	Semester (if applicable indicate whether first or Second):					
<b>Classification Distribution and Trend</b>		Current Year	Previous Year	Previous Year	Previous Year	Previous Year
	% H1/D					
	% H21/M1					
	% H22/M2					
	% P					
<b>Completion Rate Data</b>	Number who started the program					
	Number who started the stage					
	Number who completed the stage (i.e. attempted final stage examinations)					
<b>External Peer</b>	Name					

<sup>15</sup> The institution should complete the factual parts of the cover sheet before forwarding the template to the external peer reviewer.

<b>Reviewer Details</b>	Main Employment	
	Email address	
	Other contact details	
<b>Please consult QQI's document <i>Effective Practice Guidelines for External Examining, Revised February 2015</i>, for more detailed information concerning expectations.</b>		
<b>In presenting opinions under the following headings the external peer reviewer should make national and international comparisons.</b>		

*The text in red italics is explanatory material and may be deleted by the external peer reviewer when completing the report.*

### **The Evidence Considered**

*The purpose of this section is to indicate how well informed the external peer reviewer is about the institution, the program and its context. Summarize the documentary evidence considered (see QQI's document *Effective Practice Guidelines for External Examining, Revised February 2015*) and any visits, meetings and interviews with learners and academic staff and others.*

### **Minimum Intended Program Learning Outcomes**

*The purpose of this section is to comment on the educational objectives including their explicitness, appropriateness and consistency standards with the relevant awards standards and the National Framework of Qualifications. If there are gaps these should be identified. If the standard is too low this must be stated explicitly so that it can be addressed.*

### **Actual Attainment of Learners**

*This section should present the external peer reviewer's informed perception of the actual attainment of learners (knowledge, skill and competence). This is the most important finding of the external peer review process. This should be based on consideration of:*

- The institution's assessment instruments (e.g. assessment strategies, examination papers, marking schemes), procedures and findings*
- Representative samples of learner responses to assessment tasks (e.g. examination scripts, dissertations, etc.)*
- Interviews with learners*
- Benchmarking data prepared by the institution*
- Any other appropriate evidence*

*In presenting those perceptions the external peer reviewer should make national and international comparisons. Opinions (e.g. satisfaction with the actual attainment) should be explained (e.g. by outlining the rationale and criteria).*

### **The Program**

*Often external peer reviewers' experience of the program might lead to suggestions about particular aspects of the program. This might involve the curriculum or the approach to teaching and learning. This section should identify some notable*

*strengths and areas for improvement. It is not intended that the external reviewer would attempt systematically to review the program.*

### **Assessment Procedures**

*The external peer reviewer plays a vital role in the ongoing quality assurance and enhancement of assessment. This section should address:*

- The quality of the assessment instruments (program and module strategies, examination papers, dissertation guidelines, etc.) and scoring rubrics/schemes etc.*
- The fairness, consistency and fitness for purpose (valid, reliable, authentic, robust) of assessment procedures.*
- The reliability of the provider's benchmarking of its assessment procedures.*

### **Trends**

*Evidence concerning the extent to which teaching, learning and assessment arrangements have changed in response to the feedback provided by previous external peer reviewer reports; and*

*Progress on recommendations in recent external peer reviewer and other relevant reports on the program.*

### **Conclusions and Recommendations**

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**External Peer Reviewer's signature, date**

## **9.2 Academic Committee Report Form**

### **Academic Committee Report, 2017/18**

**Program:**

**Academic content:**

**Student performance:**

**Student satisfaction:**

**Resources:**

**External examiner comments:**

**Recommendations:**

**9.3 Grade Review Form**

**American College Dublin  
GRADE REVIEW FORM**

**SECTION A – TO BE COMPLETED BY STUDENT AND BUSINESS OFFICE**

**Student Name:** \_\_\_\_\_

**Student Number:** \_\_\_\_\_

**Module under review** (only one module should be entered):

\_\_\_\_\_  
(code & subject title)

**Address to which correspondence on the review should be sent:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Student's signature:** \_\_\_\_\_

**Type of review requested**

**Technical grade review (€10.00):** \_\_\_\_\_

(See note 1 below; tick one):

**Full grade review (€50.00):** \_\_\_\_\_

**State briefly why you want your grade reviewed** (this need only be entered in the case of a full grade review): \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Signature from Business Office confirming receipt of review fee:** \_\_\_\_\_

(See note 2 below)

**SECTION B – TO BE COMPLETED BY INTERNAL EXAMINER AND HEAD OF DEPARTMENT**

***Outcome of review (see note 3 below; for internal College use only):***

*The original grade stands for the following reason(s):* \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

The grade has been adjusted for the following reason(s): \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

1. There are two types of grade review: a technical review involves a check of the arithmetic in calculating the grade and a check of the inputting of the grade on the College's records system; a full review involves a complete reassessment of the final examination paper (including a check for technical errors) and any other relevant circumstances cited by the student. The charge for a technical review is €10.00 per module; the charge for a full review is €50.00 per module. In either case, if the grade review results in the grade being raised the money paid is refunded in full to the student.

