

The logo for the College of Computer Training (CCT) features the lowercase letters 'cct' in a bold, black, sans-serif font. The letters are slightly shadowed, giving them a three-dimensional appearance. To the right of the letters is a vertical ellipsis consisting of three blue dots of increasing size from top to bottom.

College of Computer Training

QUALITY ASSURANCE HANDBOOK

2008

COLLEGE OF COMPUTER TRAINING (CCT)

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COLLEGE OF COMPUTER TRAINING (CCT)

Section A

1. HANDBOOK INTRODUCTION

The College of Computer Training (CCT) has committed itself to embracing an inclusive Quality Assurance culture. This Quality Assurance handbook demonstrates that commitment.

As an independent, third-level educational institution, providing full-time and part-time ICT and Business programmes, CCT aims to correspond its Quality Assurance policies and procedures with The Higher Education and Training Awards Council (HETAC), to enable level programmes to be validated by the Council, and provided by CCT.

Following the establishment of HETAC under the Qualifications (Education and Training) Act, 1999, and the requirement also under this act of providers to establish and agree Quality Assurance procedures with the appointed councils, CCT developed its QA policies and procedures. The necessary HETAC publications on Guidelines and Criteria for Quality Assurance Procedures have acted as catalysts and frameworks for the establishment and development of CCT's Quality Assurance policies and procedures.

This updated Handbook details systematic quality assurance procedures for a range of data collection and analysis, identifies the appropriate forum for monitoring the data and requires both a recording of actions to be taken and a review of the effectiveness of these actions.

Upon agreement of this Handbook with HETAC, CCT will present the final document electronically on its website and in hard copy format in the college Library. The Handbook is presented in modular form to facilitate accessibility, transparency, and ongoing modifications. Until agreement of this Quality Handbook is reached with HETAC, stakeholders can obtain any of the sections or a complete copy of the Handbook by contacting CCT administration staff on: Tel.: (01) 855 8788; Fax: (01) 855 8791; or Email: info@cct.ie

COLLEGE OF COMPUTER TRAINING (CCT)

Section B

2. MISSION STATEMENT

CCT was established to provide a wide range of part-time and full-time computing and business courses to meet the increasing demand around the world to develop and enhance IT knowledge, skills, and opportunities. CCT was also formed to offer Irish and International students a unique, multicultural educational and training experience. It aims to achieve this in an innovative, responsive, caring, and flexible learning environment, with state-of-the-art facilities.

CCT is committed to producing capable professional graduates, providing access to students of all ages and backgrounds, and to achieving quality and excellence in all aspects of its work. CCT strives to maintain a learner focus in directly preparing our students for further study or careers in the Information Technology and Business industries and the global economy as a whole. CCT aims to promote a working environment that encourages equal opportunities based on initiative, innovation, teamwork, high standards and integrity.

CCT firmly believes in the individual potential of the learner and that learning is lifelong.

The college seeks to fulfill this mission by:

- (a) providing full-time, high-quality, accessible and interactive third-level education, largely comprising nationally validated programmes at certificate, diploma, undergraduate degree and postgraduate diploma levels in the area of computing and business
- (b) providing continuing education training programmes offering largely part-time certificate and diploma programmes of ICT and Business education and training in a flexible mode to those unable to avail of full-time programmes
- (c) providing customised ICT and Business training for enterprises in the Dublin region
- (d) promoting and developing a quality assurance culture within the institution, and continually reviewing and developing policies and procedures on all pertinent QA areas

SECTION C

3. QUALITY ASSURANCE OVERVIEW

- 3.1 Introduction
- 3.2 Transparency & Accountability
- 3.3 Communications
- 3.4 Equality
- 3.5 Learner Participation
- 3.6 Learning
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APPENDICES

COLLEGE OF COMPUTER TRAINING (CCT)

Section C

3. QUALITY ASSURANCE OVERVIEW

3.1 INTRODUCTION

3.1.1 It is necessary that CCT's quality assurance policies and procedures must be subject to the same rigorous monitoring and review process as its educational and training programmes. The college is committed to self-evaluation and external review. These mechanisms will play a pivotal role in monitoring the effectiveness of quality policy and procedures.

3.1.2 The college, through its Quality Assurance Policy, sets out to establish a coherent framework for enhancing the quality of education and training provided and showing that standards are safeguarded.

3.1.3 The Quality Assurance Handbook should, upon completion, permit the monitoring of mechanisms to ensure that the policy is delivered and learners' rights prioritised. This policy is proofed against the Mission Statement and is in accordance with the current college Strategic Plan.

3.1.4 The following principles and commitments fulfilled by CCT are the principles and policies which underpin the college's Quality Assurance. Please also note that each committee illustrated in the Quality Assurance Chart (Appendix C1), and described below, is currently active with various roles and responsibilities, but it is anticipated that as the college grows some of these responsibilities will be divided into sub-committees.

3.2 Transparency & Accountability

3.2.1 CCT will ensure that relevant information is made accessible to stakeholders. A quality ethos must be embedded in a culture of openness and transparency. All relevant programme information, e.g. syllabi, class notes, schedules and assessment requirements, are made available in electronic and hard copy. Learners can access the college Course Management System called Moodle to download all lecture notes. Greater Transparency is achieved by using internet and intranet facilities to publish college development and course information, policy documents and procedures adopted.

3.2.2 In any educational institution promoting a quality sensitive culture, it is vital to ensure that all stakeholders know who is accountable in all areas of the college. While the systems put in place to manage quality evolve from the active involvement of all relevant stakeholders, senior management has clear responsibility for promoting and

maintaining a college-wide quality culture and approach. It is also acknowledged and accepted that management must create an environment conducive to participation, trust, teamwork, empowerment and pride in performance.

3.3 Communications

3.3.1 CCT is committed to the free-flowing, two way exchange of information between learners, staff, and other stakeholders, inclusive of diversity. CCT endeavours to provide updated and accurate information while seeking feedback on all its programmes and services; to enable them to remain relevant and useful to stakeholders and students alike.

3.3.2 CCT strives to continually develop its communication tools and information resources, as the college views effective communication with current and potential learners, staff and other stakeholders as a vital element to fulfilling the college's overall mission.

3.4 Equality

3.4.1 The College of Computer Training (CCT) is committed to delivering programmes of education and training whilst providing all other related services, in a manner which accommodates diversity, combats discrimination and promotes equality of opportunity.

3.5 Learner Participation

3.5.1 Learner representatives will be included and identified with a role in quality assurance of the college. CCT will strive to develop and administer systematic methods for gathering learner feedback on education programmes and support services. Fair and transparent mechanisms for processing complaints and appeals and a commitment to speedily and adequately address perceived weaknesses are prerequisites in guaranteeing learners' rights.

3.6 Learning

3.6.1 CCT will endeavour to create an environment in which learners have responsibility for their own learning. All relevant course information must be accessible and all appropriate library and IT facilities readily available to create ideal conditions for individual learning.

3.6.2 To provide opportunities for active learning, the college encourages the use of group and project work, fieldwork, reflective practice, work placements, dissertation writing, real case studies, practical sessions with facilitative Demonstrators in class if necessary, and the simulation of employment skills.

3.6.3 CCT strives to maintain small, interactive undergraduate level and postgraduate level. This cultivates a more interactive learning style between teacher and learner,

ensuring that more attention is afforded on an individual basis and classes can be broadly delivered in lecture/tutorial styles.

3.7 Learner Support

3.7.1 CCT prides itself on the high levels of academic, technological, and developmental support it can offer its learners as a small, educational institution. The college will strive to maintain and improve the academic and general support services available to its learners.

3.7.2 CCT is committed to providing a stimulating learning experience in a supportive environment. It is acknowledged that quality accessible support services combined with evaluation systems and procedures are necessary and inherent to an active quality assurance culture.

3.8 Learner Protection

3.8.1 As a private educational profit-making institution, CCT has specific arrangements in place to provide for and protect learners in the unlikely event CCT would cease to provide a particular programme.

3.8.2 In the unlikely event of a programme of study unexpectedly ceasing, learners will be transferred to another provider offering the same or similar programme. To facilitate this, CCT plans to establish agreements with two educational providers to which course participants will be directed in the unlikely event of cessation of a programme. In the event of a programme of study unexpectedly ceasing, where the option of transfer is not acceptable or feasible to the learner, CCT will refund the most recently paid fees.

3.9 Assessment

3.9.1 The College of Computer Training (CCT) is committed to ensuring that the assessment of its learners is fair and consistent, accounting for individual needs, and is integrated across all programmes, consistent across assessors, concurs with national best practice and orientated entirely towards the progress, development and achievement of its student body.

3.9.2 Established fair and consistent assessment practices that satisfy external standards is a fundamental quality objective. CCT is committed to having an examination and assessment system which is continuous, fair, consistent, transparent, and effective in measuring the extent to which learners achieve the stated learning outcomes. To protect the integrity of grades, learners must have available sufficient information on assessment requirements and all component elements of final grades.

3.10 Teaching

3.10.1 The process of teaching and learning, and the relationship between teachers and learners is the essence of any educational institution. CCT is committed to supporting

innovative teaching methods by recognising and promulgating best teaching practice. Academic support of the learner begins with the teaching process. Strong communication between administrative and teaching staff, as well as the provision of the necessary resources for effective teaching and learning must then be available to provide academic support to students of varied abilities and backgrounds. Similarly CCT has monitoring systems to ensure this support.

3.10.2 The advantages of exposing learners to different teachers, teaching styles, cutting-edge technologies and to an appropriate mix of learning modes, e.g. lectures, seminars, tutorials, and practicals, is recognised by CCT. Regular progress feedback to learners by teachers and other staff members, together with timely and appropriate responses to coursework, form a necessary backdrop to quality programme delivery.

3.11 Programme Development, Delivery and Review

3.11.1 The college endeavours to offer a suite of relevant programmes of approved content and standard together with a systematic process for the monitoring, evaluation and continuous enhancement of these programmes. Where CCT is running programmes validated and awarded by external bodies, every effort is made to comply with the relevant bodies' requirements and recommendations with regard to the aforementioned processes.

3.11.2 The involvement of external specialists in the design, monitoring and review (normally every five years) of programmes is critical. Central to its quality assurance system, is CCT's policy and set of procedures pertaining to Self-Evaluation. Self-Evaluation, if conducted in a structured and systematic way, should lead to improvement of programmes and services. Learners, management, staff and an external evaluator contribute to the Self-Evaluation process conducted by CCT.

3.12 Committee Structure

3.12.1 Operating a committee structure that will deal most effectively with maintaining and improving the quality of education provided is paramount. All committees with an input to quality assurance will have clearly outlined membership and terms of reference. These committees will operate under unambiguous standing orders with minutes recorded and retained.

3.13 Campus Learning Environment

3.13.1 CCT must ensure that its premises, equipment, and facilities meet the needs of a small, third-level learner body. CCT has mechanisms in place whereby staff and learners can regularly monitor this aspect of CCT's learning environment and make recommendations. It is recognised that actions taken in response to these recommendations must be recorded and the effectiveness of these actions evaluated and recorded.

3.14 Staff Development

3.14.1 Every effort will be made to recruit and retain the staff required to ensure the delivery of a quality education service. CCT is committed to having a qualified, committed teaching staff in sufficient numbers, employing suitable teaching and research methods in line with the programme requirements and learner needs.

3.14.2 CCT recognises that staff development and training is a necessary and worthwhile commitment especially in the IT industry. Technology is constantly advancing; having staff and learners that are abreast of these advances is imperative for the continued advancement of CCT and its learners. CCT strives to create and promote opportunities that allow staff to become and/or remain experts in their field.

3.15 Verifiable Data and Monitoring Mechanisms

3.15.1 The college will generate and collate all necessary data in order to monitor critical quality indicators, e.g. continuous assessment results, examination results, completion rates, class attendance rates, learner feedback, extern examiners' reports, committee reports, graduate destination data.

3.15.2 Data will be managed and used for planned interventions, to be decided by the relevant college committee. It is through the basic process of acting and intervening on results of verifiable data, and evaluating these interventions that change and ultimately continuous improvement can be achieved.

3.15.3 Examples of monitoring mechanisms already in use by CCT are: learner feedback and staff feedback forms. All data is protected in accordance with the Data Protection Act.

3.16 Access, Transfer & Progression

3.16.1 CCT is committed to providing current and prospective learners with all the information necessary to allow them to make informed decisions regarding their chosen programme of study. It is the intention of the college to evaluate a student's prior learning in accordance with CCT policy and relevant accrediting bodies, requirements, making every effort to promote an equitable and fair admission process, whilst also providing programmes of study which facilitate learners who wish to transfer or progress to other programmes leading to recognised awards.

3.17 Provision and Maintenance of Resources

3.17.1 The provision of a quality learning resource is a very high priority and the college will continuously strive to upgrade existing facilities in line with high standards and those of industry leaders, within the context of the college's financial budgets.

3.18 Continuous Improvement

3.18.1 The quality assurance system of CCT is fundamentally based on the principle of continuous improvement. The college is committed to constantly striving to make the organisation and the quality assurance system more effective. Continuous improvement is the core management strategy of the College and covers all aspects of the operation of the College. All continuous improvement activities are recorded and tracked with regard to the procedures and processes they affect.

3.19 CCT QUALITY ASSURANCE COMMITTEE STRUCTURE

3.19.1 Please see Appendix C1, for an illustration of the CCT Quality Assurance Chart, and how Quality Assurance is structured and managed at CCT. Outlined below are the details of the main responsibilities and functions of each of the QA committees at CCT, and which positions these committees entail.

3.20 Governing Body

3.20.1 The Governing Body is responsible for setting the strategic objectives and targets and overseeing the strategic planning and financial management of the College. It is also responsible for integrating the quality assurance policies and procedures into the Colleges' strategic plans.

3.20.2 The Governing Body meets three times per year to monitor the quality of education, view student achievement, and to facilitate an exchange of information between the College and its stakeholders.

3.20.3 At a basic level, each individual lecturer is responsible for delivering academic quality in his/her module or course. The management, administration, and academic structure of the college are designed to guide, underpin and help that individual's work. The quality assurance system requires both committees and individuals to undertake specific responsibilities as summarised below and overseen by the Governing Body.

3.20.4 The Governing Body comprises of: Chairman, College Director, and an External expert appointed by CCT who has management experience within educational institutions in the private sector.

3.21 Academic Council

3.21.1 The Academic Council is responsible to the College Governing Body for the quality of all programmes of study and the institution itself. The Academic Council's main responsibility is the design, implementation, maintenance, and ongoing improvement of the quality assurance procedures and institutional quality.

3.21.2 It also monitors the implementation of continuous improvement activities, reviews the operations of the College and initiates change where it is required. The Academic Council is responsible, along with the Governing Body, to help plan the future operations of the College.

3.21.3 Many of the Academic Council's responsibilities are delegated through committees. Currently, as a small institution, the Academic Council monitors the effectiveness by which such responsibilities are discharged through the consideration of minutes and reports of the various sub-committees.

3.21.4 The Academic Council is comprised of: College Director, Director of Facilities Management, Director of Academic Affairs, Director of Administration and Student Services and a Course Director.

3.21.5 The Academic Council meets four times per year.

3.22 Quality Assurance Committee

3.22.1 The Quality Assurance Committee is a sub-committee of the Academic Council. Membership is determined through approved nomination of experienced staff and approved by the Academic Council.

3.22.2 The main terms of reference of the Quality Assurance Committee are:

- To report and advise the Academic Council on the effectiveness of CCTs' quality control procedures
- To audit the effectiveness by which departments fulfil the College's quality assurance procedures
- To review the plan for internal audit, approve the annual plan, and monitor results as presented in the internal audit's annual report
- To monitor and evaluate resources so that quality assurance procedures are satisfactorily implemented
- To monitor and evaluate programme approval
- To monitor and review all procedures for annual monitoring
- To oversee periodic programme review and co-ordinate necessary actions arising from it

3.22.3 This committee is comprised of: Director of Administration and Student Services, Director of Facilities Management, Course Director, Director of Academic Affairs, and a CCT appointed external QA official.

3.22.4 The Quality Assurance Committee meets once every two months.

3.23 Audit Team

3.23.1 An audit team is appointed by the QA Committee and is directly responsible to the Chair (College Director) of the Academic Council for the discharge of their duties.

3.23.2 At least one member (usually Director of Administration & Student Affairs) of CCT will be part of the three person Audit team. At least two members will be experienced senior staff, from other accredited third-level Irish institutions, with direct knowledge and practice in coordinating college quality assurance strategies.

3.23.3 Terms of reference for the audit team are:

- To independently check and verify that a department is fully discharging its responsibility for quality and standards
- To ensure that self-evaluation at all levels is systematic and rigorous, and supported with reliable evidence
- To identify areas for improvement by stimulating self-critical reflection
- To present written reports to the QA Committee on its findings and recommendations

3.24 Course Board

3.24.1 There is currently one Course Board appointed by the Academic Council at CCT, as there is a small and limited number of faculty. The Course Director of the Course Board will reflect whichever programme is under analysis by the Course Board. As the college programmes and the number of faculty increase, additional Course Boards will be created as necessary.

3.24.2 The Course Board has the overriding responsibility for developing and managing the course and designing and developing new courses. A Course Board is comprised of the following: Course Director, Director of Administration & Student Affairs, Director of Academic Affairs, all course teaching staff and one student from the programme.

3.24.3 Members will include active representation of the following: Library and Information Services and Class Attendance. The Course Board will invite other members if deemed appropriate.

3.24.4 The Course Board is required to meet at least twice a semester. The Chair of the Course Board will be the Course Director.

3.24.5 Course Board terms of reference are as follows:

- Monitor and manage the course on an ongoing basis
- Ensure that the course is maintained and kept up to date and relevant, and that the curriculum content and assessment is suitable for the learning outcomes
- Compile and submit an Annual Monitoring Report to the Quality Assurance Committee and implement action plans identified in the Report
- Advise the Academic Council on the proposal of new courses, develop new courses once approval has been received, and assist in the External Validation procedures
- Submit a self-evaluation report for the periodic evaluation of the courses to the QA Committee and implement action plans identified in the process
- Identify and share good practice between members of staff.

3.25 Facilities and Resources Committee

3.25.1 The provision and management of physical resources is designated to the Facilities and Resources Committee. This committee will meet at least once a term (three times per year) and report to the Quality Assurance Committee. The members of this committee will include: College Director, Course Director(s), and Director of Facilities Management.

3.25.2 Learner feedback on college Facilities and Resources is measured in a variety of ways, including the Student Welfare and Support survey (see Appendix C3).