2. The College can only accept a grade review that is presented to the Academic Office with this form and the appropriate fee paid within ten working days of the posting of final results. The Academic Office can only accept the grade review form if the Business Office has signed to indicate that it has received the required payment.

3. Once the grade review request has been considered by the Internal Examiner and the relevant academic staff, they report on their findings to the Internal Student Learning Assessment Board; this board discusses the findings and makes a final decision on the outcome of the grade review. The chairperson of the Internal Student Learning Assessment Board then writes to the student to inform him or her of the outcome of the grade review.

4. Appeals of grade review outcomes must be submitted in writing within 14 days of receipt of formal notification of the grade review outcome.

**Internal Examiner:** \_\_\_\_\_

**Registrar:** \_\_\_\_\_

**Signed:** \_\_\_\_\_

**Signed:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Date:** \_\_\_\_\_



## 9.4 Marking scheme and grade descriptors

The marking scheme and grade descriptors used at ACD consist of the following components:

### **A (80-100%) Excellent**

The highest grade is equivalent to first class honors and shows an excellent understanding of the question and of the complexity of issues involved, with a very good command of relevant factual material, and an ability to analyze and interpret facts and to handle theoretical concepts. There should also be evidence of an original approach and of wide reading, and a presentation of a well-reasoned argument.

### **B+ (70-79%) Very Good**

This grade is equivalent to high second class honors and shows a very good grasp of the main issues and a sound understanding of the relevant material and critical debates. There may not be as much originality of interpretation as in the A grade, but the material is presented clearly and logically, and provides evidence of thoughtful reading.

### **B (60-69%) Good**

This grade is equivalent to lower second class honors and shows strong awareness of the issues involved and of the main lines of interpretation. The work may, however, contain some inaccuracies, irrelevance, or poorly substantiated claims. It also shows organization of material that is in places erratic or inconsistent. While a strong response, it is weaker in terms of general discussion, knowledge of sources, and factual information than higher grades.

### **B- (55-59%) Above Average**

This grade shows adequate and sufficient awareness of the issues involved and of the interpretations and concepts involved. There are, however, obvious factual gaps and inaccuracies, and the argument is inconsistently and poorly presented. The knowledge of relevant sources is deficient, the work contains some unsubstantiated claims and is at places unconvincingly argued.

### **C+ (50-54%) Fair**

This grade is equivalent to higher third class honors and shows poor and insufficient understanding of the issues involved. There are considerable gaps in factual knowledge and source material. The awareness of theoretical issues is vague and patchy. The answer is poorly planned, with little sense of direction and poor development of basic arguments. Significant errors occur, and parts of the answer may be irrelevant.

**C (40-49%) Pass**

This grade is equivalent to lower third class honors and shows barely adequate and insufficient understanding of the issues involved. There are obvious and serious factual gaps, relevant parts of the material are omitted, there is hardly any awareness of theoretical debates, and the argument is chaotically and inconsistently argued.

**D (35-39%) Poor**

The response is barely adequate in terms of the knowledge of factual material or critical debates. The presentation is confused and erratic, and much of the argument is either irrelevant or illogical.

**F (0-34%) Fail**

A fail answer demonstrates no grasp of the issues involved. Factual knowledge may be missing, insubstantial, or incorrect. The entire presentation is confused and erratic, and most or all of the answer is irrelevant or illogical.

**9.5 Assessing oral presentations**

Written work such as term essays or final examinations is in some respects less problematic to assess than the more volatile live oral class presentations, whose assessment relies more on impressionistic and subjective on-the-spot evaluation. To ensure maximum objectivity and transparency in grading oral presentations, ACD lecturers use the following assessment rubric:

**Class presentation: assessment rubric**

	<b>Content</b>	<b>Structure</b>	<b>Audience engagement</b>
<b>A (excellent: 80-100%)</b>	accurate, exhaustive, relevant to the topic	effective introduction, development of argument, and conclusion; appropriate timing; total control over presented material	High ability to hold audience's attention and interest throughout the presentation
<b>B+ (very good: 70-79%)</b>	accurate, comprehensive, with a high degree of relevance to the topic	good control over material; clear transition from introduction to development to conclusion	good ability to hold audience's attention and interest for most of the presentation
<b>B (good: 60-69%)</b>	fairly accurate, some omission of material, mostly relevant to the topic	fair amount of control over material; some imbalance between introduction, development, and	considerable ability to hold audience's attention and interest most of the time

		conclusion	
<b>B-</b> <b>(above average: 55-59%)</b>	clear omission of relevant material, inaccuracies	problems with control of the structure of presentation; inadequate introduction or conclusion	problems with keeping audience's attention and interest for parts of the time
<b>C+</b> <b>(fair: 50-54%)</b>	considerable gaps in relevant material	problems with overall coherence and order of argument	considerable struggle to hold audience's attention and interest
<b>C</b> <b>(pass: 40-49%)</b>	serious omissions of relevant material	lack of overall coherence, omission of introduction or conclusion	poor ability to hold audience's attention
<b>D</b> <b>(poor: 35-39%)</b>	material mostly irrelevant, poor preparation	incoherent and improvised presentation	inability to hold audience interested
<b>F</b> <b>(fail: 0-34%)</b>	inadequate preparation, material mostly irrelevant	chaotic, incoherent, and confused structure of presentation	lack of engagement with audience

## 9.6 Group Work Assessment

Group work assessment has been utilized in many of the modules especially in the business programs since the College's foundation. Group work and team projects are valued as formative and summative assessment tools which assess the learner's ability to apply and articulate learning outcomes collaboratively, develop team working skills and share responsibility in a joint academic endeavor.

Learners can either be placed in groups or asked to arrange their own groups. Group members are directed to participate equally in group work. The learners are advised by the lecturers that any problems occurring within the group should be initially be dealt with, and a solution sought by, the group members themselves. If this is not possible then the lecturer will intervene to resolve the issue. If a successful solution is still not forthcoming the head of program or Academic Dean meets with the lecturer and group members. All points of view are aired and a consensus arrived at.

Group members' participation in projects is determined through feedback and discussion in the preparation phase and in the group presentation. Further examination can be done in the questions and answers session at the end of the presentation.

Groups are marked as a unit for the written project, whereas individual marks are assigned in the presentation. In all modules, the majority (80%) of the group work grade is awarded for the group work written report and/or class presentation. The written reports are assessed according to the applicable assessment criteria described in the QA Manual, while class presentations are assessed according to the guideline rubric which follows:

## Class Presentation: Assessment Rubric

	<b>Content</b>	<b>Structure</b>	<b>Audience engagement</b>
<b>A (excellent: 80-100%)</b>	accurate, exhaustive, relevant to the topic	effective introduction, development of argument, and conclusion; appropriate timing; total control over presented material	High ability to hold audience's attention and interest throughout the presentation
<b>B+ (very good: 70-79%)</b>	accurate, comprehensive, with a high degree of relevance to the topic	good control over material; clear transition from introduction to development to conclusion	good ability to hold audience's attention and interest for most of the presentation
<b>B (good: 60-69%)</b>	fairly accurate, some omission of material, mostly relevant to the topic	fair amount of control over material; some imbalance between introduction, development, and conclusion	considerable ability to hold audience's attention and interest most of the time
<b>B- (above average: 55-59%)</b>	clear omission of relevant material, inaccuracies	problems with control of the structure of presentation; inadequate introduction or conclusion	problems with keeping audience's attention and interest for parts of the time
<b>C+ (fair: 50-54%)</b>	considerable gaps in relevant material	problems with overall coherence and order of argument	considerable struggle to hold audience's attention and interest
<b>C (pass: 40-49%)</b>	serious omissions of relevant material	lack of overall coherence, omission of introduction or conclusion	poor ability to hold audience's attention
<b>D (poor: 35-39%)</b>	material mostly irrelevant, poor preparation	incoherent and improvised presentation	inability to hold audience interested
<b>F (fail: 0-34%)</b>	inadequate preparation, material mostly irrelevant	chaotic, incoherent, and confused structure of presentation	lack of engagement with audience

The remaining 20% of the group work grade is awarded according to the four 5% divisions below. The examiner interviews and interacts with the groups on a regular basis during the course of the group work exercise and on the basis of these meetings assesses the precise numerical value to award within each of the bands. All learners within the group receive the same grade.