3.25.3 The Facilities and Resources Committee has the following duties and responsibilities:

- To define the physical and resource requirements of the college - in line with the strategic plan, development and goals of CCT – and to draw up action plans to meet those objectives and to monitor achievement of these on an ongoing basis,
- To meet regularly (monthly on average but more regularly as physical resource requires) and to liaise closely with the management and faculty of CCT,
- To allocate resources across all college departments in a manner consistent with those plans,
- To produce an annual resources report to the Quality Assurance Committee, based on findings of the previous academic year,
- To receive feedback from the Quality Assurance Committee and implement appropriate recommendations
- To receive and carefully consider regular feedback including the annual report from the Library and Information Services Officer on continually improving the additional learning resources of the college

3.26 Marketing and Communications Committee

3.26.1 The Marketing and Communications Committee will have the following duties:

- to formulate and implement policies and strategies for the dissemination of information to stakeholders in accordance with the requirements of the College and its Quality Assurance system
- to ensure the efficient management of the service and the monitoring of performance in relation to information provision
- to generate and carry out market research and the marketing and promotions strategy of the college
- to report annually to the Quality Assurance Committee

- to ensure that the marketing strategy of the college fits with the academic strategy and quality control of CCT

3.26.2 The committee itself is responsible for formulating and preparing an annual report on the quality, accuracy, and completeness of all information provided by the College. In formulating this report, all stakeholders' views will be taken into account, particularly students views with the use of various student verification surveys, especially the *Admissions and Course Induction* survey (see Appendix C2).

3.26.3 All public announcements and publications must be approved by the Academic Council.

3.26.4 The Marketing and Communications Committee is comprised of: College Director, Director of Academic Affairs, Director of Administration and Student Services, and an Admissions Officer. Other staff or student representatives may be requested to attend meetings of this committee as deemed appropriate. This committee will meet three times per year.

3.27 Student Services and Support Committee

3.27.1 The main functions of the Student Services and Support Committee are:

- Meet regularly with student representatives to identify student concerns on the general operation of programmes of study.
- Examine and review student body opinion on the general student welfare and support services, particularly those non-academic services provided by CCT
- To encourage student participation at meetings
- To create student opportunities for interaction among students and professionals
- Review the effectiveness of all mechanisms of student consultation and communications including the operation of all mechanisms through which students can evaluate CCT programme and services.
- Evaluate the effectiveness of each of the student services provided by CCT and experienced by the student body. Also, this committee will evaluate the effectiveness of general student support, and the impression of student life from all learners at the college.
- Monitor student attendance and general student performance

3.27.2 The Student Services Committee will meet at least once per academic term.

3.27.3 This committee will comprise of: Director of Administration and Student Affairs, Director of Facilities Management, and at least two student union/body members.

3.27.4 The Student Services Committee will report annually to the Quality Assurance Committee, findings and recommendations of which could be used in the Annual Monitoring report. This committee provides another mechanism to assess the effectiveness of student services. An example of a tool used to measure feedback from the CCT student body is provided in Appendix C3.

3.28 Teaching, Learning and Assessment Committee

3.28.1 The main functions of the Teaching, Learning and Assessment Committee are:

- To develop strategies and policies for all aspects of teaching, learning and assessment at CCT
- To establish and maintain effective policies and processes throughout the college for academic Quality Assurance
- To receive and digest reports from external examiners and other external authorities ensuring that the appropriate responses are made to such reports
- To organise the contributions of external examiners to the CCT Learner assessment process
- To appoint an assessment review board where necessary and carry out the review process
- To appoint an appeals board, where necessary; conduct the appeals process and report findings to the learner in question
- To monitor teaching and learner academic performance on an ongoing basis, with a view to continuous improvement of both

3.28.2 The Teaching, Learning and Assessment Committee will be represented at the Course Board meetings and will liaise with staff on a regular basis. It will comprise of: Director of Academic Affairs, Director of Administration and Student Affairs, Director of Facilities Management, Course Director, one other member of Faculty staff, and a student representative where possible.

3.28.3 This committee will meet at least twice per academic term and will report twice per year to the Quality Assurance Committee.

COLLEGE OF COMPUTER TRAINING (CCT)

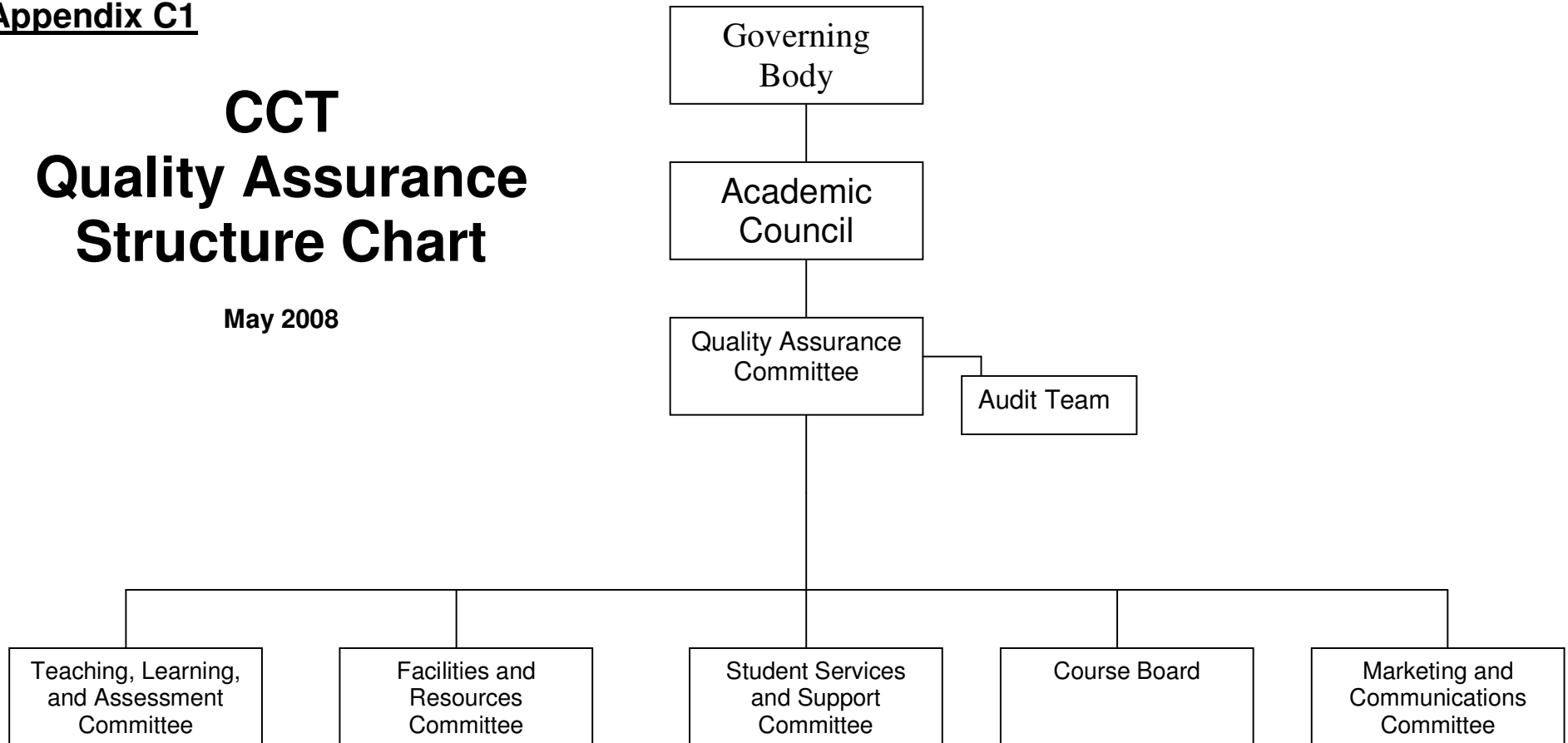
Appendices Section C

Appendix C1 Quality Assurance Chart
Appendix C2 Admission and Course Induction Survey
Appendix C3 Student Services and Support Survey

Appendix C1

CCT Quality Assurance Structure Chart

May 2008



Appendix C2

College of Computer Training (CCT) Admissions & Course Induction Survey

- The purpose of this survey is to seek feedback from you – the student, on your experience of the admissions process, from your first point of contact with the college to your first day in class.
- Closed questions/statements should be answered with a number ranging from 1 – 5:
 - 1 = Strongly disagree
 - 2 = Disagree
 - 3 = Neither agree or disagree
 - 4 = Agree
 - 5 = Strongly Agree
- Certain questions / statements are intended for international students only, who travelled to Ireland to attend a CCT programme.
- This survey is distributed at the end of the third week of any part-time or full-time course / module. It is distributed earlier for short-term courses with a maximum 4 week duration.
- Place a tick in the box of your choice for each survey item

Delivery of General Admissions Information

| 1 – Strongly disagree; 5 – Strongly agree | 1 | 2 | 3 | 4 | 5 |
|--|----------|----------|----------|----------|----------|
| I received accurate information on the college in general before I commenced the course, on such areas of the college as: course range, location, campus, facilities, resources, extra-curricular activities | | | | | |
| I was given specific information on course(s) I expressed particular interest in, including fees information | | | | | |
| I gained further knowledge on Ireland as a study abroad and living destination <i>(if applicable)</i> | | | | | |
| I gained further knowledge on Irish Immigration law and study visa procedures <i>(if applicable)</i> | | | | | |
| I received accurate information on the college from a CCT educational consultant / representative abroad <i>(if applicable)</i> | | | | | |

Promotional Material

| 1 – Strongly disagree; 5 – Strongly agree | 1 | 2 | 3 | 4 | 5 |
|--|----------|----------|----------|----------|----------|
| Brochure material and specific course promotional material / documentation were informative and accurate | | | | | |
| The CCT website was accurate and up to date | | | | | |

Service Efficiency

| 1 – Strongly disagree; 5 – Strongly agree | 1 | 2 | 3 | 4 | 5 |
|---|----------|----------|----------|----------|----------|
| My admissions queries to CCT were responded to quickly | | | | | |
| CCT staff were professional and friendly throughout the Admissions process | | | | | |
| Any necessary documentation required by me from CCT was discharged promptly | | | | | |

Registration & Orientation

| 1 – Strongly disagree; 5 – Strongly agree | 1 | 2 | 3 | 4 | 5 |
|---|----------|----------|----------|----------|----------|
| Upon arrival at CCT for Registration & Orientation, I received a Student Handbook specific to my course | | | | | |
| I felt welcome at CCT | | | | | |
| I received summaries of college policy documentation | | | | | |

Open – Ended Questions

1. What was especially good about your experience of the Admissions Process before you joined your programme at CCT?

2. How could this process be improved?

Appendix C3

College of Computer Training (CCT)

Student Welfare & Support Survey

- The purpose of this survey is to seek feedback from you – the student, on your experience of the welfare and support service provided by CCT during your course / module, so we can act upon learner feedback to continuously improve our support service.
- Closed questions/statements should be answered with a number ranging from 1 – 5:
 - 1 = Strongly disagree
 - 2 = Disagree
 - 3 = Neither agree or disagree
 - 4 = Agree
 - 5 = Strongly Agree
- Part-time students will complete this survey at least once – normally half way through their programme. Full-time students will complete this survey at the end of each semester.
- Place a tick in the box of your choice for each survey item

Personal Support & Pastoral Care

| 1 – Strongly disagree; 5 – Strongly agree | 1 | 2 | 3 | 4 | 5 |
|--|----------|----------|----------|----------|----------|
| I feel that CCT staff are approachable in discussing certain personal issues | | | | | |
| The college appears to provide access to medical and psychological practitioners if required | | | | | |
| CCT generally reacts quickly and efficiently to personal requests, complaints, and needs of its students, wherever possible | | | | | |
| CCT offers extensive guidance with regard to such important issues as: academic and non-academic problems, progression opportunities upon completion of my course, my ongoing personal development throughout the course | | | | | |
| I feel that there is an extensive range of student support services available to me at CCT | | | | | |

Facilities & Resources

| 1 – Strongly disagree; 5 – Strongly agree | 1 | 2 | 3 | 4 | 5 |
|--|----------|----------|----------|----------|----------|
| The college premises is comfortable, well heated and maintained in a hygienic manner | | | | | |
| Classrooms are spacious, clean, bright, and well ventilated | | | | | |
| The college is well located, and is closely serviced by all modes of Dublin public transport | | | | | |
| I am happy to be attending college in this building | | | | | |
| Toilet facilities are satisfactory | | | | | |
| All CCT students have access to the internet | | | | | |
| The IT resources are excellent at CCT and I can easily get access to a desktop or laptop | | | | | |
| Lecturers distribute the required course materials, notes, and courseware in class | | | | | |
| I am satisfied with the general library resources provided at CCT | | | | | |
| I am satisfied with the Student Common and Eating area at the college | | | | | |
| Printing and photocopying facilities are available to the students | | | | | |

Academic Support

| 1 – Strongly disagree; 5 – Strongly agree | 1 | 2 | 3 | 4 | 5 |
|---|----------|----------|----------|----------|----------|
| I feel that there is regular opportunity to review my academic progress directly with CCT staff and faculty | | | | | |
| Lecturers appear readily contactable to provide a support service outside the classroom if necessary | | | | | |

Extra-curricular Activities

| 1 – Strongly disagree; 5 – Strongly agree | 1 | 2 | 3 | 4 | 5 |
|--|----------|----------|----------|----------|----------|
| Social programmes are encouraged and supported by CCT staff, subject to student demand and interest | | | | | |
| College staff and faculty are approachable and open-minded to proposed new ideas of non-class activities from the student body | | | | | |

Equality

| 1 – Strongly disagree; 5 – Strongly agree | 1 | 2 | 3 | 4 | 5 |
|--|----------|----------|----------|----------|----------|
| I am comfortable in approaching CCT staff to discuss any issues I may have in relation to equality | | | | | |
| I feel that CCT could make changes to adapt its premises, assessment procedures, and courses for people with certain physical or learning disabilities | | | | | |
| I have never felt discriminated against in any way by CCT staff | | | | | |
| CCT harbours an interactive atmosphere promoting equal opportunity for all its students | | | | | |
| The college practices its mission to facilitate greater access onto its courses to a diverse range of learners, regardless of gender, religion, race, or nationality | | | | | |

Accommodation arranged by CCT (if not applicable, please leave blank)

| 1 – Strongly disagree; 5 – Strongly agree | 1 | 2 | 3 | 4 | 5 |
|---|----------|----------|----------|----------|----------|
| Overall, I was satisfied with the standard of accommodation provided by CCT | | | | | |
| Any special arrangements, dietary requirements were considered and acted upon | | | | | |
| In the case of host-family accommodation, I was made feel welcome and I had plenty of opportunity to engage in conversation with the family | | | | | |
| I would recommend this accommodation to a friend / fellow student | | | | | |
| The accommodation arranged by CCT was located no more than 40 minutes away from the college by public transport | | | | | |

Open – Ended Questions

3. Please describe a situation where a CCT staff member has helped you more than you might have expected?

4. How could the CCT Student Support service be improved?

SECTION D

4. ORGANISATION MANAGEMENT STRUCTURE

- 4.1 Introduction
- 4.2 Chairperson
- 4.3 College Director
- 4.4 Director of Academic Affairs
- 4.5 Director of Facilities Management
- 4.6 Director of Administration & Student Services
- 4.7 Course Director
- 4.8 Administrator / Evening Course Coordinator
- 4.9 Lecturing Staff
- 4.10 IT Manager
- 4.11 College Accountant & Finance Officer
- 4.12 Library & General Student Services
- 4.13 Admissions Officer & Administrator
- 4.14 College Personnel
- 4.15 External Consultants and College Advisory Board

APPENDICES

COLLEGE OF COMPUTER TRAINING (CCT)

Section D

4. ORGANISATION MANAGEMENT STRUCTURE

4.1 INTRODUCTION

4.1.1 This section provides a description of the management structure of CCT. An Organisational Chart is provided of the overall organisation structure which will adopt the quality assurance system (please see Appendix D1). The CCT organisational structure is designed to promote throughout the staff a spirit of understanding, teamwork, and commitment.

4.1.2 It is acknowledged that the college management is directly responsible for promoting a quality assurance ethos and ensuring that this culture takes root and becomes an inherent part of the institution's activities. It is the responsibility of all CCT staff to directly contribute to harnessing a quality assurance approach, especially as CCT is a small educational provider.

4.1.3 As CCT is an evolving and growing institution, the responsibilities and various roles attached are current and expanding. As a small and dynamic organisation, it should be noted that the roles and responsibilities, can and do overlap, as circumstances dictate.

4.1.4 The following is a breakdown of the broad roles and responsibilities of full-time positions within the college. Each role also carries responsibilities of chairing or contributing towards various Quality Assurance Committees at CCT. More information on these Committees and who is listed on these committees can be found in Section C of the Handbook Introduction, and throughout each of the College Policies and Procedures sections.

4.2 Chairperson

4.2.1 The Chairperson role at CCT helps to oversee the strategic development and governance of the college. The Chairman contributes to the continuous improvement and effectiveness of CCT, by actively adopting and practicing the college's Quality Assurance system

4.3 College Director

4.3.1 The College Director is the Chief Officer of the college. The main role of this position is to control and direct the activities of the college and staff, and be responsible for the efficient and proper daily management of the college. The Director is ultimately accountable and responsible for all departments and affairs institution-wide.

4.3.2 An example of some of the College Director's main roles include:

- All external relations of the college in the context of a developmental role
- Head of Marketing and promotion of the college internationally and domestically
- Design and development of all marketing tools utilised by the college
- Academic and college-related welfare of all CCT registered learners
- Management of new programme design and delivery with the Director of Academic Affairs, and all other necessary officers involved in these procedures
- Overall responsibility for strategic development of the institution
- Overall responsibility for daily running / administration of the college
- Acts as the financial controller of the college, in tandem with the appointed, contracted college financial consultant (external auditor and accountant). This role involves responsibility for financial planning, budgetary allocation and control.
- Responsible for human resource, legal affairs of the college, together with its insurance and health and safety obligations, and staff contracting.
- Development of the institutions' Quality Assurance policies and procedures, and for ensuring that these are implemented efficiently and continuously.
- The College Director reports directly to the Governing Body and Academic Council of the college
- Contributing to the continuous improvement and effectiveness of CCT, by actively adopting and practicing the college's Quality Assurance system

4.4 Director of Academic Affairs

4.4.1 The Director of Academic Affairs has an institutional responsibility for academic affairs. CCT recognises this role as one of critical importance, and is assisted by input of two staff members to carry out this position. S/he has most direct contact with college Course Coordinators, lecturing staff, learners, college administration, external examiners and course awarding body representatives. Within his/her purview is the more long-term planning, development, design and improvement of courses and the advisement of the Academic Committee.

4.4.2 Broad categories of responsibility for this post include:

- Overseeing the effective maintenance of learner records from the admission and registration processes, through to final examinations and graduation
- Academic development of all learners at CCT
- Coordinating and administering all learner feedback, and ensuring that this data is disseminated to appropriate lecturing and administration staff

- Course and assessment scheduling
- Maintaining and overseeing rigorous class attendance records for all full-time students
- Monitoring development and requirements of library services and academic computer services
- Liaising with the College Director in cooperating with Accreditation Bodies, and helping facilitate quality audits
- Directly and continually contributing to quality assurance development of CCT
- Coordinating and administering all Academic related Committee meetings
- This role reports directly to the College Director
- Contributing to the continuous improvement and effectiveness of CCT, by actively adopting and practicing the college's Quality Assurance system

4.5 Director of Facilities Management

4.5.1 Reporting to the College Director, this role broadly incorporates the following responsibilities:

- Planning, development, use, maintenance and decor of the campus building
- Room scheduling for full-time and part-time courses
- Building reception management
- Building Facilities upkeep and management
- Acting as Chair of the Facilities and Resources Committee
- Continuously monitoring and reviewing and generating mechanisms to measure the continuous improvement of facilities and resources
- Liaising with external contractors for building services and development
- Monitoring all changes to facilities and resources
- Contributing to the continuous improvement and effectiveness of CCT, by actively adopting and practicing the college's Quality Assurance system

4.6 Director of Administration and Student Services

4.6.1 Reporting to the College Director, this role broadly incorporates the following responsibilities:

- Monitoring general welfare of learners and consistently liaising with lecturing staff, College Director, relevant Course Coordinator, and Director of Academic Affairs in ensuring a care service for all learners
- Exercising necessary interventions with learners who are deemed in need of non-academic help/support
- Acting as a Student Counsellor in addition to lecturers, Director of Academic Affairs, Course Coordinator and College Director
- Liaising closely with the Student Council and Learner representatives
- Joint responsibility for the administration of the college with the College Director

- Actively managing a staff development programme for all administrative and faculty staff at CCT
- Participating in the overall institute management and strategic direction of the college as a member of various QA committees
- Responsibility for the daily operation, effectiveness and continuous improvement of the Admissions and marketing administration, student services and support administration and general administration of the college
- The person who fills this role undertakes the daily operation and running of the college in the College Director's absence
- Contributing to the continuous improvement and effectiveness of CCT, by actively adopting and practicing the college's Quality Assurance system

4.7 Course Director

4.7.1 This specific role reports to the College Director and Director of Academic Affairs and is mainly responsible for the following with regard to the course he/she is coordinating:

- Class and assessment scheduling of the programme
- Planning and development of programme
- Contributing to the recruitment and selection of teaching staff
- Liaising consistently if necessary with external awarding bodies of CCT courses
- Programme academic administration
- Liaising with all lecturing staff on an ongoing basis
- Lecturing on a full-time basis on the course
- Administration of academic learner files
- Preparation of lessons efficiently in order to competently conduct each class lecture
- Employing a range of appropriate resources, materials and methodologies and to employ a range of additional resources and supplement lessons where required
- Reporting any student academic problems to the Director and student welfare problems to the appropriate college personnel / committee
- Attending regular staff meetings and development sessions
- Liaising with all other college faculty
- Preparing internal assignments and exams as necessary
- Maintaining accurate records of all lessons and file with the college
- Contributing to accurate records of student attendance
- Regularly providing feedback and contributing significantly to the continuous development of the college
- Contributing to the continuous improvement and effectiveness of CCT, by actively adopting and practicing the college's Quality Assurance system

4.8 Administrator / Evening Course Coordinator

4.8.1 This position reports to the College Director and Director of Academic Affairs. Administrative duties include:

- General daily administration within the college, including CCT student office management, filing, record-keeping, administration of learner admission files, administration of registered learner files, college student database management and maintenance
- Maintaining the learner laptop management system in association with the contracted I.T. network maintenance company used by CCT
- Writing and issuance of college letters / documents required by prospective and registered learners
- Secretarial function to the Director
- Class and room scheduling for evening part-time courses
- Coordinating and managing evening course teaching staff
- Other duties as assigned by CCT management
- Contributing to the continuous improvement and effectiveness of CCT, by actively adopting and practicing the college's Quality Assurance system

4.8.2 It should be noted that as small institution, all staff members currently perform most of their own administration on an ongoing basis.

4.9 Lecturing Staff

4.9.1 Whether part-time or full-time, all CCT lecturers perform the following similar teaching duties within their respective specialist areas:

- Lecture on the respective course within the weekly schedule and fixed period agreed with the appropriate college personnel / committees
- Follow course syllabus in a timely and accurate manner
- Be attentive to the exam syllabus and examination procedures for any exam classes taught
- Prepare lessons efficiently in order to competently conduct a thorough lesson
- Employ a range of appropriate resources, materials and methodologies
- Employ a range of additional resources and supplement lessons where required
- Report any student academic problems to the Managing Director and/or Director of Academic Affairs
- Report any student welfare problems to the Managing Director and/or Director of Student Affairs
- Set and mark all assignments prepared by the students and return within a reasonable time or deadline laid down by college administration
- Attend regular staff meetings and development sessions
- Liaise with other lecturers teaching on the same programme
- Prepare internal assignments and exams for the respective course
- Keep accurate records of all lessons and file with the college
- Keep accurate records of student attendance
- Regularly provide feedback and contribute significantly to the continuous development of the college

- Contributing to the continuous improvement and effectiveness of CCT, by actively adopting and practicing the college's Quality Assurance system

4.9.2 Details of the college lecturing staff along with information regarding all the specialist areas represented by the lecturing staff at CCT, can be obtained by directly contacting the college: Tel.: (01) 8558788; Fax: (01) 8558791; Email: info@cct.ie; Web: www.cct.ie

4.10 I.T. Manager

4.10.1 As CCT has many computer facilities available at its premises, the college avails of the IT network maintenance services of an in-house expert and an IT support company is contracted. CCT operates a policy of providing every registered learner on a full-time programme with a medium-spec laptop computer to facilitate successful delivery of the respective programme. Laptop computers are not permitted to leave the college premises, and never become student property during or upon completion of the respective course. The college also houses a state-of-the-art I.T. educational lab for class and research purposes, and a general internet access lab.

4.10.2 The IT Manager is responsible for:

- overall general and constant maintenance
- development and improvement of the college I.T. and Internet usage policy
- Liaising with the professional company specialising in managing I.T. networks for all IT needs
- the stocking and monitoring of all Computer, Audio Visual, Communications, Telephony and Reprographics services
- the operational management of infrastructure and facilities through technicians/attendants
- the tactical management of change and development as necessary

4.10.3 This person also contributes to the continuous improvement and effectiveness of CCT, by actively adopting and practicing the college's Quality Assurance system

4.11 College Accountant and Finance Officer

4.11.1 This position reports to the College Director. The main purpose for this position is to assist in the financial management and administration of the college and to contribute to the financial strategy of the college.

4.11.2 CCT receives a full financial audit on an annual basis, and applies for a tax clearance certificate upon expiry of the previous one.

4.11.3 Reporting to the College Director, the Finance Manager is responsible for:

- the preparation of annual statutory accounts, monthly management accounts, various tax returns, various returns to the Department of Education and Science, and the provision of financial reports to other funding bodies
- cash flow management, budget monitoring, maintenance and development of financial internal control procedures and the management of the finance and payroll systems of the Institute.
- the implementation of and compliance with legislation affecting the operations of the Institute's finance function, liaison with other Institute management and management of other Institutes of Technology, and liaison with external bodies (e.g. Comptroller and Auditor General, Banks, etc).

4.12 Library and General Student Services

4.12.1 The Librarian role of this position incorporates responsibility for:

- delivering a quality and cost effective service to academic, student and Institute users, both internal and external, including the provision of hardcopy and electronic material with support PCs and printers
- providing a scholarly atmosphere conducive to quiet, reflective individual study as well as providing group study rooms for teamwork
- the provision of general student services such as: arranging student accommodation, airport transfer, handling daily student enquiries, organising cultural learning and all extra-curricular activities, general student welfare and support.
- This position reports to the Director of Administration and Student Services, and College Director, and contributes to the continuous improvement and effectiveness of CCT, by actively adopting and practicing the college's Quality Assurance system

4.12.2 All academic material is ordered either by, or in consultation, with academic staff and the Librarian is an ex-officio member of the Academic Council. Internal Library Staff meetings are held at least once a term. Frequent meetings are held with the Students' Union in order to facilitate a quality service.

4.13 Admissions Officer and Administrator

4.13.1 This position reports to the Director of Administration and Student Services, and College Director.

4.13.2 This role broadly encompasses the following:

- Market research for Ireland and international markets

- Direct administration support for the College Director with regard to arranging international recruitment trips, presentations, meetings with training and development staff within the Irish corporate market etc.
- Administration of all student application processing, pre-registration screening, offer letters and packs and registration and orientation
- Updating and administrating student handbooks
- Liaising with all student recruitment agents, marketing promotional partners and all other externally related stakeholders with regard to promotion of CCT
- Managing the development and amendments to the website and brochure
- Ensuring continued review of the promotional tools of the college, so that information is kept accurate and updated
- Contributing to the continuous improvement and effectiveness of CCT, by actively adopting and practicing the college's Quality Assurance system

4.14 College Personnel

Chairperson
Noel Gallagher

College Director
Neil Gallagher

Director of Academic Affairs (2 contributors)
Tarik Rashid & Kathleen Shehan

Director of Administration and Student Services
Kathleen Shehan

Director of Facilities and Resources
Jason Pollard

Senior Course Coordinator and Lecturer
Graham Glanville

College Accountant & Finance Officer
Robert W. Flynn, Auditor

IT Administrator
Graham Glanville and VIP Technology

Library and General Student Services
Jonathan O'Connor

Admissions Officer and Administrator
Fergus Hayden

Faculty (full-time and part-time Lecturing staff)

John O'Toole PhD Candidate, MSc, BSc
 Martin Fitzgerald MSc, BSc
 Neil Gallagher MSc, BA
 Graham Glanville JEB, CTP
 Pdraig McDonagh BSc, CNAPI
 Paul McGettigan MA, PgD, BA, CTP
 Tarik Rashid PhD, PgD, BSc
 Marian Reeves BSc, CTP
 Kathleen Shehan MEd, BSc

4.14.1 Please note that this is not an exhaustive list, and contracted staff, in particular, are employed on an ongoing basis. Lecturer performance is critical to institutional effectiveness, so this reviewed on an ongoing basis.

4.15 External Consultants and College Advisory Board

Dr. Darren Barlow (Financial Strategist & Consultant)

Colin Cassidy (Microsoft Ireland, Industry Consultant)

Mary Cleary (Irish Computer Society, Industry Consultant)

Dr. Finian Buckley (Dublin City University, QA Consultant)

Prof. John Hurley (Organisational Academic Consultant)

Francis Kelly (College Marketing Consultant)

Bid O'Connor (Consultant in Irish Higher Education & member of college Governing Body)

COLLEGE OF COMPUTER TRAINING (CCT)

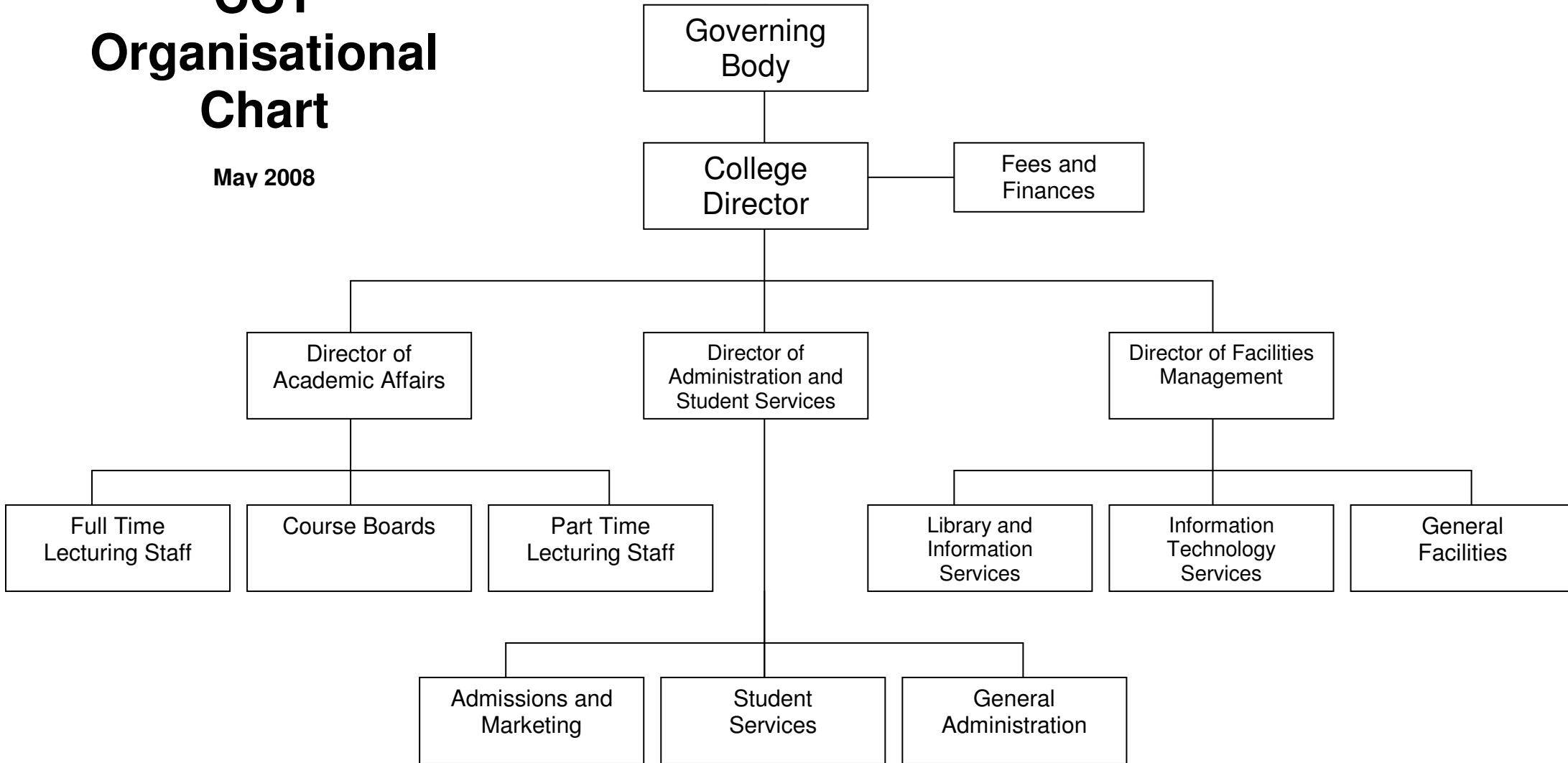
Appendices Section D

Appendix D1 Organisational Chart

Appendix D1

CCT Organisational Chart

May 2008



SECTION E

5. INTERNAL PROCEDURES AND GUIDELINES FOR THE DESIGN, INSTITUTIONAL APPROVAL AND EXTERNAL VALIDATION OF NEW PROGRAMMES

- 5.1 Introduction
- 5.2 Purpose
- 5.3 Scope
- 5.4 Background
- 5.5 Proposals on New Programmes
- 5.6 Stages in the Development of the Proposal for Institutional Approval & External Validation
- 5.7 Programmes & Budgets

APPENDICES

COLLEGE OF COMPUTER TRAINING (CCT)

Section E

5. INTERNAL PROCEDURES AND GUIDELINES FOR THE DESIGN, INSTITUTIONAL APPROVAL AND EXTERNAL VALIDATION OF NEW PROGRAMMES

5.1 INTRODUCTION

5.1.1 The procedures outlined below will guide internal staff and external assessors involved in the institutional approval and validation of new programmes. These procedures and guidelines also apply to any significant changes to existing programmes.

5.2 PURPOSE

5.2.1 The purpose of these procedures and guidelines is to ensure the proposed programme:

- is consistent with CCT's Strategic Plan and contributes to achieving the College's aims and objectives
- offers a valuable and worthwhile educational experience to students
- is consistent with the College's financial plan
- meets the requirements of the National Qualifications Framework and implements the procedures of the NQAI in relation to access, transfer and progression
- complies with all requirements of the relevant approved external validating body.

5.3 SCOPE

5.3.1 The document refers to both full-time and part-time accredited courses offered by the College where the College has responsibility for curriculum development and the assessment of learners.

5.4 BACKGROUND

5.4.1 The main elements for approving new courses are already in place. These are:

Specific legislative provisions – i.e. see Appendix E1 Proposed Programme Content Guidelines

5.4.2 Qualifications (Education and Training) Act

5.4.2.1 One of the objects of the National Qualifications Authority of Ireland (NQAI), established under the new Qualifications Act, is to establish a standard based framework of qualifications in the State.

5.4.2.2 The NQAI is also required to “*determine the procedures to be implemented by providers of programmes for access, transfer and progression.....*”. There is a requirement placed on the Higher Education and Training Awards Council (HETAC), in turn, to ensure that the procedures implemented by providers comply with these. The Qualifications Act also requires HETAC “*to ensure that providers of programmes establish procedures for the assessment of learners which are fair and consistent and for the purposes of complying with standards..*”

5.4.3 Validating body requirements: HETAC created the process by which it adjudicated on applications for course approval, the format and content of the submissions required and the conditions which might attach to its approval of courses. Requirements included presenting each syllabus of a proposed course via a standard template to include aims, learning outcomes, content, assessment, recommended texts and reading list. Considerations such as the potential demand for course graduates and similar course provision elsewhere were also included. Evidence was required to establish a need for the course as was information on the relevant provision of resources.

5.4.4 CAO requirements: Particulars of all brand new courses must be given to the CAO by March for inclusion in the Handbook for the academic year beginning one year from the following September, i.e. by March 2002 for the 2003/2004 academic year.