## Group work functioning: assessment rubric

<b>Marks out of 100</b>	0-39	40-59	60-79	80-100
<b>Decision making</b>	- One learner dominates decision-making.	- Some learners contribute to decision-making.	- Most learners contribute to decision-making.	- All learners contribute to decision-making.
<b>Group dynamics and interaction</b>	- Learners frequently interrupt and/or are disruptive. - Learners do not ask questions or build on others' comments.	- Learners pay attention to group discussions. - Some learners ask questions and build on others' comments.	- Responses indicate active listening. - Most learners ask questions and build on others' comments.	- All learners respect and encourage the views of others. - All learners ask questions and seek clarification. - All learners build on others' comments.
<b>Contribution</b>	- Learners do not contribute in positive ways to the group work.	- Some learners contribute positively to the group work.	- Most learners contribute positively to the group work.	- All learners consistently contribute in a positive way to the group work.
<b>Group planning and task achievement</b>	- Learners have difficulty sequencing steps. - Exercises and final report are not completed on time.	- With assistance, learners are able to sequence steps. - Rush to complete exercises and final report. - Inefficient division of tasks and responsibilities.	- Learners complete a sequence of steps. - Completion of exercises and final report on time. - Efficient allocation of responsibilities and tasks.	- Learners complete a clear and logical sequence of steps. - Completion of exercises and final report on time and with appropriate analysis, reflection and revision. - Learners volunteer to take responsibilities and tasks.

## 9.7 Performing Arts assessment rubrics

For Performing Arts, the additional rubrics below are used.

Acting and voice exercises are assessed according to the following rubric:

<b>Grade</b>	<b>Concentration</b>	<b>Imagination</b>	<b>Movement</b>	<b>Reaction</b>	<b>Memorization</b>
<b>A</b>	Total immersion in character and scene	Total engagement with character, props, and setting	Fully believable, “natural” body movement and gesture	Character behavior appears fully spontaneous and natural	Total ownership of the lines, organic stage business
<b>B+</b>	Convincing identification with character and scene	Creative invention of vocal and physical behavior to create a character	Body movement and gesture convincing and consistent with character and scene	Reactions believable and consistent with character and scene	Full memorization and believable line delivery
<b>B</b>	Good focus on character and scene	Convincing expression of character engaging with props and setting	Appropriate and believable but technical blocking	Most of the actor’s responses are congruent with character and scene	Competent if not fully emotionally convincing line delivery
<b>B-</b>	Superficial identification with character and scene	Stereotyped construction of character, lacking subtlety and nuance	Occasional lapses in blocking	Responses often incongruent with character or badly timed	Lines sound rote and disconnected
<b>C+</b>	Self-conscious, insecure performance	Mechanical delivery of lines, unconvincing characterization	Mechanical body movement, not always consistent with character	Reactions often either too fast or too slow, incongruous with character and scene	Mechanical line delivery without meaning what one says
<b>C</b>	Occasional losses of concentration, poor immersion in character and scene	Distracted, unbelievable characterization	Incoherent blocking mismatched with character emotion	Physical reactions frequently distracted and unmotivated	Occasional loss of lines, delivery without meaning or conviction
<b>D</b>	Frequent lapses of concentration,	Problems with understanding	Unmotivated or	Unmotivated, incongruous	Frequent loss of lines,

	loss of character,	character, props, and setting	improvised blocking	reactions to other actors, props and setting	failure to understand their meaning
<b>F</b>	Incomprehension of character and scene, lack of concentration	Wrong characterization, incomprehension of dramatic and emotional meaning of a scene	Unprepared performance, incoherent and unmotivated movement out of sync with character	Incomprehension of character behavior, totally incoherent physical reactions	Lines or parts of text missing, altered meaning

Musical performances are assessed according to the following rubric:

<b>Grade</b>	<b>Vocal technique</b>	<b>Acting through song</b>	<b>Individual interpretation</b>	<b>Ensemble singing</b>	<b>Musicianship</b>
<b>A</b>	High level of command and control of breath and support, range, vowel formation, tone, pitch, accuracy.	A high level of ability in engaging with the part, inhabiting and projecting the character believably, conveying the meanings of the lyric or lines through singing, speaking, moving.	A high level of personal and individual identification with the performed part, combining control and creative and original expression.	A high level of engagement and interaction with other students' singing parts, harmonies and performance; adds a very high level to the group's overall performance.	Displays a high level of competency in understanding and employing musical skills of sight reading, harmonization, musical theory.
<b>B+</b>	Superior level of command and control of breath and support, range, vowel formation, tone, pitch, accuracy.	A superior level of ability in engaging with the part, inhabiting and projecting the character believably, conveying the meanings of the lyric or lines through singing, speaking, moving.	A superior level of personal and individual identification with the performed part, combining control and creative and original expression.	A superior level of engagement and interaction with other students' singing parts, harmonies and performance; adds a superior level to the group's overall performance.	Displays a superior level of competency in understanding and employing musical skills of sight reading, harmonization, musical theory.
<b>B</b>	Good level of command and control of breath	A good level of ability in engaging with the part,	A good level of personal and individual	A good level of engagement and interaction with	Displays a good level of competency in

	and support, range, vowel formation, tone, pitch, accuracy.	inhabiting and projecting the character believably, conveying the meanings of the lyric or lines through singing, speaking, moving.	identification with the performed part, combining control and creative and original expression.	other students' singing parts, harmonies and performance; adds a good level to the group's overall performance.	understanding and employing musical skills of sight reading, harmonization, musical theory.
<b>B-</b>	Adequate level of command and control of breath and support, range, vowel formation, tone, pitch, accuracy.	An adequate level of ability in engaging with the part, inhabiting and projecting the character believably, conveying the meanings of the lyric or lines through singing, speaking, moving.	An adequate level of personal and individual identification with the performed part, combining control and creative and original expression.	An adequate level of engagement and interaction with other students' singing parts, harmonies and performance; adds an adequate level to the group's overall performance.	Displays an adequate level of competency in understanding and employing musical skills of sight reading, harmonization, musical theory.
<b>C+</b>	Passable level of command and control of breath and support, range, vowel formation, tone, pitch, accuracy.	A passable level of ability in engaging with the part, inhabiting and projecting the character believably, conveying the meanings of the lyric or lines through singing, speaking, moving.	A passable level of personal and individual identification with the performed part, combining control and creative and original expression.	A passable level of engagement and interaction with other students' singing parts, harmonies and performance; adds a passable level to the group's overall performance.	Displays a passable high level of competency in understanding and employing musical skills of sight reading, harmonization, musical theory.
<b>C</b>	A poor level of command and control of breath and support, range, vowel formation, tone, pitch, accuracy.	A poor level of ability in engaging with the part, inhabiting and projecting the character believably, conveying the meanings of the lyric or lines through singing, speaking, moving.	A poor level of personal and individual identification with the performed part, combining control and creative and original expression.	A poor level of engagement and interaction with other students' singing parts, harmonies and performance; adds a passable level to the group's overall performance.	Displays a poor level of competency in understanding and employing musical skills of sight reading, harmonization, musical theory.
<b>D</b>	Inadequate level of command and control of breath	An inadequate level of ability in engaging with the	An inadequate level of personal and	An inadequate level of engagement and	Displays an inadequate level of



	and support, range, vowel formation, tone, pitch, accuracy.	part, inhabiting and projecting the character believably, conveying the meanings of the lyric or lines through singing, speaking, moving.	individual identification with the performed part, combining control and creative and original expression.	interaction with other students' singing parts, harmonies and performance; adds little to the group's overall performance.	competency in understanding and employing musical skills of sight reading, harmonization, musical theory.
<b>F</b>	No command and control of breath and support, range, vowel formation, tone, pitch, accuracy.	Unacceptably low level of ability in engaging with the part, inhabiting and projecting the character believably, conveying the meanings of the lyric or lines through singing, speaking, moving.	Barely evident level of personal and individual identification with the performed part, combining control and creative and original expression.	An unacceptably low level of engagement and interaction with other students' singing parts, harmonies and performance; adds nothing useful to the group's overall performance.	Displays an unacceptably level of competency in understanding and employing musical skills of sight reading, harmonization, musical theory.

Dance and movement exercises are assessed according to the following rubric:

<b>Grade</b>	<b>Skill</b>	<b>Presentation</b>	<b>Attitude</b>
<b>A</b>	The dancer demonstrates a clear sense of alignment, center control, flexibility and strength. He/she has a strong sense of musicality and the ability to assimilate corrections.	The dancer demonstrates a high level of concentration, energy and confidence when executing movement in class.	The dancer demonstrates a high effort of professionalism by arriving to class on time, dressing properly, and being prepared to dance
<b>B+</b>	The dancer demonstrates a superior awareness of alignment, center control, flexibility and strength.	The dancer demonstrates a superior level of concentration, energy and confidence when executing movement in class.	The dancer demonstrates a superior effort of professionalism by arriving to class on time, dressing properly, and being prepared to dance
<b>B</b>	The dancer demonstrates a good awareness of alignment, center	The dancer demonstrates a good level of concentration, energy and confidence when	The dancer demonstrates a good effort of professionalism by arriving to class on time, dressing