5.4.4.1 The process of design, institutional approval and external validation involves:

- a proposee, individual or group
- a developer, individual or group
- College Director
- Academic team to deliver the course, organised as course board or otherwise
- Academic Council
- Governing Body
- An approved validating body whether HETAC or other approved validating body.
- Department of Education and Science
- CAO

5.5 PROPOSALS ON NEW PROGRAMMES

5.5.1 Proposals on new programmes may come from many sources. These may include proposals for new courses, proposals for changes to existing courses and proposals for discontinuing existing courses. Proposals will be considered individually and within the framework of overall College policy.

5.5.2 New proposals (see Appendix E2 A Guide for New Course Evaluation) may be introduced directly to the College Director or through the Academic Council.

5.5.3 The College requires that anyone proposing a new programme should submit an outline of the programme for approval prior to the development of a full submission. The outline proposal should be submitted to the Director for Academic Affairs for consideration by the Academic Council.

5.5.4 The Academic Council will examine the outline proposal in terms of the College's Strategic Plan and resource planning.

5.5.5 The proposal for outline approval must conform with the requirements of the validating body on new course evaluation. The outline should include information addressing the following areas:

- Demand from industry
- Demand from prospective students
- Aims and learning outcomes - general details
- Course design - subjects, learning outcomes, teaching methodologies and assessment methodologies
- Course schedule - examination subjects, component subjects, contact hours, credit rating and level, marks per subject
- Resources - accommodation implications, staffing implications.
- Similar programmes at other institutions

5.5.6 The outline proposal shall not include detailed syllabi, readings lists, equipment lists etc., as to complete for outline not approved would be a significant waste of time.

5.5.7 The Academic Council will decide whether to grant outline approval to the proposed programme based on its own deliberations and any recommendations from the College Director and/or Director of Academic Affairs.

5.5.8 A proposed programme having gained outline approval from the Academic Council can then be developed into a full submission document taking into consideration any Academic Council recommendations.

5.5.9 At such time a new programme outline is approved, the College Director will create a timeline for structured meetings with appropriate staff to create the necessary documents for a full submission.

5.5.10 The new programme approval process, beginning with the outline continuing through to full submission to the relevant validating body can be described as follows:

- Proposed New Programme (or changes to existing programme)
- Outline proposal submitted for consideration by Academic Council
- Academic Council consider programme outline
- Outline is either approved, approved with recommendations, or denied
- For those submissions that are approved, a full draft submission is completed and submitted either by the Course Board or Director of Academic Affairs in conjunction with original programme proposer
- A Course Evaluation panel is created to consider the submission

- The Course Evaluation panel creates a report in relation to the proposal
- When agreement is reached on submission by all parties, the submission is then sent to the validating body.

5.6 STAGES IN THE DEVELOPMENT OF THE PROPOSAL FOR INSTITUTIONAL APPROVAL AND EXTERNAL VALIDATION

5.6.1 Arrangements and personnel required to prepare a submission for course approval will be determined through a consultation process involving the College Director and the provisional course board.

5.6.2 While the research, preparatory work and drafting may be shared, one person will normally assume a co-ordinating and editing role.

5.6.3 The requirements of the validating body will be identified and met.

5.6.4 The College Director will be kept informed of any major developments and/or difficulties in expansion of proposals.

5.6.5 Once a draft submission for College approval has been completed, it will be sent to the Director of Academic Affairs who will circulate it to members of the Academic Council and place it on the agenda for the next meeting of the Council.

5.6.6 When the committee is satisfied that the proposal document adheres to both the College's standards and the appropriate validating body's standards, the committee will ask the Academic Council, with the approval of the College Director, to convene a Teaching Learning and Assessment Committee to examine the programme further.

5.6.7 The composition of this committee in addition to the regular members will consist of: A senior academic or individual from industry/services/professions familiar with HETAC course evaluation and three academics from HETAC sector, college sector, and if appropriate from industry/services or professions sector.

5.6.8 The Academic Council, through the Director of Academic Affairs, will facilitate the Committee's consideration of the proposed programme prior to meeting the College's staff. The Teaching Learning and Assessment Committee will examine the proposal in terms of HETAC requirements, or other appropriate validating body, and also the national qualifications framework.

5.6.9 The Committee will present a short report (see Appendix E3) at the end of their visit to the Director of Academic Affairs, relevant faculty/staff, College Director, etc. The findings within this report will be distributed to all relevant bodies.

5.6.10 Following any recommendations, an amended copy of the submission will be made to the Academic Council for final review.

5.6.11 Where the Academic Council recommends the programme, the revised submission will include the amended document, the interim report of the Teaching

Learning and Assessment Committee, the College's responses, and the final report of the Teaching Learning and Assessment Committee.

5.6.12 The revised submission as recommended by the Academic Council will be put on the agenda of the Governing Body for approval. The College Director will submit to the validating body the submission as approved by the Governing Body. The rules of the validating body will govern the process from application to final determination]

5.6.13 The Academic Council will be informed of the decision of the validating body and given copies of the approval document and of any comments or conditions attached.

5.6.14 If the validating body seeks a re-submission, the re-submission will be put before the Academic Council.

5.6.15 The Academic Council will review adherence to conditions of course approval up to completion of the new programme by the first cohort of learners.

5.7 PROGRAMMES AND BUDGETS

5.7.1 The Course Board will prepare a draft programme and the budgetary needs associated with the evolution of a new programme. The budget will be reviewed and either approved or amended by the College Director.

COLLEGE OF COMPUTER TRAINING (CCT)

Appendices Section E

Appendix E1 Proposed Programme Content Guidelines
Appendix E2 A Guide for New Course Evaluation
Appendix E3 Course Evaluation Report

Appendix E1

PROPOSED PROGRAMME CONTENT GUIDELINES

The procedures and guidelines for the design and approval of new programmes must be rigorous and effective in order to develop coherent new programmes of study. The importance of design in standards, quality and the means for quality enhancement cannot be over emphasised.

The following points should be addressed in the design of new programmes:

- compatibility with the College's Strategic Plan and mission;
- impact on the programmes currently offered by the College;
- the intended aims and learning outcomes of the programme;
- whether the programme is consistent with the requirements of the approved validating body;
- the support for the programme from industry, commerce, government agencies and associated professional bodies;
- demand by employers for graduates, the opportunities that graduation offers learners, and the demand for the programme from a sufficient cohort of appropriately qualified learners;
- the level of the programme, the degree to which the programme challenges the learner, and where the programme sits within the national qualifications framework;
- mode of delivery of the programme (full-time, part-time etc.) and the time to completion of the programme;
- the development of the curriculum – through appropriate learning outcomes, teaching methodologies and assessment techniques – imposing increasing demands on the learner as they progress through the programme;
- resources necessary and available to run the programmes – accommodation available and required, lecturing staff available and required, technical and administrative staff available and required, equipment available and required, library and information technology resources available and required, and staff development required for each year of the proposed programme;
- an award title and level in keeping with the intended learning outcomes;
- sufficient emphasis in promoting the intended learning outcomes; details showing how learners will demonstrate the achievement of these learning outcomes together with the means of assessing these outcomes;
- an appropriate balance in regard to the breadth and depth of individual curricula and the academic and practical requirements of the programme;
- the personal development of the learner must be central to the programme and balanced carefully with the intended academic outcomes of the programme;
 - the appropriateness of the total contact hours and the breakdown of these hours into lectures, practical, tutorials etc.;
- the workload of the learner in terms of assessment requirements, reading, researching, studying etc.;
- how the programme fits into the College's quality assurance process.

The HETAC document Guidelines and Criteria for Quality Assurance includes the following section regarding design and approval of new programmes, subjects and modules -

Procedures for the design and approval of new programmes, subjects and modules, should include clear and comprehensive provision for the presentation and structured consideration of evidence that the following issues have been satisfactorily addressed:

- *Philosophy and aims of the programme;*
- *Relevance of the programme to the mission and strategic plan of the provider;*
- *Learning outcomes for each subject and module;*
- *How the programme meets its stated objectives, particularly as regards intended learning outcomes;*
- *Mode of delivery;*
- *Pedagogy relevant to the programme;*
- *Relationship to other programmes offered by CCT;*
- *Industrial or other links, including possible work placement*
- *Programme management arrangements;*
- *Relevance of the programme to the European and international labour markets;*
- *Human resources implications of providing the programme;*
- *Information system resources needed for the programme;*
- *Impact of the programme on the physical resources and support facilities of the provider;*
- *Financial implications of offering the programme;*
- *Environmental scan of similar or related programmes offered by other providers;*
- *Learner demand for programme;*
- *Consultation on the programme with relevant stakeholders and peers;*
- *Fair, consistent and standards-compliant assessment of learners on the programme;*
- *Provision, where required by law, for the protection of learners in the event of the provider ceasing to provide the programme;*
- *Satisfactory provision for learner access, transfer and progression in the context of the National Qualifications Framework;*

A number of HETAC documents are critical to the design, institutional approval and HETAC validation of programmes. The following documents should be considered in the creation of any new programmes:

- Validation of New Programme Submission Document
- Higher Education and Training Awards Council *Awards Range and Criteria*
- HETAC Policies on Articulation Transfer and Progression
- HETAC Policy Document Prior Experiential Learning
- Course Schedule Guidelines
- Guidelines and Criteria for Quality Assurance Procedures in Higher Education and Training.

The College Director will ensure that all relevant staff receives the most recent HETAC documents as they are released and that members of the Course Evaluation Committee have access to these documents also. The College Director will ensure that these documents are appropriately retained and made available to course design teams etc. It should be noted that that these documents are accessible via the HETAC web site: www.hetac.ie.

The HETAC document *Validation of New Programme Submission Document* will be employed as a template for all programmes that are being developed. The Academic Council will be responsible for seeing that documents, submitted to HETAC for validation, rigorously adhere to the requirements of this document.

For programmes being developed for validation by HETAC it is important that cognisance is taken of the document *HETAC Awards Range and Criteria*. The entire document is critical to the design process and this is underlined in the section "*General Guidelines and Criteria for Programme Design.*"

The programme design team must also familiarise themselves with curriculum development methodologies. The design process should begin with specifying course aims.

Aims

The course aims are normally general in nature and reflect the overall purpose of the course. The aims indicate the flavour and direction of the course. The formulation of the course aims is fundamental to the development of the more specific subject aims. It is important that the themes reflected in the course aims are carried forward into the subject/module aims. Subject aims are often written in language such as

Give an understanding ...
Give an appreciation ...
Develop skills in ...
Develop confidence in ...

Because of the nature of aims it can be difficult to confirm that the course and subject aims have been met. Aims are not sufficient to convey to the lecturers or the learners what the intended learning is.

Learning Outcomes

The learning outcomes for each subject/module should reflect the cognitive content and skills content in the learning. Learning outcomes should be written in terms of what the learner will be able to do on completion of the subject/module. It is important in writing learning outcomes that cognisance is taken not only of what a successful learner will be able to do but also care must be taken that this behaviour should be measurable where possible. In the examples below the second set of learning outcomes are more amenable to assessment.

On completion of this subject/module the learner will be able to:
Understand the workings of ...

On completion of this subject/module the learner will be able to:
Give examples of ...
Define in their own words ...
Distinguish between ...

The number of learning outcomes will be a function of the course aims, however, a reasonable number would be between 3 and 6.

Assessment

Learning outcomes should drive the assessment procedures; assessment should be designed to assess the learning outcomes in as realistic a way as possible. Assessment criteria should be developed that take into consideration the learning outcomes, course and subject content, together with the level of the programme. It is important that the assessment element of new programmes is in keeping with the College procedures and guidelines for assessment of learners.

Appendix E2

Teaching Learning and Assessment Committee A GUIDE FOR NEW COURSE EVALUATION

Aims and Objectives of New Course Evaluation

Aims

The Evaluation of a New Course is concerned with the total design and proposed implementation of the course with particular reference to its aims and learning outcomes, subject content, facilities required and staff deployment.

Objectives

- Evaluate the aims and general learning outcomes of the course in the context of their relevance to meeting the need being served.
- Evaluate the learning experience to be provided in terms of learning outcomes, syllabus content, teaching methods, and curriculum.
- Evaluate the physical facilities being provided.
- Evaluate the assessment instruments being proposed.
- Evaluate the curricula vitae of academic staff to be deployed in teaching the course.

Subject Matter of New Course Evaluation

The submission for a New Course Evaluation should contain detailed information on the proposed educational programme as follows:

Aims and General Learning Outcomes

This section should consist of a general statement of intent relating to the goal of the programme of learning, with particular reference to career/employment related applications.

Learning Experience and Assessment

Learning Outcomes

The decisions on the goals of a programme of learning in the form of a statement of detailed outcomes can be considered the most important step, as the definition of the outcomes can be used to guide the construction of the whole programme.

Syllabus

This should consist of a description, as will be presented to the learners, of the content of the programme of learning.

Teaching/Learning Methodologies

A description of the methods and materials, including any text and/or software to be used in the programme of learning.

Assessment Methodologies and Instruments

This should consist of a description of the techniques to be used to measure the degree to which the learning outcomes have been realised e.g., assignments, objective tests, final examinations, open book examinations, oral/aural examinations, continuous assessment, etc.

Curriculum and Time/Staff Allocation

A table giving details of the contact-hours to be devoted to each subject in terms of the breakdown of this between laboratory, practical, workshops, studio, tutorials, lectures, as applicable, should be given. The staff member(s) to deal with each subject should be listed.

Physical Facilities

This should give as much detail as is deemed appropriate to enable an evaluation to take place of laboratory/studio/workshop/other accommodation facilities to be available to students participating in this course.

Curricula Vitae

The curricula vitae of the staff to teach on the course should be provided.

Draft Course Schedule

A draft course schedule to include listings of Examination Subjects, component subjects, contact hours, credit ratings, marks per subject in accordance with HETAC requirements.

Appendix E3

Teaching Learning and Assessment Committee
***COURSE EVALUATION FINDINGS
REPORT TO THE ACADEMIC COUNCIL***

PART 1 GENERAL INFORMATION

School/department:
Date of visitation:
Course evaluated:
Panel of assessors:
Secretary to panel:
College staff:

PART 2 FINDINGS OF ASSESSORS

Aims and General Learning Outcomes
Learning Experience and Assessment
Learning Outcomes
Syllabus
Teaching/Learning Methodologies
Assessment Methodologies and Instruments
Curriculum and Time/Staff Allocation
Physical Facilities
Curricula Vitae
Draft Course Schedule

PART 3 RECOMMENDATIONS

For the attention of the Academic Council
The Assessors recommend that the course be approved subject to:-
general conditions of approval together with:
the following conditions specific to the School/Department
For the attention of the College.
For the attention of the funding body.

PART 4 CERTIFICATE OF RECOGNITION

General conditions
Course conditions

PART 5 PROPOSED COURSE SCHEDULE

SECTION F

6. PROCEDURES AND GUIDELINES FOR THE ASSESSMENT OF LEARNERS

- 6.1 Introduction
- 6.2 Purpose
- 6.3 Scope
- 6.4 General Principles
- 6.5 Assessment: Purpose, Feedback & Schedule
- 6.6 Assessment Techniques
- 6.7 Assessment Criteria
- 6.8 Submission
- 6.9 Return of Assessment
- 6.10 Examination Regulations
- 6.11 Breaches of Exam Regulations
- 6.12 Academic Standards Board
- 6.13 Rechecks, Reviews & Appeals Procedure
- 6.14 Review
- 6.15 Appeal Stage
- 6.16 Internal Examiners
- 6.17 External Examiners
- 6.18 Board of Examiners
- 6.19 Borderline Cases
- 6.20 Broadsheet of Results

APPENDICES

COLLEGE OF COMPUTER TRAINING (CCT)

Section F

6. PROCEDURES AND GUIDELINES FOR THE ASSESSMENT OF LEARNERS

6.1 INTRODUCTION

6.1.1 The following procedures provide all faculty and staff with the responsibilities associated with assessment of the learner. This section is also relevant to external examiners.

6.2 PURPOSE

6.2.1 The purpose of the following procedures and guidelines is to ensure that the assessment methods are:

- Unbiased and consistent with the standards formed by HETAC and/or other relevant approved accreditation bodies
- Compliant with the accreditation body's standard as related to the National Frameworks of Qualifications
- Generating valuable student learning activity
- Provide a fair and transparent guideline for students to understand the assessment procedures
- Are relevant in guiding the student towards reaching and meeting the intended learning outcomes
- Contribute to the development of the learner by providing constructive applicable feedback
- Demonstrate that appropriate standards are being maintained

6.3 SCOPE

6.3.1 The guidelines and procedures in this document refer to the courses with curriculum created by the College for Computer Training.

6.3.2 Students partaking in programmes that have external validating bodies will be supplied with appropriate assessment guidelines with which they will be encouraged to familiarize themselves.

6.4 GENERAL PRINCIPLES

6.4.1 Student learning is weighed and measured by the assessment methods employed by the college. These methods should ensure that the learner:

- Understands the means by which they will be graded and what constitutes a pass or a fail. These means should be linked to the intended learning outcomes as presented to the learner.
- Knows the minimum requirements for academic progression and award qualification
- Is provided with timely, relevant, and appropriate feedback which enables performance improvement
- Has the opportunity to evaluate the effectiveness of the teaching methods

6.4.2 Similarly when creating assessment methods, teachers should:

- Assign purposeful assessment concurrent with learning outcomes
- Provide criteria for the assessment including a description of the weighting for the assignment and relevant due dates
- Encourage creativity and innovativeness in fulfilling the assignment

6.4.3 Issues of equality and diversity should be considered when developing assessment instruments. The language used in any assessment tool should be appropriate for the level and standard of the learners.

6.4.4 When developing assessment tools, the following characteristics should be considered:

6.4.4.1 Validity

An assessment tool that has high validity is a tool that actually measures what it sets out to measure as linked to the learning outcomes.

6.4.4.2 Reliability

Providing fair assessment is one of the most important tasks teachers perform for students. Assessment criteria that is reliable is considered to be consistent in measuring its outcomes. A reliable assessment tool can be measured by having an assessment/exam receive the same marks from several different examiners.

6.4.4.3 Transparency

Transparency describes the extent to which the student understands the intended learning outcomes and how they relate to the assessment criteria. Further, this criteria will specify the standards to which these intended outcomes are to be demonstrated by learners, and also specify the forms in which learners will give evidence that they have been achieved.

6.5 ASSESSMENT: PURPOSE, FEEDBACK, AND SCHEDULE

6.5.1 As mentioned above, assessment should be transparent. Learners should understand the motivation behind the chosen assessment tool.

6.5.2 Feedback is imperative to the learning process. Assessment tools should be constructed with consideration to learner feedback. Feedback should be clear; it should be obvious as to how the grade was obtained and what the learner should do in order to improve performance.

6.5.3 All feedback should be given to students in a timely manner, enabling student improvement to occur within the module.

6.5.4 In the instance where a student has received continuous poor feedback, the Course Board will notify the student of the marks and what should be done, if anything, to improve them

6.5.5 Assessment for the subject/module should be discussed at the beginning of the term. Students should be made aware of what the assessment will be, how it will be marked, when it will be assigned in detail, the due date, and the penalty associated with late work.

6.5.6 Assessment due dates should not overlap anymore than necessary.

6.6 ASSESSMENT TECHNIQUES

6.6.1 Acceptable assessment techniques come in a variety of forms. CCT's educational philosophy would encourage the use of continuous assessment within a module/subject. One or several of the following forms of assessment instruments would be used to measure student performance.

- Written Examination compiled of long or short term essays
- Objective Tests
- Presentation
- Group Project
- Practical Assignment, i.e. in-class software demonstration
- Oral Examinations
- Research Paper
- Thesis Project

6.7 ASSESSMENT CRITERIA

6.7.1 Assessment is a driving force in raising, or if badly done, lowering student effort and standard. Therefore assessment criteria should cover the learning outcomes in a way that promotes analysis, synthesis, and evaluation.

6.7.2 The purpose of assessment criteria is to establish clear and unambiguous standards of achievement and to provide a method of measuring the outcomes of student learning. By following the guidelines set out in the National Qualifications Framework, CCT aims to:

- promote transparency in the assessment process;
- promote consistency in marking;
- promote understanding of the way in which the assessment process works between staff and students, and between markers;
- help promote discussion about standards;
- help provide feedback to students;
- demonstrate to the outside world the standards that students have achieved.

6.7.3 The more explicit the learning outcome is expressed the easier it is to create a valid assessment.

6.7.4 When developing the assessment instrument, the questions and answers should be written at the same time to ensure there are relevant and appropriate responses.

6.8 SUBMISSION

6.8.1 Students should be informed of:

- the date of issue of each assessment requirement
- the date and time by which each assessment should be submitted
- the mechanism for submission of assessment
- the date by which marked assessment is to be returned.

In some instances extending of deadlines may be inevitable as assessment can sometimes only be completed after specific material has been covered in class. Some flexibility is required for deadlines and students should not be penalized for any adjustments to the assumed schedule.

6.8.2 Receipt of Submission

6.8.2.1 The assessment submission must be formally receipted and this process must be clearly explained to students to ensure that the correct procedures to be followed. Receipt must be systematically recorded to avoid any doubt as to whether the work was submitted on time and to whom the work was submitted (See Appendix F1 and F2).

6.8.2.2 Assessment being submitted late should also be submitted through a secure mechanism.

6.8.2.3 Students are strongly advised to keep both soft and hard copies of all assessment, whenever possible.

6.8.3 Late Submission

6.8.3.1 Assessment will be accepted if it is received after the specified date for submission only if there is a valid approved reason for late submission.

6.8.3.2 Whenever possible, students should inform the lecturer, before the submission deadline, of assessment likely to be submitted late and of the reason for late submission by completing and handing in a Deadline Extension Form (see appendix F3).

6.8.3.3 Although not exhaustive, valid reasons for late submission are:

- illness or bereavement
- unavailability of key resources required for the completion of the work (this situation should be reported as soon as possible, and ideally before submission dates)
- commitments of students which could not reasonably be predicted.

In the second case above, a serious difficulty may require an extension to the submission deadline applicable to all students. If this is the case then students should be informed of the new deadline in writing as soon as possible.

6.8.3.4 Academic staff may exercise discretion with respect to other extenuating circumstances which may have arisen.

6.8.3.5 All accepted assessment received within agreed deadlines will be assessed in the normal way.

6.8.3.6 All information relating to late submission of assessment as detailed above should be placed in the student's file. For example: medical certificates; written statements citing reasons for late submission, new negotiated deadlines etc.

6.8.4 Penalties for Late Submission

6.8.4.1 Late submission is where assessment is submitted after the specified due date, and a deadline extension form has not been submitted.

Assessment received late, after the specified submission deadline, will not be accepted. It may be submitted for a re-assessment opportunity, provided that such a re-assessment opportunity is permitted.

6.9 RETURN OF ASSESSMENT

6.9.1 The lecturer should ensure that assessment is marked and returned to students, as soon as possible but normally no later than 4 weeks (20 working days) from the submission date.

Students must be informed when they can expect return of assessment and should also be told if there will be any delay in the return of assessment. Where there is a delay, students must be informed of a new return date.

6.9.2 The method for returning marked assessment should also be made clear to students. The assessment could be returned to students during scheduled classes or students could be advised to collect from the lecturer's office. Students should also be made aware of any further information or assistance that the lecturer has organised to aid students who may have failed the assessment.

6.10 EXAMINATION REGULATIONS

6.10.1 Candidates must ensure that they are correctly registered on their programme, aware of the date, time and place of the examination, and aware of the following policies.

6.10.2 All candidates are required to bring their identification cards to the examination hall and are advised to arrive at the hall at least 15 minutes prior to the start of the examination. Candidates without a valid college ID card will be asked to produce another form of picture identification.

6.10.3 All written examinations conducted by CCT will be supervised by external invigilators.

6.10.4 Candidates will not be allowed to eat or drink in the exam hall.

6.10.5 Candidates who arrive late will only be allowed to enter within 30 minutes of the start of the exam, at the discretion of the invigilator. Candidates will not be allowed to leave the exam hall within the first 30 minutes of the exam. Once a candidate has handed in their exam booklet and left the hall, they will not be allowed to return.

6.10.6 Candidates will be advised when there are 15 minutes remaining in the exam.

6.10.7 Candidates will be asked to leave all personal effects (i.e. jackets, bags, coats, handbags, etc) at the front or back of the classrooms. Candidates must not have mobile phones on their person during the exam and must ensure that they are turned off if left in the room. Candidates are advised not to bring any valuables to the exam hall. To do so, is at their own risk.

6.10.8 Unless stated on the exam paper, calculators and hand held electronic dictionaries are not permitted in the exam hall.

6.10.9 Dictionaries used during an examination must be paper based and they should only provide translations. Dictionaries permitted during the exam will be supplied by the college.

6.10.10 A standard set of announcements will be read out by the invigilator prior to the commencement of each exam.

6.10.11 Candidates must not speak to or communicate with any other candidate. If candidates have a question, the candidates must raise their hand to speak with the invigilator.

6.10.12 Candidates must stop writing when the end of the examination is announced. Writing after the end of the examination could result in the loss of marks, removal of exam, and/or a disciplinary action.

6.10.13 Any unruly or disruptive behaviour may result in candidates being removed from the examination and not entitled to complete their exam.

6.10.14 Once candidates have completed their exam, they should raise their hands and an invigilator will come to them to collect the exam and exam booklet.

6.10.15 Failure to Attend an Examination

Any candidate who fails to attend for any examination, who arrives late, or who leaves early for any reason other than that they have completed the examination, is required to send a written explanation to the relevant Director immediately. A medical certificate must be supplied in addition to the explanation if the absence was due to illness.

6.11 BREACHES OF EXAM REGULATIONS

6.11.1 Cheating is a serious academic offence that will not be tolerated by the college. Students who participate in the following activities will be brought before the academic standards board:

- Using an unauthorised text, set of notes, books, electronic aid, or any other non approved material during an examination
- Obtaining a copy of the examination before its authorised release.
- Acquiring help from or providing help to another student where such collaboration is not permitted
- Hiring or outsourcing someone to complete an assessment
- Any act of dishonesty in relation to the administering, taking, and/or evaluating of the exam
- Plagiarism (see below)

This list is in no way exhaustive.

6.11.2 The act of presenting someone else's words or ideas as your own, without permission or proper referencing, is considered plagiarism. Students who participate in the following acts of plagiarism will be brought before the academic standards board:

- Direct copying from a source without proper acknowledgement
- Using ideas from a book, journal, article, etc. to form the basis of your own work without acknowledging the source of these ideas
- Creating an assessment that is mainly large blocks of others text, improperly acknowledged, linked together by a few of your own sentences

6.12 ACADEMIC STANDARDS BOARD

6.12.1 An academic standards board has been established to deal with alleged acts or cheating and/or plagiarism.

6.12.2 The membership of this board consists of the College Director, the Director of Academic Affairs, and one lecturer (not involved in the case). The board is responsible for recommending a course of action, based on the information provided to them.

6.12.3 Where it is proved beyond reasonable doubt that an individual has cheated, the penalty will be to award zero points for the assessment. If a student has been found guilty of cheating on multiple assessments then all assessments and examinations at

his/her particular level will be considered null and void. The college reserves the right to invoke disciplinary procedures, including, but not limited to suspension or expulsion.

6.13 RECHECKS, REVIEWS AND APPEALS PROCEDURE

6.13.1 The College of Computer Training understands that students will sometimes disagree with the learner feedback they receive on their assessment. CCT is committed to ensuring the assessment procedures are accurate and fair. All rechecks, reviews, appeals, (as defined below) and disputes will be addressed in a fair, transparent and timely fashion.

6.13.2 Recheck: the marks awarded for a particular module or part of a module can be the subject of a recheck. A recheck is carried out to ensure that there have been no arithmetical or clerical errors, that the marks awarded are appropriate and that all the marks to which the student is entitled have been included in the final total.

6.13.3 Review: re-consideration of a decision of an Exam result due to additional information provided by the candidate or the Registrar in relation to the examination process.

6.13.4 Appeal: re-consideration by the Appeal Board of the outcome of a review.

6.13.5 Procedure

6.13.5.1 It is a requirement of CCT that any complaint or dispute arising in relation to any result for the purposes of an award of the Higher Education and Training Awards Council (HETAC), shall be resolved as promptly as set out in the procedures set out below.

6.13.5.2 Decisions are taken in relation to candidate's examination and performance at the following points: allocation of marks, adoption of provisional results, recheck, review, and appeal.

6.13.5.3 These checkpoints create a hierarchy of decision-making where the decision taken at any level may be changed at the next level, without referring to the previous level. The decision-making entity at any particular level has full powers in relation to any decision that is brought before it.

6.13.5.4 A candidate contemplating a recheck of an examination paper may wish to discuss the matter with the appropriate lecturer prior to submitting a review. Candidates considering a review may wish to consult the College Director to determine the scope of the review.

6.13.6 Procedures to Request a Recheck

6.3.6.1 A student wishing to have the marks awarded for any module re-examined should seek a recheck of the relevant module. The College will endeavour to complete all rechecks within twenty one (21) days where recheck requests have been received by the

Director of Academic Affairs within five working days after the examination results have been displayed on notice boards or otherwise returned to the candidates.

6.13.6.2 The recheck will be coordinated by the appropriate Director and carried out by the intern and extern examiners, where feasible, or by one or more of other appropriate intern examiners or other appropriate extern examiners.

6.13.6.3 Only a written request for a recheck made on the Student Recheck Form (see Appendix F4) and signed by the person concerned will be considered. The candidate should supply any details that he/she believes will help expedite the recheck. The fee for a recheck shall be €15 per subject/module, which in the event of a successful recheck, will be refunded.

6.13.6.4 The Director of Academic Affairs will inform the student in writing of the outcome of the recheck.

6.13.6.5 Recheck requests must be made within 1 month of the dissemination of examination results. Requests made after that time will not be considered.

6.14 REVIEW

6.14.1 A student wishing to have the marks awarded for a particular module (or modules) re-examined should seek a recheck (or rechecks) of the relevant module(s).

6.14.2 Grounds For A Review

The grounds for a review are as follows:

- the examination regulations of the College were not implemented correctly
- the regulations do not adequately relate to the candidate in question
- compassionate circumstances exist which may not have been known or considered by the Director. Compassionate circumstances must be notified in writing to the College Director when they occur.

6.14.3 Procedures to Be Followed To Request a Review

6.14.3.1 CCT endeavours to complete all reviews within twenty one days where review requests have been received by the Director of Academic Affairs within five working days after the examination results have been displayed on notice boards or otherwise returned to the candidates.

6.14.3.2 Only a written request for a review made to the College Director and signed by the person concerned will be considered. A request for a review must state the grounds upon which the review is sought and the candidate must supply evidence in support of his/her request.

6.14.3.3 The fee for a review shall be €30, which will be refunded in the event of a successful review.

6.14.3.4 Recheck requests must be made within 1 month of the dissemination of examination results. Requests made after that time will not be considered.

6.14.4 Membership and Function of the Review Board

6.14.4.1 College Director, Academic Director, Two Lecturers (not involved with the exam in question)

6.14.4.2 The Review Board will consider requests for review received by the Academic Director, and decide whether a review should be granted, taking into account the requirements above. If a review is granted, the Review Board will consider the evidence presented to it and decide the outcome of the review.

6.14.4.3 In carrying out a review, the Review Board may require that a re-marking of a script be undertaken by the intern and extern examiners, where feasible, or by one or more of other appropriate intern examiner or other appropriate extern examiner.

6.14.4.4 All decisions of the Review Board will be by majority vote. In the event of a tie, the College Director will have a casting vote. The candidate will be informed by the Director of Academic Affairs in writing the outcome of the review. If the candidate is dissatisfied with the outcome of a review, they may appeal the decision of the Review Board in accordance with the appeal section below.

6.14.4.5 All necessary faculty and staff will be informed of the outcome of the review by the Director of Academic Affairs.

6.15 APPEAL STAGE

6.15.1 Grounds for Appeal

The student can appeal the outcome of the review on the grounds that the review did not properly address his/her case. The introduction of new material that could have been included in the submission for the review shall not be a valid ground for appeal.

6.15.2 Procedure to Be Followed To Request an Appeal

6.15.2.1 A request for an appeal must be received by the College Director no later than the date specified in the letter notifying the candidate of the outcome of the review.

6.15.2.2 Only a written request for an appeal made signed by the person concerned will be considered. The candidate must supply evidence in support of his/her request.

6.15.2.3 The fee for an appeal is €50, refundable where the appeal is successful.

6.15.3 Membership and function of an Appeal Board

6.15.3.1

- Chairman: A person experienced in higher education procedures with particular reference to examinations, who is external to the system of providers with which this document is concerned, who has had no previous involvement with the matter under

appeal and who is nominated by the College Director to act as Chairman of the Appeal Board.

- An experienced extern examiner who has had no previous involvement in the case.
- A member of staff of CCT who has had no previous involvement in the case.

6.15.3.2 The Appeal Board will consider the report of the relevant Review Board. They are entitled to ask the candidate to address circumstances on which they based the appeal.

6.15.3.3 They may seek (through the Chairman) such information or advice as it considers necessary and in such manner as it considers appropriate. Having considered the circumstances, the Appeals Board will decide the outcome of the appeal.

6.15.3.4 The College Director reserves the right to engage the services of any appropriate professionals that it deems necessary.

6.15.3.5 All decisions of an Appeals Board shall be by majority vote. In the event of a tie, the Chairperson shall have a casting vote.

6.15.3.6 The candidate will be informed by the Director of Academic Affairs, in writing the outcome of the review. Where appropriate, Director of Academic Affairs shall notify HETAC of the outcome of the review.

6.15.3.7 All necessary faculty and staff will be informed of the outcome of the review by the Director of Academic Affairs.

6.16 INTERNAL EXAMINERS

- All assessment instruments must be consistent with the syllabus and the stated learning outcomes.
- The design of assessment instruments must be mindful of transparency, validity, and reliability.
- The timing and weighting of assessments must be in accordance with the approved course schedule and the assessment schedule, as stipulated to students.
- The mechanism used for learner feedback on their assessment performance must also be designed into an assessment instrument.
- Draft examination papers, model answers and a marking scheme must be submitted to the College Director in line with his requirements, for forwarding to the relevant external examiner.
- Extern examiners should have the examination materials for both first sitting and repeat papers several weeks prior to the first sitting examination.

- Intern examiners must take consideration of all suggestions proposed by the extern examiner(s).
- Intern examiners should notify the College Director of any special examination requirements or deviations from normal practice.
- Intern examiners must ensure that all examination papers, discs, soft files, model answers, and marking schemes are securely retained.
- Learners should be informed at the beginning of the be made known to the student at least 4 weeks prior to the examination.
- The front cover of the examination paper must detail the title of the programme(s), the title of the subject/module, the names of the intern and extern examiners, time allowed, total number of pages, total number of questions, mandatory questions (if any) and the number of questions to answer, and any special conditions. Where additional material has been appended, or otherwise provided, this should be listed on the front cover.
- Intern examiners must be present at the examinations centre for the first 15 minutes of the examination and available throughout the examination.
- Intern examiner should firstly confirm that the scripts correspond with the attendance sheet. Every examination script should be marked anonymously. Major assessments should be marked anonymously as far as practicable.
- In marking examination scripts the intern examiner must follow a consistent approach, in keeping with the model answers and the marking scheme.
- Marks given for each question must be transferred to the relevant marks sheet.
- Prior methods of continuous assessment marks and the final examination mark, consistent with the approved course schedule, should be recorded on the marks sheet.
- The intern examiner must make every effort to ensure that no errors have occurred from marking assessments, scripts, to recording a final mark on the marks sheet.
- The continuous assessment marks of students not present for final examinations must also be recorded on the marks sheet. The marks sheet is the means of recording students' work for future years. A final grade of absent should be recorded for students absent from the final exam.
- The intern examiner shall ensure that marks sheets are submitted to the Director of Academic Affairs prior to the Board of Examiners in accordance with the College Director's requirements.

- Intern examiners must make examination scripts and assessment material available, as required, to extern examiners.
- Intern examiners are to consult with extern examiner(s) and to agree the grades/marks proposed for each candidate.
- Intern examiners may be required to meet extern examiners prior to the Board of Examiners meeting to discuss examination issues.
- Intern examiners must be present for the pre-exam board meeting to ensure that the marks on the marks sheets are correctly recorded on the examination broadsheet.
- Intern examiners must attend the Board of Examiners meeting.
- Corrected examination scripts must be given to the Director (or his/her nominee) for storage.
- Intern examiners must be available at the prescribed time on the consultation day to handle all student queries.
- Intern examiners must carry out their role in respect of rechecks, reviews and appeals.

6.17 EXTERNAL EXAMINERS

- Extern Examiners are appointed with HETAC approval and/or other approved validating bodies to ensure adequacy of standards at examinations moderated by the validating body.
- Extern examiners are required to ensure that the marks and standards set are appropriate for the award or award elements as specified by HETAC and/or other approved validating body.
- Extern examiners are required to ensure that there is comparability of standards between institutions offering programmes/courses validated by HETAC and that they are achieved as far as possible.