	control, flexibility and strength.	executing movement in class.	properly, and being prepared to dance
<b>B-</b>	The dancer demonstrates an adequate understanding of alignment, center control, but lacks in flexibility and strength.	The dancer demonstrates an adequate level of concentration, energy and confidence when executing movement in class.	The dancer demonstrates some effort of professionalism by arriving to class on time, dressing properly, and being prepared to dance
<b>C+</b>	The dancer demonstrates a passable understanding of alignment, center control, but lacks in flexibility and strength.	The dancer demonstrates passable levels of concentration, energy and confidence when executing movement in class.	The dancer demonstrates passable efforts of professionalism by generally arriving to class on time, dressing properly, and being prepared to dance.
<b>C</b>	The dancer is under-developed in alignment, center control, flexibility. Further work is needed at current level.	The dancer demonstrates a low level of concentration, energy and confidence when executing movement in class.	The dancer lacks in effort of professionalism by arriving to class tardily, dressing improperly, and not being prepared to dance
<b>D</b>	The dancer lacks an understanding of alignment and center control. He/she lacks in flexibility, musicality and the ability to pick up combinations.	The dancer demonstrates a poor level of concentration, energy and confidence when executing movement in class.	The dancer lacks in effort of professionalism by frequently arriving to class tardily, dressing improperly, and not being prepared to dance
<b>F</b>	The dancer demonstrates none of the required dance skills at an acceptable level	The dancer demonstrates unacceptable levels of concentration, energy and confidence when executing movement in class.	The dancer lacks in effort of professionalism by constantly arriving to class tardy, dressing improperly, and not being prepared to dance

## 9.8 Creative Writing assessment rubrics

For creative writing modules the following assessment rubric is used for creative writing submissions.

### **A (80-100%) Excellent**

The highest grade is equivalent to first class honors. Work with this award should be at least of a standard that would be expected of a credible submission to a publisher. The work displays a high level of originality and imagination, command of the

material, excellence of style and an ability to present complex issues, situations, ideas and characters in a compelling and interesting way.

**B+ (70-79%) Very Good**

This grade is equivalent to high second class honors. The work shows very good originality and imaginative capacity, a strong and assured grasp of the material, a high level of stylistic felicity and sound presentation of ideas, plot, character and other qualities as the work requires.

**B (60-69%) Good**

This grade is equivalent to lower second class honors. The work shows good originality and imaginative capacity, a convincing grasp of the material, a pleasing style and a persuasive presentation of ideas, plot, character and the like. The work may contain some inconsistencies, erratic organization, stylistic infelicities. While a strong response, it is weaker in terms of command of the material and presentation than higher grades.

**B- (55-59%) Above Average**

This grade shows adequate originality and imagination, is generally of a sufficient stylistic and technical quality, and exhibits interesting ideas, plot, character and the like. There are, however, numerous inconsistencies, connections and developments within the material are often unconvincingly resolved, and there are too many passages with stylistic and technical deficiencies.

**C+ (50-54%) Fair**

This grade is equivalent to higher third class honors. The work shows poor and insufficient originality and imagination, style and technique are patchy, the work is poorly planned and organized, and the ideas, plot, character, scenarios presented are unconvincing or dull.

**C (40-49%) Pass**

This grade is equivalent to lower third class honors. The work shows barely adequate and insufficient originality and imagination, the writer displays a poor command of the material, and the work is replete with significant stylistic and technical problems. understanding of the issues involved.

**D (35-39%) Poor**

This grade is equivalent to a conditional pass. The work is barely adequate in terms of originality and creative presentation. Though a recognizable account may be detected, its presentation is confused and erratic, and much of it is irrelevant, illogical or boring.

**F (0-34%) Fail**

This is a fail. The work demonstrates no grasp of the imaginative or technical requirements of creative writing. The presentation is confused and erratic, organization of the work is chaotic and most or all of the work is irrelevant, illogical or nonsensical.

## 9.9 Summary Check List

### Summary Check List

Date:

#### 1.3.1 Governing body

QA documentation	Status
a/ Minutes of Board of Trustees meeting	
b/ Board evaluations of President	

#### 1.3.2 Senior Management Committee

QA documentation	Status
a/ Minutes of meetings	
b/ Follow-up on decisions for action by minuted reporting back at next meeting	

#### 1.3.3 Academic Council

QA documentation	Status
a/ Maintenance of minutes of meetings	
b/ Strategic Plan annual review and quinquennial review	
c/ Follow-up on decisions for action by minuted reporting back at next meeting	