6.17.1 CCT Facilitation of Extern Examiners

CCT endeavours to facilitate the extern examiners to carry out their duties as efficiently and effectively as possible. To this end the College Director and Director of Academic Affairs shall ensure that the Extern Examiner receives adequate documentation to enable him or her to understand the examination systems operated by the college. Such documentation might include:

- Quality assurance policies and procedures

- College academic and administrative structures and procedures
- Programme/subject/module documentation
- Assessment and examination procedures and schedules
- Rules and regulations
- Examination and award structures

6.17.2 Duties of Extern Examiners

It shall be the duty of the extern examiner to see the drafts of all examination question papers, marking schemes, worked solutions, etc. before the question papers are sent for printing. Extern examiners shall have the right to make suggestions, criticisms, deletions, additions, and amendments as they deem appropriate.

HETAC requires that Extern Examiners see a representative sample of examination material presented by candidates (approximately 5% where feasible), including borderline cases. The sample, which should be drawn on a basis agreed between the Intern and the Extern (examiners), should include sufficient material to enable the Extern Examiner to form a judgement as to the appropriateness of the marking at all levels of classifications.

All Course Examiners and Subject Examiners will be required to visit the institutions to which they have been assigned ONCE in each academic year.

6.17.2.1 HETAC Marks and Standards

6.17.2.1.1 Extern examiners will attend the College during the determination of results and at other times as determined by the College and the Extern Examiner for the purpose of assessing the standard of the programme and/or the standard of student performance.

6.17.2.1.2 Extern examiners are responsible for determining, in their expert judgement, if the assessment procedures are fair and consistent and in accordance with the appropriate standards.

6.17.2.1.3 Extern examiners will ensure that, during the proposed tenure, all significant elements of the programme with which they are involved have been adequately assessed. It is not necessary that all elements are considered each year.

6.17.2.1.4 Extern Examiners will decide, in consultation with the Director of Academic Affairs and in accordance with HETAC and/or other approved validating body procedures:

- The particular draft examination papers, model answers and marking scheme he/she wishes to review prior to the examination
- The particular marked examination scripts he/she wishes to consider.
- The nature and content of other assessment material he/she wishes to consider, including course work.

6.17.2.1.5 The Director of Academic Affairs will be responsible for ensuring that such material is provided to the Extern Examiner in good time.

6.18 BOARD OF EXAMINERS

6.18.1 The meeting of Intern and Extern Examiner chaired by the College Director after examinations is referred to as the meeting of the Board of Examiners. Only those intern examiners who participated in the examinations for a given award (or examination stage leading to an award) together with the College Director, Director of Academic Affairs, and such extern examiners as deemed appropriate by HETAC, will participate in making recommendations in relation to award or examination stage.

6.18.2 The proceedings and deliberations of the Board of Examiners are strictly confidential.

6.18.3 The date of meeting of Board of Examiners shall be agreed annually by the Chief Executive of HETAC and the Director of CCT.

6.18.4 The power of the Board of Examiners shall include the consideration and determination of recommendations in relation to the results of all semesters not previously considered by such Board.

6.19 BORDERLINE CASES

6.19.1 The meeting of the Board of Examiners should allow for a full and frank discussion of all borderline cases before a final decision is made. The final decision should be based on cumulative evidence presented.

6.20 BROADSHEET OF RESULTS

6.20.1 At the meeting of the Board of Examiners a Broadsheet of results will be endorsed to record the total marks or grades awarded to each candidate in each examination.

6.20.2 The Broadsheet of Results will be designed by the Chairman and the Secretary of the meeting and the Extern and Intern Examiners present at the meeting. This should be forwarded by the College Director to the Chief Executive of HETAC immediately following the meeting.

6.20.3 Meetings of the Board of Examiners are held for the purpose of deciding individual candidate's results at such time as the College may determine.

6.20.4 The Extern Examiner will attend the College at a time agreed prior to the Board of Examiners Meeting, for the purpose of:

- Reviewing the proposed results for the programme as a whole
- Reviewing module/subject performance with Intern Examiners, including marked scripts, project work, or continuous assessment material, as required.
- Reviewing Borderline cases, and if, necessary, interview such candidates.
- Agreeing with the respective Intern Examiner(s), the proposed final marks/grades for consideration by the appropriate Board of Examiners.

6.20.5 The Academic Director will provide the Extern Examiner with suitable statistical information, where available, to assist with this process.

6.20.6 The Extern Examiner will indicate on the Module/Subject marks sheet any individual scripts, project work, or continuous assessment material reviewed by him/her as part of the assessment process, together with any adjustment to the marks/grades as proposed by the Intern Examiner. Efforts should be made to achieve consensus in regard to such proposed assessments.

6.20.7 Where the Extern Examiner proposes adjustments to the results of students as a whole he/she shall consult with the Intern Examiner and the Director of Academic Affairs, in advance of the meeting of the Board of Examiners. Efforts should be made to achieve consensus in relation to such proposed amendments.

6.20.8 The Extern Examiner shall attend the meetings of the Board of Examiners.

6.20.9 The Extern Examiner may comment on such matters relating to individual student performance, module/subject performance, or programme performance as he/she deems necessary. The Board of Examiners shall give due consideration to such comments.

COLLEGE OF COMPUTER TRAINING (CCT)

Appendices Section F

Appendix F1 Receipt of Assignment
Appendix F2 Receipt of Submission
Appendix F3 Deadline Extension Form
Appendix F4 Student Recheck Form

Appendix F1

College of Computer Training
Receipt of Assignment

To be completed by the student

Student's Name:

Class:

Subject/Module:

Assessment Title:

Lecturer's Name:

To be completed by College personnel

Work received by:

Date:

Time:

Appendix F2

College of Computer Training
**Receipt of Submission
for ASSIGNMENTS**

| |
|-------------------|
| Class: |
| Subject/Module: |
| Assessment Title: |
| Lecturer's Name: |

Completed copy to be retained by the student.

| No. | Student's Name | Date Submitted | Time | Student's Signature | Notes |
|-----|----------------|----------------|------|---------------------|-------|
| 1 | | | | | |
| 2 | | | | | |
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| 4 | | | | | |
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Appendix F3

REQUEST FOR DEADLINE EXTENSION



How do I request a Deadline Extension?

You must complete a Request for Deadline Extension Form (*attached herewith*). Forms are available either from the Director's office or the Academic Affairs office. Follow the instructions carefully and ensure you have completed the form, as if any information is missing your request may not be eligible for consideration. You may, if you wish, complete the form with an academic or administrative member of staff.

This form must be completed before the actual assignment due date.

When might a deadline extension be granted?

The following are circumstances which would usually be considered:

- *Serious or significant* medical conditions or illness (including both physical and mental health problems).
- *Exceptional* personal circumstances (e.g. serious illness or death of an immediate family member or close friend, including participation in funeral and associated rites; being a victim of significant crime).
- Exceptional travel circumstances *beyond your control*.
- Ailments such as very severe colds, migraines, stomach upsets, etc., **ONLY** where the ailment was so severe it was impossible for you to attend to hand in your work.

This list is not exhaustive

In what circumstances would a deadline extension NOT be granted?

The following are examples of circumstances NOT normally considered for deadline extensions:

- Minor ailments such as colds, headaches, hangovers, etc.
- Inability to prioritise and schedule the completion of several pieces of work over a period of time.
- Problems caused by English not being your principal language. You should seek advice in good time from your academic instructor.
- Poor time management or personal organisation.
- Circumstances within your control (e.g. a holiday; paid employment if you are a full time student; something considered more important).
- Requests made after the published deadline.
- Requests without independent supporting evidence.
- Requests which do not state clearly how your inability to hand in your assessment on time was caused.

This list is not exhaustive

REQUEST FOR DEADLINE EXTENSION



Name
Student Number
Course

Subjects affected:
All columns must be completed.

| Subject | Assignment | Deadline submission date |
|---------|------------|--------------------------|
| | | |

Describe concisely the circumstances which have caused you to request a deadline extension. Include relevant dates and refer to supporting evidence.

I have submitted the following supporting evidence with this form:

Forms without supporting evidence may not be considered.

The information I have provided is correct and complete to the best of my knowledge and belief.

Signed:

Date:

Appendix F4

College of Computer Training (CCT) Review / Recheck Request Form

Fill in this form to request a review or recheck of an examination.

| | |
|---------------------------------|---|
| Full name: | |
| | |
| Student ID Number: | |
| | |
| Email Address: | |
| | |
| Course Name: | |
| | |
| Subject: | |
| | |
| Type of check: | <input type="checkbox"/> Review <input type="checkbox"/> Recheck <input type="checkbox"/> Appeal |
| | |
| Grounds for the request: | |

SECTION G

7. PROCEDURES FOR ONGOING MONITORING OF PROGRAMMES

- 7.1 Introduction
- 7.2 Justification
- 7.3 Monitoring Scope
- 7.4 Monitoring Practices
- 7.5 Evidence Base for the Annual Monitoring Report
- 7.6 Annual Monitoring Report
- 7.7 Programme Modification
- 7.8 Programme Withdrawal

APPENDICES

COLLEGE OF COMPUTER TRAINING (CCT)

Section G

7. PROCEDURES FOR ONGOING MONITORING OF PROGRAMMES

7.1 INTRODUCTION

7.1.1 A monitoring process is crucial to the success of full and part-time programmes. The on-going monitoring reports created provide information for the Evaluation of Programmes to ensure that each student receives the best information, education and experience that CCT can offer. The Course Board for any one programme will be responsible for the annual monitoring of that programme, and for producing an Annual Monitoring Report. The Course Board will be chaired by the Course Director. The report is prepared on the functioning of the course in the previous academic year and is submitted by the Course Director to the Quality Assurance Committee. The Course Board will interface with other personnel in the College, as appropriate, to complete the relevant sections of the report.

7.2 JUSTIFICATION

7.2.1 Ongoing monitoring of full and part-time programmes is essential to the continued quality policies of CCT. The on-going evaluation reports are fed into the quality information workflow structure to enable the Course Board to make informed decisions and to take necessary actions regarding current programmes.

7.2.2 *CCT monitors programmes to:*

- A. Ensure that the syllabus is relevant in the ever changing and dynamic world of Information Communication Technology and Business
- B. Ensure that the stated aims of each programme are met and delivered
- C. Monitor the learner experiences and assessments to ensure the stated learning programme outcomes are being achieved
- D. Identify issues for further learning enhancement or corrective action
- E. Identify best practices between Lecturers and Programmes
- F. Receive on-going programme evaluation from learners and lecturers

- G. Evaluate the appropriateness of the curriculum and assessment, in relation to the outcomes
- H. Monitor student achievement and progression

7.3 MONITORING SCOPE

7.3.1 This section refers to the college's full-time and part-time accredited courses. In cases where responsibilities for curriculum development and changes to syllabus are beyond the control of CCT, the Course Board forwards its evaluation directly to the accreditation body for review.

7.4 MONITORING PRACTICES

7.4.1 Each programme is monitored by ongoing examination of delivery. It is imperative that both student and lecturer are given evaluation opportunities to express opinions and suggestions of programme and learning experiences throughout the lifetime of a programme. Each programme is also evaluated in terms of its subjects, modules, assessments (internal & external), demands on the learner, lecturer, College and overall quality and relevance.

7.5 EVIDENCE BASE FOR THE ANNUAL MONITORING REPORT

7.5.1 Dates for meetings, and submissions of all relevant inputs sheets and information shall be specified. Information to facilitate the ongoing monitoring of the course and the development of the report will be derived from the following sources, described in more detail in Appendix G1:

- Previous year's Annual Monitoring Report
- Course Board meetings
- External examiner / reviewer reports
- Lecturer feedback
- Learner feedback
- Student Intake Progression and Award
- College Alumni
- Survey of Employers

- Ongoing Student Monitoring Reports

7.6 ANNUAL MONITORING REPORT

7.6.1 Upon first draft completion, the report will be presented by the Course Director to the Course Board for full consideration, and eventual approval by the Course Director. To the extent within the resources available, the improvements recommended in the report, should be approved and decided at this level.

7.6.2 The Report should include an action plan for the course(s) under scrutiny. The report should also include a summary section on all aspects of the report, and an analysis on the progress of action identified in the previous year's report.

7.6.3 The Report will then be submitted to the Quality Assurance Committee for consideration and comment. The Quality Assurance Committee will scrutinise the report together with the proposed action plan and any recommendations made at this level, which will be forwarded onto the Academic Council for overall approval.

7.6.4 The Quality Assurance Committee will monitor the proposed action plan by receiving progress reports from the Course Director. The Quality Assurance Committee may require the Course Director and Course Board to give special attention to certain issues raised during the annual monitoring process.

7.6.5 The Annual Monitoring Report will form an input into the periodic evaluation of the course.

7.7 PROGRAMME MODIFICATION

7.7.1 Recommendations arising from a Programme Annual Monitoring report often point to proposed course modification. If the Quality Assurance Committee considers that any course modifications are substantial, they should be implemented during the periodic evaluation of the course.

7.7.2 All minor modifications and proposals to any particular programme will be agreed at Course Board level and the Course Submission Document will be updated with minor modifications of proposals made. Course modifications may include: any minor change to the course structure, module content, examination regulations, delivery method, learning outcomes and course aims. The amended Course Submission Document will then be documented and forwarded to the Quality Assurance Committee.

7.7.3 The Quality Assurance Committee will assess the modified Course Submission Document for completeness and accuracy. A brief report compiled at the QA Committee level on the suitability and appropriateness of the modifications to the course will be forwarded to the Academic Council for overall approval. Any doubts regarding the

proposed changes will be addressed quickly and efficiently at Academic Council and/or Quality Assurance Committee level and will be directed and discussed back to the Course Board.

7.7.4 Upon institutional agreement of the Course Submission Document, the College Director will present the modified document and recommendations to the Awarding Body. The College Director and Course Director will correspond as necessary with the Awarding Body, and the Course Submission Document will be updated in accordance with feedback from the Awarding Body. The final approved modified course document will become the current course offering, and any modifications required to the college prospectus will be implemented on the next reprint. The College website will be updated immediately.

7.8 PROGRAMME WITHDRAWAL

7.8.1 Any proposed withdrawal of a programme must be fully approved and strongly justified at senior management level. It is important that such a decision would be seen as a last resort in an effort to continue to reflect and promote the College's commitment to providing programmes which encompass all aspects of student development.

7.8.2 A course withdrawal report will be prepared by the Course Board based on the ongoing monitoring of the course in question. This report would highlight the main reasons for a course withdrawal proposal. To ensure that any decision to withdraw a course is approved, the Report will be produced and communicated to all of the relevant affected parties in a timely and orderly manner. The report will be prepared by the Course Board and approved by the Course Director.

7.8.3 The report will then be forwarded to the Quality Assurance Committee for inclusion on the agenda of the next Quality Assurance meeting. An effort should be made to include the proposal in good time before the meeting to enable full consideration and an efficient decision process, in advance of the next commencement date of the course.

7.8.4 The Quality Assurance Committee will review the Report for completeness and accuracy. A brief report on the appropriateness of the proposal course withdrawal will be made to the Academic Council for approval.

7.8.5 The College Director will notify the relevant Awarding Body. The College Director and Course Director will correspond as necessary with the Awarding Body, until agreement is reached with regard to the course by the Awarding Body.

7.8.6 A withdrawn course that is no longer provided by the college, and any ensuing modifications required on the College's prospectus will be implemented on the next reprint. The College website will be updated immediately.

COLLEGE OF COMPUTER TRAINING (CCT)

Appendices Section G

Appendix G1 Annual Monitoring Report

Appendix G1

Information to be included on the Annual Monitoring Report

Previous Year's Annual Monitoring report

Summary of the recommendations from the previous report, and subsequent actions taken on the key recommendations, will be prepared by the College Director.

Course Board Meetings

Minutes of all course board meetings during the year will form part of the Appendices section of the report.

External Examiner Reports

The External Examiner reports are presented to the Course Board. The observations and recommendations are discussed at the Course Board and will be included in the Report.

Lecturer Feedback

Feedback from Staff is obtained through constant consultation with senior management members on a daily basis throughout the year. Documented consultation will be included, as well as completed Staff Verification surveys.

It is common for staff to make written recommendations or verbal suggestions at Course Board meetings and other forums on how to improve the programme(s). Lecturers will also summarise student feedback about the course every semester and submit to the Course Director. The Course Director in turn will summarise and present all feedback to the Course Board.

Student Feedback

Measured learner and staff feedback at CCT is extremely important to enhance and facilitate ongoing improvement to all facets of the College. The feedback is particularly important when considering:

- The effectiveness of current courses in preparing graduates for today's working environment
- The direction of new course design
- The extent of existing course development required
- The quality of student support services provided

The Director of Administration and Student Services is responsible for distributing and ensuring implementation of Learner feedback surveys. A summary of the student feedback forms is prepared by the College Director and presented to the Course Board and Quality Assurance Committee.

Meetings between individual students and staff are held during student staff consultation times throughout the year. The Director of Administration and Student Services is responsible for overall monitoring of student class attendance, and for ensuring that attendance records are discussed as necessary at Course Board and Quality Assurance levels, and if necessary – Academic Council level.

Student Intake, Progression & Award

Enrolment and Examination statistics for the previous year will be provided by the College Administration, and presented by the College Director. These statistics, in particular, will deal with student enrolment figures, withdrawals, awards, examination performance, and retention rates, in appropriate detail. Any significant developments or special circumstances affecting the year(s) will be reported.

Recent Graduates

CCT actively seeks graduates opinions of how well the course they completed at CCT prepared them for their job or course of further study. CCT also collects their opinions on the college in general, its courses, and suggestions for improvement. Feedback obtained from the Graduate Survey will be presented by the Director of Administration and Student Services.

SECTION H

8. PROCEDURES FOR PERIODIC EVALUATION OF PROGRAMMES

- 8.1 Introduction
- 8.2 Aims for Periodic Evaluation of Programmes
- 8.3 Overview of Periodic Evaluation of Programmes
- 8.4 Objectives of Periodic Evaluation of Programmes
- 8.5 Procedures for the Development of a Self-Evaluation Report
- 8.6 Self-Evaluation by the Course Board
- 8.7 External Evaluation Review Group of Programme Evaluation
- 8.8 Procedures for Implementation of Final Evaluation report recommendations

APPENDICES

COLLEGE OF COMPUTER TRAINING (CCT)

Section H

8. PROCEDURES FOR PERIODIC EVALUATION OF PROGRAMMES

8.1 INTRODUCTION

8.1.1 CCT places great importance on the quality of its programmes, especially with regard to keeping programmes updated and relevant, in a dynamic and changing environment. The college has specific procedures in place to ensure programmes are regularly evaluated.

8.2 AIMS FOR PERIODIC EVALUATION OF PROGRAMMES

8.2.1 The main aims of the procedures set out by CCT to ensure regular evaluation of its Programmes are:

- to ensure that academic and labour market requirements of the learner are fulfilled
- to be cognisant of the National Qualifications Framework and implement the procedures of the NQAI in relation to access, transfer and progression
- to add and provide the improvement of a quality culture in which all participants are aware of their respective roles and that actions are taken to address observed weaknesses in programmes
- to improve the value of the programmes
- to guarantee programmes remain current and offer important and valuable educational knowledge and skills to the learner
- to meet the terms and conditions of all the requirements of the approved external validating body

8.2.2 All courses, both full-time and part-time, are accredited, produced and run by the college where the college has responsibility for programme of study progress for the evaluation of learners.

8.3 OVERVIEW OF PERIODIC EVALUATION OF PROGRAMMES

- All courses, are accredited, produced and run by the college where the college has responsibility for programme of study progress for the evaluation of learners.
- The periodic programme evaluation can either be conducted on an individual programme, or a group of related programmes. There may be a combined periodic programme evaluation for all programmes in the school.
- A periodic programme(s) evaluation is applied at least once every five years, or as the approved validating body directs.
- The periodic programme evaluation is a dual process: internal self-evaluation and external expert evaluation. The internal element of a periodic programme evaluation involves a self-evaluation of the programme, a plan for the subsequent five years, and a modifying programme document. The external element of a periodic programme evaluation involves a group of external professionals taking into consideration the evidence of the self-evaluation and creating an evaluation of the modified programme document and plan.
- When examining a programme the focus is on the effectiveness of the programme in meeting its stated aims and also on the success of the learner in reaching the intended learning outcomes. The data accumulation from the annual monitoring process is fundamental to the self-evaluation. Feedback from learners is a key component within this evaluation.
- In order to provide help and support for the ongoing monitoring of programmes and their regular periodic evaluation, feedback from employers is obtained and utilised.
- The learners' assessment procedures of the college are imperative for both the self-evaluation stage and also in the development of the modified programme document.
- The self-evaluation will culminate in a Self Evaluation report, including an evaluation of the programme's strengths, weakness, opportunities and threats. The external evaluation will culminate in an External Evaluation report, setting out the findings of the external evaluation review group.

8.4 OBJECTIVES OF PERIODIC PROGRAMME EVALUATION

The main objectives of periodic programme evaluation are:

- The periodic programme evaluation is carried out in two steps – an internal step and an external step to assess the effectiveness of the programme of study and assessment in relation to the intended learning outcomes.

- The periodic programme evaluation is a review of the ongoing validity of the aims of the programme and the associated learning outcomes.
- The periodic programme evaluation focuses on a review of the development of courses over the previous five years, with particular regard to the achievement and improvement of educational quality.
- The periodic programme evaluation is primarily considered an evaluation of quality and flexibility of response to changing requirements.
- In the course of standard periodic programme evaluation, a revised programme document is structured detailing revised aims and learning outcomes, modified course schedules, modified syllabi and a modified assessment plan.
- Review the development of courses considering the views of education interests, employers, professional bodies, etc.
- Examine and analyse the effectiveness and the efficiency of each of the courses approved.
- The future plan of the college is mainly connected and concerned with any programme evaluation, therefore a proposed new programme must be examined in the self-evaluation and external expert report. Anticipated new courses will be evaluated independently in accordance with the internal procedures of the college and guidelines for the design and external validation of new programmes.
- Evaluate the resources, services, and facilities offered by the College for the terms of the courses.
- Assess the flexibility of the College in responding to market needs and educational developments.
- Evaluate the research activities of the college and any projections in the area of study under review.
- Assess the college's previous relations and links established within industry/business and the wider community in order to uphold the relevance of its courses.
- Details of the observed shortages in the programme will be addressed in the proposed revisions to the programme included in self-evaluation report documents.
- Devise a modified programme document that incorporates the views of the relevant stakeholders.
- Assess and evaluate the projection and plan of the college for the subsequent five years in particular areas.

8.5 PROCEDURES FOR THE DEVELOPMENT OF A SELF-EVALUATION REPORT

8.5.1 In year 3 (of the five year cycle), a plan will be presented by the College Director to the Academic Council, for the conduct of a rigorous and fundamental self-evaluation. For programmes that are the subject of more frequent reviews this process will begin earlier. This plan will summarise the process to be followed in conducting this review and also specify when specific elements of the work will be finished.

8.5.2 The self-evaluation must commence by the start of year 4 (of the five year cycle). The Course Board will lead and carry out the internal self-evaluation to produce a self-evaluation report. A Course Board is comprised of the following: Course Director (Chair), Director of Administration & Student Affairs, Director of Academic Affairs, all course teaching staff and one student from the programme. The College Director will present progress reports at each Academic Council and Quality Assurance meeting until the internal self-evaluation is completed.

8.5.3 The Course Board will hold a preliminary meeting; agree a schedule of tasks to be completed within a set time frame and on the internal and external stakeholders who need to be consulted on the merits and appropriateness of the content and delivery of the programme.

8.5.4 The members of the Course Board shall be encouraged to synthesise all relevant information and to take a holistic view of each programme to evaluate their pedagogical appropriateness and to ensure that the programmes remain relevant to learner needs, including academic and labour market needs.

8.5.5 The compilation of a self evaluation report must be the culmination of the self-evaluation. A draft self evaluation report must be prepared in accordance with best international practice and relevant HETAC procedures and guidelines.

8.5.6 The draft self evaluation report will be presented by the Course Director of the Course Board for comment to the College Director who will in turn submit it to the Quality Assurance Committee for a review of completeness and accuracy. The report should be submitted for consideration by the Academic Council, no later than October 1st of year 5 (of the five year cycle).

8.5.7 The Governing Board will examine the draft self evaluation report in terms of the College's Strategic Plan and resource planning.

8.5.8 When the all necessary committees are satisfied that the amended draft self evaluation report adheres to both the College's standards and the appropriate validating body's standards, the Quality Assurance committee shall meet to consider the composition of the External Evaluation Review Group which will examine the self evaluation report further.

8.6 SELF EVALUATION BY THE COURSE BOARD

8.6.1 The self evaluation will be based primarily on the preceding annual monitoring reports. In preparing the Report, the Course Board should consult widely with internal and external stakeholders and ensure that their views are fully integrated into the review.

8.6.2 The consultation with internal stakeholders will involve interviews with the current students and staff. Minutes will be taken of all interviews so as to establish a record.

8.6.3 The Course Board shall also consult with external stakeholder groups. Examples of external stakeholder groups should include but not necessarily be limited to: graduates, employers, industry professional bodies, external examiners and experts, and other external organisations as appropriate.

8.6.4 The Course Board will meet regularly during these periods of consultation to monitor progress and to process the data generated to assess its relevance to the evaluation. Please see Appendix H1 (Subject Matter for a Periodic Programme Evaluation) for information under which the report should provide information, in respect of the programmes being evaluated.

8.7 EXTERNAL EVALUATION REVIEW GROUP OF PROGRAMME EVALUATION

8.7.1 Following the self-evaluation process the College will arrange to have an external evaluation conducted by a group of experts from outside the College, including stakeholders and persons with sufficient academic and professional competency to make national and international comparisons in relation to the programme(s).

8.7.2 The Quality Assurance Committee shall meet to discuss the composition of an External Evaluation Review Group and will set out the time frame for completion of the External Evaluation Report. This consideration shall involve the selection of appropriate groups from which the External Reviewers may be drawn (such as: social partners, professional bodies, academic institutions / peers, college alumni) – see appendix H2, Composition of External Evaluation Review Group.

8.7.3 External Reviewers proposed and nominated for appointment by CCT should be persons of academic or professional distinction, whose association with a particular programme could be considered to enhance the standing of the programme.

8.7.4 The Quality Assurance Committee shall prepare a short-list of suitable candidates for consideration. This list will be submitted for approval to the Academic Council. The College Director will contact all candidates (see Appendix H3 for letter of invitation) and the Academic Council will formalise approval of each candidate on the External Reviewer Nomination form (see Appendix H4). Each candidate will be notified of the final decision of approval. Please see Appendix H5 for role and responsibilities of the external review group.

8.7.5 The External Reviewers shall receive a copy of the Self Evaluation report, at least three weeks before the scheduled visit, along with an overview of the main activities to be conducted by the External Evaluation Review Group, and the headings / criteria against which the expert group can measure the Self Evaluation report. The main three activities essential to the External programme evaluation as proposed by CCT are: a) reviewing the Self Evaluation report; b) visiting the college to review, discuss, analyse, and validate the details contained in the Self Evaluation report; and c) preparation of the External Evaluation Report.

8.7.6 The External Evaluation Review Group will be required to appoint a Chair and document meeting minutes to ensure good practice. The external evaluation process shall be held in a collaborative environment of cooperation, consultation and advice, facilitated by CCT.

8.7.7 The External Expert Group will examine the Self–Evaluation Report in terms of the College’s procedures, HETAC requirements (or other appropriate validating body) and also the National Qualifications Framework. The Group will visit the College to review policies, procedures, practices and supporting data relevant to the issues identified in their analyses of the Self Evaluation Report.

8.7.8 The subject matter for the Periodical Programme Evaluation outlined In Appendix H1 provides useful criteria against which the expert group can measure the Self Evaluation Report and carry out their own investigations. These headings can also be used as a template for the External Expert Group’s interim report.

8.7.9 The External Evaluation will culminate in an External Evaluation Report. The External Evaluation Review Group shall submit their report to the Quality Assurance Committee. The College will have the opportunity to comment on the final draft of the External Evaluation Report before the report is formally submitted for consideration and action by the college Academic Council.

8.7.10 The Academic Council shall forward a copy of the final report to the Awarding body for consideration. The Awarding body may make recommendations to the College arising from the Self Evaluation report, the External Evaluation report or both.

8.7.11 The College Director in conjunction with the Course Board will address the expert group’s recommendations on School issues, at a Quality Assurance Committee meeting.

8.8 PROCEDURES FOR IMPLEMENTATION OF FINAL EVALUATION REPORT RECOMMENDATIONS

8.8.1 The College will implement these recommendations, having submitted both reports and recommendations to the Governing Body. The Quality Assurance Committee shall be responsible for the implementation of the recommendations.

8.8.2 The first stage will be to consider the findings at a meeting and to prepare a course of action for implementation.

8.8.3 The Quality Assurance Committee will meet with the Course Director and agree on the implementation plan, and an adequate proposed time-frame, which will be finalised with the Awarding body.

8.8.4 The Quality Assurance Committee will meet on a regular basis to monitor progress, with all recommended actions minuted.

8.8.5 An implementation report will be formulated by the Quality Assurance Committee and forwarded to the Academic Council for approval. The annual monitoring process will provide feedback measuring the effectiveness of the recommendations and implementation of the periodic evaluation of programmes.

COLLEGE OF COMPUTER TRAINING (CCT)

Appendices Section H

- Appendix H1 Subject Matter for a Periodic Programme Evaluation
- Appendix H2 Composition of External Evaluation Review Group
- Appendix H3 Letter of Invitation
- Appendix H4 External Reviewer Nomination Form
- Appendix H5 Responsibilities of External Evaluation Review Group

Appendix H1

Subject Matter for a Periodic Programme Evaluation

Internal College Academic Processes

This section provides the structure for how changes in proposed programmes will be processed within the internal college academic organisation. Details explaining how the self-evaluation was conducted and the ensuing programme revisions agreed upon must be documented.

Quality Assurance and Quality Control

This section outlines how the college demonstrates the standard of teaching and learning systems for the programmatic area of study is satisfactory.

It also explains how the College determines if the structures and mechanisms used to examine quality control procedures used by a College/course board are effective.

Quality Evaluation

This section outlines how the College assesses the structures and mechanisms used in quality assurance and control.

Review of Course Design

This section should include a narrative and short explanation of the development of each course. Any changes implemented or proposed must be provided. This section must contain the HETAC Approved Course Schedule in operation at the time of the original validation, together with course schedules being proposed as part of the current standard periodic programme.

Student Throughput

This section provides representations of statistics of enrolment and examination in comparative tabular format for the previous five years per course. These representation of statistics must deal, in particular and appropriate details, with student withdrawals, retention and examination performance.

The documentation must provide further analysis and commentary where the statistics for approved courses or subjects deviate significantly from the College-wide norm.

Also, any special initiatives in relation to admissions e.g. broadening access, mature student, facilitating gender equality, must be included.

Employment and Further Studies of Awardees

This section analyses in comparative tabular format and reports the Employment gained and further studies undertaken by awardees.

Assessment

This section documents the procedures in place for the assessment of learners. The assessment of learners will be examined and evaluated in terms of whether they (a) are fair and consistent and comply with standards determined by HETAC or other approved validating body, (b) are in keeping with the National Framework of Qualifications, (c) are effective in measuring the students' attainment of the intended learning outcomes, (d) contribute to the total learning experience, and (e) encourage creativity and originality in demonstrating achievement of the intended learning outcomes.

Review of Development of Facilities

A description of the most significant developments, if any, must be provided. This must indicate any facilities that have been phased out and any new facilities that have been installed in terms of physical space and equipment since the time of the previous validation. In addition, this also includes any projected enhancement of facilities over the succeeding five years.

National and International Transfers

This section details the overview of inter-structural relations and links in terms of national and international transfers. This also includes the structures in place to facilitate such arrangements.

Deployment and Development of Academic Staff

This provides details of staff appointments over the previous five years, projections for the succeeding five years and staff deployment within the College. Curriculum vitae of staff appointed since the previous validation, in addition to any developments in existing staff curricula vitae, must be provided. Description of training and development undertaken by staff will also be included.

Links with Industry, Business and the Wider Community

This establishes the extent to which the College is actively engaged in monitoring developments in the world of work and the wider community to maintain a high degree of relevance in its courses and research activity. This section details the procedures and processes used to establish and maintain these links. The College must elicit from industry, educational interests, public bodies and professional bodies how well the programmes meet outside demands. The College must also evaluate and examine its programmes against the relevant offerings of other higher education institutions.

Research

Documented detail of the postgraduate research carried out by students in the previous five years, together with College research plans for the next five years will be included.

This also includes details of research conducted by staff since the previous review and plans for the next five years as well.

Adult and Continuing Education

This area details information of CCT's plans and projections in response of the perceived needs of industry and local community for adult and continuing education. The section also details projections for the succeeding five years.

Academic Regulations

The section describes the Academic regulations prepared by the College Director on the advice of the Academic Council.

Development Plan

This details a developmental plan for the programme for the succeeding five years.

Programme Document

Revised aims and general learning outcomes, revised course schedule, revised syllabi, and a revised assessment plan presented in the prescribed format for each programme. Each programme must have a self-contained programme document.

Appendix H2

COMPOSITION OF EXTERNAL EVALUATION REVIEW GROUP (PERIODIC PROGRAMME EVALUATION)

1. **Chairperson**

A senior academic familiar with periodic programme evaluation experience from either HETAC accredited institutions or University sector.

or

A senior individual from industry/services/professions, familiar with HETAC periodic programme evaluation.

2. **Members**

Example of the group members, could be described as follows:

- (i) Head of School / Senior academic from another HETAC accredited institution / IT
- (ii) Senior academic from the University sector
- (iii) Industry/services/business professional
- (iv) College Alumnus

Note 1: Additional specialists may be added to the group at the discretion of the Academic Council.

Note 2: Efforts should be made to ensure gender equality in the composition of the External Evaluation Review Group.

Note 3: It is expected that there will be at least 3 members on the External Evaluation Review Group.

Appendix H3

SAMPLE LETTER OF INVITATION FOR EXTERNAL REVIEWER TO ACT IN A PERIODIC EVALUATION

In accordance with its procedures for quality management and enhancement, the College of Computer Training (CCT) conducts a formal Periodic Evaluation of its programmes. This evaluation ensures that continuous quality improvements are made to the Colleges's programmes of higher education and training, and that our programmes remain relevant to learner needs, including academic and labour market needs.

The review is also intended to provide CCT with insights into the quality of teaching and learner provision, and to produce agreed action points towards the enhancement of quality.

The College also conducts a Self-Evaluation of its programme(s), culminating in a Self Evaluation Report. The external evaluation process is one of cooperation, consultation and advice between independent experts and the College.

At a recent meeting of our Academic Council, your name has been suggested in this context. I am writing to invite you to act as a member of an External Evaluation Review Group for the periodic evaluation of

For your information, please find enclosed the External Reviewer Nomination Form. The basic tasks assigned to your role, should you accept, would be the following:

- Visit to the college
- Receiving and reviewing the Self-Evaluation report
- Conducting your own evaluation of the programme(s)
- Contributing to writing the final External Evaluation report.

We anticipate that the Self-Evaluation report will be forwarded to you at least three weeks before the scheduled College Review visit. We would be delighted if you could be a part of this vital process for CCT. Please let me know within seven days whether you are able to participate in the evaluation by completing the enclosed External Reviewer Nomination Form.

Please return the same to: Neil Gallagher, Chair of Academic Council, College of Computer Training (CCT), 102-103 Amiens St., Dublin 1, Tel.: (01) 855 8788; Email: neil@cct.ie.

Yours sincerely,

Neil Gallagher
Chair Academic Council

Appendix H4

NOMINATION OF EXTERNAL MEMBERS OF FACULTY PROGRAMME APPROVAL /REVIEW/ MODIFICATION

This form **must** be completed by Faculties nominating external members of Faculty Programme Approval/Review/Modification. Nominations **will not** be considered without College Authorisation.

The completed Nomination Form, should be submitted to Neil Gallagher, Academic Council Chair of CCT, for approval by the Academic Council.

| | | |
|---|--|---|
| 1 | Title of programme(s) <i>(ie title on the relevant Programme Specification form)</i> | |
| 2 | Nature of event <i>(please tick relevant box)</i> | <input type="checkbox"/> Programme Approval |
| | | <input type="checkbox"/> Programme Review |
| | | <input type="checkbox"/> Programme Modification |
| 3 | Date of Event <i>(if known)</i> | |
| 4 | Title and name of nominee | |
| 5 | Nominee's present post | |
| 6 | Place of work <i>(please include full address for correspondence)</i> | |
| 7 | Details of nominee's association with CCT during the last five years, or since last review, if longer. | |
| 8 | Evidence of nominee's academic and/ or professional standing <i>(eg Qualifications, External Examiner experience, Programme Leadership, QAA Academic Reviewer status. Please attach CV).</i> | |

Faculty Authorisation

I certify that this nomination has been proposed as being a suitable candidate with no current or recent involvement either as an external examiner or in any other relevant capacity at CCT.