#### 1.3.4 Academic Committee

QA documentation	Status
a/ Maintenance of minutes of meetings	
b/ Follow-up on decisions for action by minuted reporting back at next meeting	
c/ External peer reviewer reports and College responses	
d/ Student feedback forms and commentary by Academic Committee	
e/ Academic Committee Report Form for each academic year (see Appendix 9.2)	
f/ Statistical data analysis of pass/fail rates, progression rates, completion rates	

### 1.3.5 Internal Student Learning Assessment Board

QA documentation	Status
a/ Maintenance of minutes of meetings	
b/ Follow-up on decisions for action by minuted reporting back at next meeting	
c/ Note of review and sign-off on each module's grade sheet	

### 1.3.6 External Peer Review Board

QA documentation	Status
a/ Maintenance of minutes of meetings	
b/ Signed broadsheets and covering correspondence	

### 1.3.7 Admissions Committee

QA documentation	Status
a/ Maintenance of minutes of meetings and follow-up	
b/ Reports and minutes to Academic Council and SMC	

### 1.4.1 Quality assurance monitoring

QA documentation	Status
a/ Academic Council minutes on proposed amendments to QAM	
b/ Current and preceding versions of QAM	
c/ QQI correspondence and approvals of changes and updates to QAM	
d/ QAM documentation checklist reviewed by Academic Council at the end of each academic year	

### 1.4.2 Institutional review

QA documentation	Status
a/ Academic Committee, Academic Council and SMC meetings minutes	
b/ MSCHE and QQI accreditation reports and responses	
c/ Correspondence with regulatory agencies	

### 2.2.1 New modules and major modifications to existing ones

QA documentation	Status
a/ Relevant Academic Committee documentation as noted above at 1.3.4	

### 2.2.2 New programmes and major modifications to existing ones

QA documentation	Status
a/ Maintenance of minutes of Academic Committee, Academic Council and SMC meetings	
b/ Outline plan of proposed program	
c/ Program document	
e/ QQI program validation submission, if applicable	

### 2.2.3 Programme reviews

QA documentation	Status
a/ Relevant Academic Committee documentation as noted above at 1.3.4	

### 2.2.4 External programmatic evaluation

QA documentation	Status
a/ Relevant minutes of working group, Academic Committee, Academic Council and SMC meetings	
b/ Research materials for program evaluation	
c/ Self-Evaluation Report	
d/ Peer Review Group Report	
e/ College response	
f/ Application documentation by Academic Council to QQI or SMC for revalidation	

## 3.2 Assessment policy

QA documentation	Status
a/ Statement of program assessment strategy in program documentation	
b/ Statement of module assessment strategy in each module's syllabus	
c/ External peer reviewer feedback and College responses	

## 3.3 Assessment objectives

QA documentation	Status
a/ Statement of program assessment strategy in program documentation	

b/ Statement of module assessment strategy in each module's syllabus	
c/ External peer reviewer feedback and College responses	
d/ Academic Council minutes	

### 3.4 Internal examiners

QA documentation	Status
a/ Syllabi	
b/ Examination papers and marking schemes	
c/ Examination scripts	
d/ Grade sheets	
e/ External peer reviewer comments	
f/ Internal Student Learning Assessment Board meeting minutes	

### 3.5 External examiners

QA documentation	Status
a/ External Peer Reviewer Report forms, including College responses to extern feedback	
b/ College-extern correspondence	
c/ Correspondence with QQI on extern appointments and provision of report copies	
d/ Academic Committee minutes	

### 3.6 Continuous assessment

QA documentation	Status
a/ Academic Committee documentation as at 1.3.4	

### 3.7 Final examination regulations

QA documentation	Status
a/ Current examination regulations	
b/ Invigilator reports	
c/ Final mark sheets	
d/ Academic Office correspondence with students	

#### 3.7.1 Guidelines for invigilators

QA documentation	Status
a/ Current invigilator guidelines	

b/ Invigilator reports	
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### 3.7.2 Grade reviews

QA documentation	Status
a/ Completed grade review forms	
b/ Internal Student Learning Assessment Board minutes	
c/ Examination scripts and mark sheets	
d/ Student-College correspondence	
e/ College-QQI correspondence, if necessary	

### 3.8 Academic discipline

QA documentation	Status
a/ Intra-College correspondence	
b/ Material evidence of academic irregularity or dishonesty	
c/ Minutes of student-College meetings	
d/ Student-College correspondence	

#### 3.8.1 Plagiarism

QA documentation	Status
a/ Minutes of meetings	
b/ Signed plagiarism statements	
c/ Intra-College correspondence	
d/ College-student correspondence	

#### 3.8.2 Disciplinary procedures (plagiarism)

QA documentation	Status
a/ Intra-College correspondence	
b/ Material evidence of academic irregularity or dishonesty	
c/ Minutes of student-College meetings	
d/ Student-College correspondence	

#### 3.8.3 Academic indiscipline in examinations

QA documentation	Status
a/ Minutes of meetings	



b/ Intra-College correspondence	
c/ College-student correspondence	

### 3.8.4 Disciplinary procedures (academic indiscipline in examinations)

QA documentation	Status
a/ Intra-College correspondence	
b/ Material evidence of academic irregularity or dishonesty	
c/ Minutes of student-College meetings	
d/ Student-College correspondence	

### 3.8.5 Appeals procedure

QA documentation	Status
a/ Written appeal by student	
b/ Intra-College correspondence	
c/ Material evidence of grounds for appeal	
d/ Minutes of student-College meetings	
e/ Minutes of SMC meetings	
f/ Student-College correspondence	

## 4.1 Recruitment and induction

QA documentation	Status
a/ Employee files, including curriculum vitae, academic transcripts, references	
b/ Contract of employment and employment policies in employee and lecturer handbooks	
c/ Faculty development forms	

## 4.2 Equal opportunities

QA documentation	Status
a/ Current catalog	
b/ Current QAM	
c/ Current employee and lecturer handbooks	

## 4.3 Staff development

QA documentation	Status
a/ Contract of employment	
b/ Employee development forms	
c/ Current employee and lecturer handbooks	

#### 4.3.1 Staff evaluation

QA documentation	Status
a/ Contract of employment	
b/ Employee development forms	
c/ Current employee and lecturer handbooks	

#### 4.3.2 Student evaluations

QA documentation	Status
a/ Student evaluation forms and covering form recording discussion with teacher and conclusions	
b/ Academic Committee minutes	

#### 5.1 Student admission

QA documentation	Status
a/ Current Admissions Handbook	
b/ Current catalogue	
c/ Current QAM	
d/ Student applicant files	

##### 5.1.1 Applicants with recognized prior learning

QA documentation	Status
a/ Current Admissions Handbook	
b/ Current catalogue	
c/ Current QAM	
d/ Student applicant files	

**5.1.2 International applicants**

QA documentation	Status
a/ Current Admissions Handbook	
b/ Current catalogue	
c/ Current QAM	
d/ Student applicant files	

**5.1.3 English language requirements**

QA documentation	Status
a/ Current Admissions Handbook	
b/ Current catalogue	
c/ Current QAM	
d/ Student applicant files	

**5.1.4 Applicants with disabilities**

QA documentation	Status
a/ Current Admissions Handbook	
b/ Current catalogue	
c/ Current QAM	
d/ Student applicant files	

**5.1.5 Fraudulent applications**

QA documentation	Status
a/ Current Admissions Handbook	
b/ Current catalogue	
c/ Current QAM	
d/ Student applicant files	

**5.2 Learning support**

QA documentation	Status
a/ Program learning and assessment strategies in Program document	
b/ Module learning and assessment strategies in each syllabus	
c/ Academic Committee documentation as in 1.3.4, above	

**5.2.1 Learning and teaching methods**

<b>QA documentation</b>	<b>Status</b>
a/ Program learning and assessment strategies in Program document	
b/ Module learning and assessment strategies in each syllabus	
c/ Academic Committee documentation as in 1.3.4, above	

**5.2.2 Learning support mechanisms**

<b>QA documentation</b>	<b>Status</b>
a/ Program learning and assessment strategies in Program document	
b/ Module learning and assessment strategies in each syllabus	
c/ Academic Committee documentation as in 1.3.4, above	

**5.2.3 Physical resources**

<b>QA documentation</b>	<b>Status</b>
a/ Senior Management Committee minutes and papers	

**5.2.4 Student Services Office**

<b>QA documentation</b>	<b>Status</b>
a/ Minutes showing student participation on committees below SMC	
b/ Student Union administrative records	
c/ Head of Student Life records	

**5.2.5 Evaluating premises, equipment and facilities**

<b>QA documentation</b>	<b>Status</b>
a/ Senior Management Committee minutes and papers	
b/ Facilities report	
c/ Strategic Plan annual review	

## 6 Information systems

QA documentation	Status
a/ Academic reports generated by information systems	
b/ Financial reports generated by information systems	
c/ College intranet content	
d/ ICT annual report by Director of ICT	
e/ Strategic Plan annual review	

## 7 Public information

QA documentation	Status
a/ College hardcopy publications	
b/ College website	
c/ College marketing materials	