Signed:

(College Director)

Date:

Approval by Chair of Academic Council

Signed:

Date:

Guidance on the Nomination of External Reviewer

The role of the external reviewer is to assist the College in fulfilling its terms of reference by providing an independent academic and professional perspective of the proposal(s) under consideration. External reviewers are appointed because they are able to draw upon subject expertise and knowledge of good practice and make appropriate comparisons between CCT proposals and similar programmes, either at their own institution or at other institutions, eg where they may be serving as an external examiner/assessor/reviewer.

External Reviewers should hold a relevant academic post indicating that she/he has the appropriate standing, experience and expertise and is sufficiently in touch with the subject/award under consideration. In addition, External Reviewers with particular professional status or background may be appointed to focus on the proposal's relevance to the specific professional field.

External reviewers nominated by CCT **should not have any current or recent (at least 5 years) association with the College** (for example, by acting as an external examiner) which might be seen to compromise their objectivity.

The College should contact a proposed external member in the first instance (with a letter of invitation) in order to ascertain whether the person concerned is willing to be nominated to serve on an External Evaluation Review Group. The College must ensure in such circumstances that external nominees are made fully aware of the commitment in time which participation in programme review may involve.

Once the College has established a nominee's suitability and availability, the nomination form enclosed should be completed, signed by the College Director and submitted to Academic Council of CCT for approval.

Letters of appointment to external assessor reviewers approved by the Academic Council are sent out by the Course Board with detailed arrangements of the Approval Event.

The College should guard against situations arising where external reviewer nominations are submitted to the Academic Council appointment very shortly before a scheduled event – with an evident expectation of their approval. The rejection of external nominees might, in such circumstances, cause the College considerable embarrassment and inconvenience. It follows, therefore, that the Faculty is encouraged to confirm the appointment of External Evaluation group members prior to making firm arrangements for the Event.

All travel and miscellaneous expenses arrangements should be discussed and agreed with the proposed external assessor before a letter of appointment is sent to the proposed external reviewer.

Appendix H5

ROLES AND RESPONSIBILITIES OF EXTERNAL EVALUATION REVIEW GROUP

The External Evaluation Review Group will be established to make an impartial assessment and judgement on the standard of the content of the programme(s) under review, based on the evidence provided by CCT.

The basic roles and responsibilities of the External Evaluation Review Group will be to:

- Review the Self Evaluation report clarifying and verifying all details in it
- Assess how well the stated aims, objectives and learning outcomes of the programme(s) are fulfilled, with regard to the resources available
- Review and confirm the programme(s) SWOT analysis outlined in the Self Evaluation report
- Identify and discuss any perceived strengths, weaknesses, opportunities and threats not evident in the SE report
- Check the suitability of the teaching and learning environment
- Make recommendations for improvement

The external evaluation culminates in an External Evaluation report, displaying the findings and recommendations of the External Evaluation review Group. The College will have the opportunity to comment on the final draft of the Report before it is formally submitted for consideration and action by the College. The College will submit the final report to the Awarding Body for consideration. The Awarding Body may make recommendations to the College arising from the Report and these recommendations will be implemented by the College.

SECTION I

9. PROCEDURES FOR SELECTION, APPOINTMENT, APPRAISAL & DEVELOPMENT OF STAFF

- 9.1 Introduction
- 9.2 Recruitment & Selection Team
- 9.3 Staff Allocation
- 9.4 Recruitment & Section Procedures
- 9.5 Induction
- 9.6 Monitoring & Review of Recruitment & Selection Policies & Procedures
- 9.7 Performance Appraisal Procedures
- 9.8 Monitoring & Review of Appraisal Procedures
- 9.9 Staff Development
- 9.10 Staff Development Procedures
- 9.11 Monitoring & Development of Staff Development Activity

APPENDICES

COLLEGE OF COMPUTER TRAINING (CCT)

Section I

9. PROCEDURES FOR SELECTION, APPOINTMENT, APPRAISAL AND DEVELOPMENT OF STAFF

9.1 INTRODUCTION

9.1.1 Every effort will be made to recruit and retain staff required to ensure the delivery of a quality education service. CCT is committed to having a qualified, committed teaching staff in sufficient numbers, employing suitable teaching and research methods in line with the programme requirements and learner needs.

CCT recognises that staff development and training is a necessary and worthwhile commitment especially in the IT industry. Technology is constantly advancing; having staff and learners that are abreast of these advances is imperative for the continued advancement of CCT and its learners. CCT strives to create and promote opportunities that allow staff to become and/or remain experts in their field.

9.1.2 CCT is committed to the ongoing development of its staff and actively encourages further training and education through a Lifelong Learning Initiative; a learning that builds capacity, increases knowledge and skills, develops critical reflection, understanding and insight, and facilitates growth and development. The most important investment an educational institution can make is investing in faculty and staff development. High quality lecturing and training is the essence of CCT's business. In acknowledgement of this benefit to the college, CCT is committed to supporting the academic development of its staff in financial and other practical ways. Except where otherwise stated, this policy applies to all permanent members of academic staff, and to all holders of full-time academic contracts, where the contract is for a duration of one year or longer. Entitlements for part-time members of academic staff, entitlements will be *pro rata* according to appropriate legislative provisions.

9.1.3 To enhance the research culture within the college and provide incentives for staff to engage in ongoing professional development, the college is committed to creating, consolidating, or enhancing, as appropriate, certain provisions for, and in cooperation with, the academic staff. CCT is committed to having certain levels of development and funding research schemes in place by December 2009, as part of the college strategic plan.

9.1.4 The Academic Council will have the responsibility for ensuring that the college has the appropriate levels of staff to accomplish its current and future plans; and decide

upon new vacant positions at CCT, the nature of them and when they are required to be filled.

9.1.5 The College Director shall ensure that Human Resources policies and procedures are developed and implemented in accordance with Irish state law and are aimed at enhancing individual and organisational effectiveness.

9.1.6 Recruitment and Selection of all staff at CCT shall be in accordance with the following procedures.

9.2 RECRUITMENT AND SELECTION TEAM

9.2.1 The Recruitment and Selection team will meet when necessary to fill a new position. This team is comprised of the following personnel:

- College Managing Director
 - Director of Administration
 - One other staff member relevant to the department / division of the position available.
- For example, it could be the Course Director for a Lecturer position, or Director of Facilities Management for a Building contractor / Maintenance position.

9.3 STAFF ALLOCATION

9.3.1 Staff Allocation requests from any staff member or college area should be submitted through the Recruitment and Selection team, to be discussed by the Quality Assurance Committee at the next scheduled meeting.

9.3.2 All requests will be fairly reviewed by the Quality Assurance Committee against the mission, plans and strategic objectives of the college.

9.3.3 Should the request be approved, the Recruitment and Selection team shall be authorised to initiate the recruitment procedure.

9.3.4 Should the request be refused, no further action will be taken by the Recruitment and Selection team.

9.4 RECRUITMENT AND SELECTION PROCEDURES

9.4.1 If a new position is being created, or an existing position is significantly modified, appropriate job description or employee specifications will be designed and agreed by the Recruitment and Selection team, with clear qualifications and experience criteria for the particular job.

While performing the **position analysis** which will underpin the preparation of the position description with the qualifications and experience criteria for the job, the team shall identify the characteristics and requirements of the vacant position and the

personality traits that would benefit the individual who assumes the position. Also, whether the position is new or recently vacated, there must be a careful determination of why the position is needed, precisely how it will assist the college in achieving its strategic goals and mission, how it relates to other positions in the college, and what skills and other abilities are necessary to carry out its responsibilities. Finally, the position analysis should include a judgement as to whether other positions in the college should be reconfigured in light of the vacancy.

9.4.2 From an evaluation of an ideal candidate profile for the vacancy performed by the Recruitment and Selection team, the **position description** should indicate the need for the position in light of CCTs' strategic goals and mission. It should also take heed of ethical consideration with regard to ethnic, gender, age and minority bias, particularly in the language adopted to present it. At a minimum, the position description should include: Position Title, Credentials and Experience required, Administrative Location of the position, Goals for the Position, Work Activities, Procedures and Conditions of Employment, Job Performance Expectations.

9.4.3 Where a position is to be filled internally, all relevant information will be posted on notice boards and emailed to all staff. When **advertising** externally, CCT will use such media as national job recruitment websites, newspapers, and radio. Advertisements will be pre-approved by the Recruitment and Selection team.

9.4.4 The **screening process** of applications, shall provide for and result in a detailed report on each applicant, for the rejection or acceptance for the interview stage. Screening of applicants will be based on factors and measures such as: completion of a comprehensive application form, minimum requirements of qualifications and experience criteria for the job met, already published by the Recruitment and Selection team. CCT believes a comprehensive application form for any advertised position is important for a successful pre-screening process. It should identify any undesirable or non-fit factors or qualities from the ideal candidate profile.

9.4.5 The members of the Recruitment and Selection team shall act as the **interview panel**. The deliberations of the interview panel shall be strictly confidential, and not be shared with any external person, without the expressed and recorded authorisation of the interviewee.

9.4.6 The interview panel shall produce a **short-list of candidates** in order of merit. This recommended list from the Recruitment and Selection team will be forwarded to the Quality Assurance Committee for recommendation who will forward to the Academic Council for approval.

9.4.7 **Interviews** of the short-list of candidates will be based on a semi-structured style, to allow candidates a certain amount of freedom to express their individual style and personality (factors which CCT believe are critical in a student-centred environment), while dealing with a range of consistent questions posed to all candidates.

9.4.8 The Academic Council shall make the **final selection of the candidate** for the job, based on the recommendations of the Recruitment and Selection team and Quality Assurance Committee and based on unanimity. The Academic Council will then authorise that candidate qualifications and references are verified.

9.4.9 CCT recognises that **qualifications and references verification** are a crucial part of the selection process. Reference checks in particular round out the profile of a job applicant by providing third-party support and information. Reference enquiries and requests can be made by telephone, email, fax, using the CCT Reference request form, see Appendix I1 for further details. (This form should be signed and returned by fax or post).

9.4.10 Important components to be included in the **final job offer** are: Starting salary, commencement date, length of contract, employee benefits, moving expenses (if applicable), living accommodation (if applicable), Any other negotiation points. The candidate should be given sufficient time to either accept or reject the offer. However, the college should not compromise the availability of other candidates if the candidate of choice declines the offer by allowing too much time to pass between the offer and the decision. If the candidate accepts the position, the offer and conditions of employment should be communicated to the candidate in writing as soon as possible. If the candidate declines the position, the Academic Council will offer the position to the next candidate of choice. Once an individual has been secured for the position, all other interviewed candidates will be notified immediately.

9.5 INDUCTION

9.5.1 All new employees will receive formal induction training. The overall purpose of induction training is to familiarise new members of staff with all aspects of their job and new working environment. CCT recognises that the induction process is a very active one especially for the first month of employment.

9.5.2 At least a day shall be devoted to a focussed induction for the new candidate where he/she will meet with all members of the College, to get a more precise understanding of the position, various roles, responsibilities, structures, culture, mission, goals and daily operation of the college. In addition, new employees will be briefed on: college procedures, policies, information, strategic plans, information on relevant legislation, assessment policy and procedures, code of practice.

9.5.3 One staff member will be appointed as a mentor to the new candidate and the main role of the mentor will be to provide guidance, support, advice and feedback particularly over the first month. However, due to the small size of the college, the candidate will be actively encouraged to treat all staff members as mentors for the induction period.

9.6 MONITORING AND REVIEW OF RECRUITMENT AND SELECTION POLICIES AND PROCEDURES

9.6.1 Information regarding the Selection and Recruitment process of any individual can be obtained by the following methods, which is not an exhaustive list:

- a) Staff surveys and questionnaires (example of which can be found in Appendix I2).

- b) Exit interviews conducted by the College Director with all employees who resign, or whose contract has ended.
- c) Feedback received by the mentor from the newly appointed candidate through the Mentoring system and staff induction, will be used to evaluate the Recruitment and Selection Procedures.
- d) Recruitment and Selection policies and procedures shall be continuously reviewed to ensure that they reflect good practice and meet the requirements of relevant legislation.

9.7 PERFORMANCE APPRAISAL PROCEDURES

9.7.1 CCT broadly views Performance Appraisal as the interactive process, between individual staff member and supervisor, of assessing and recording staff performance, jointly re-clarifying and modifying roles and responsibilities and job description (if necessary), determining developmental needs and support requirements, and cooperative development of performance evaluation plans.

9.7.2 In summary, Performance Appraisal is the scheduled focussed opportunity to assess how aligned appraisee, job, and supervisor are with regard to the overall operation of the college, in accordance with CCT's mission and strategic goals.

9.7.3 Objectives for performance appraisal can best be understood in terms of potential benefits which should include but not be limited to:

- Increased staff motivation to perform effectively
- Increased staff self-esteem
- Gain new insight about the college direction
- Better clarify and define job functions and responsibilities
- Develop valuable communication among appraisal participants
- Facilitate increased self-understanding among appraisees as well as insight into the kind of developmental activities that are of value
- Distribute awards on a fair and credible basis
- Clarify goals of job under appraisal and organisational goals

9.7.4 CCT recognises Performance Appraisal as an ongoing process. As a small-sized institution, ongoing informal performance appraisal is carried out almost on a daily basis with constant interaction between staff, management and divisions.

9.7.5 CCT is mindful through all endeavours on Staff performance appraisal that the overriding purpose of performance appraisal is to help staff to improve, and thus to improve organisational effectiveness. If necessary, duties and position descriptions will be reviewed at this juncture, as well as college policies and procedures.

9.7.6 Formal performance appraisals will be carried out once per year at CCT. The appraisal itself will be carried out in an atmosphere of openness, frankness, confidentiality, clarity, and fairness.

9.7.7 The Appraisal Process

9.7.7.1 The following broad items should be represented and reviewed in all performance appraisals:

- a) Ongoing Review of Position and Performance
- b) Job Descriptions
- c) Participatory and Interactive Appraisal of developmental plans for the appraisee
- d) Joint design of a realistic scheduled format of work
- e) Overall productivity assessment and reward
- f) Review of College Policies and Procedures

9.7.7.2 CCT will ensure that the following appraisal event procedures will be adhered to:

- Staff Appraisals will be fair, objective, open, frank, and confidential
- Appraisals will be carried out yearly, unless otherwise determined by the appraisee and appraiser
- The appraisal shall be carried out by the College Director or another staff member appointed by the College Director
- The College Director shall notify all appraisees of the date of their appraisal, at least 1 month in advance.
- An Appraisal Form (see Appendix I3) must be completed initially by the appraisee and returned to the appraiser.
- If the appraiser wishes to discuss any matter(s) not covered in the Appraisal Form, the appraiser shall normally indicate this to the Appraisee in good time. The Appraisee shall have the same right.
- Both parties are required to sign the Appraisal form as a record that the Appraisal event has taken place
- Unresolved difficulties shall be recorded on the Appraisal Form.
- The Appraisal meeting shall remain strictly confidential to the appraiser, appraisee, and College Director.
- The College Director / or Human Resources appointee will carefully review each Appraisal Form after completion to instigate any agreed actions / action plans which the College Director considers appropriate
- The College Director / or Human Resources appointee is responsible for monitoring the appraisal processes.
- Specific developmental requirements should be converted into appropriate staff developmental plans, which is the responsibility of the College Director / Human Resources appointee.

9.8 MONITORING AND REVIEW OF APPRAISAL PROCEDURES

9.8.1 It shall be the responsibility of the Quality Assurance Committee to coordinate and monitor on an ongoing basis the effectiveness of the appraisal procedures.

9.8.2 The annual monitoring exercise and the periodic review shall provide feedback opportunities for the College to formally review and evaluate the appraisal of Staff.

9.8.3 The appraisal policies and procedures shall be continuously reviewed to ensure they reflect best practice.

9.9 STAFF DEVELOPMENT

9.9.1 Staff Development can be viewed as any measure undertaken by individuals, teams or organisations to improve their skills, knowledge and abilities, particularly as they relate to the workplace and from which added value can be ascertained. It is an ongoing process of activities and programmes which help staff members learn about responsibilities, develop required skills and competencies necessary to accomplish institutional and divisional goals, and grow personally and professionally to prepare themselves for advancement within the college or beyond.

9.9.2 Development and Training of Staff is an ongoing process, which should be reviewed on a regular basis as job descriptions, individual, and organisational goals change.

9.9.3 Staff Development should be directed towards the following objectives:

- Clarify expectations for the continued professional education of each staff member
- Specify the options available for staff improvement
- Make clear the connection between continuous professional development and institutional rewards
- Ensure adequate funding for staff development activities
- Purposefully determine staff development activities based on a careful assessment of staff member needs
- Employ accepted methods of teaching and learning in staff development activities

9.9.4 CCT has the responsibility to resource staff development and to monitor and review the resources committed.

9.10 STAFF DEVELOPMENT PROCEDURES

9.10.1 Effective and comprehensive staff development practices and plans must attend to staff and organisation improvement, derive from a developmental plan, include attention to process and product, and be anchored in the daily operation of the college, be multi-faceted and ever changing, and recognise maturation and growth of individuals and the organisation.

9.10.2 It is the responsibility of the College Director to encourage the identification of developmental needs among staff. This may be done through the formal staff appraisal scheme or through staff feedback mechanisms (please see Appendix I2, for staff survey).

9.10.3 Through the performance appraisal, staff shall have the opportunity to be involved in the identification of training needs and their personal career development plans. Specific and measurable aims and learning outcomes shall be agreed for each training plan and made transparent for all development activities.

9.10.4 All new staff will receive Induction training to assist them to adjust to their work environment, roles and responsibilities.

9.10.5 Staff shall receive ongoing training and development to help them perform their duties effectively and improve within their roles. Where new or additional duties require the development of further skills, staff shall be given training in those skills.

9.10.6 Staff development can take the form of seminars, conferences, mentoring, workshops, individual advice sessions, short-term professional courses and further studies. The College Director will manage the release of staff to participate in approved development activities.

9.10.7 The College Director will ultimately be responsible for providing feedback on performance.

Please see Appendix I4, for a list of all Staff Development sanctioned by the College Director at CCT over 2006 and 2007.

9.11 MONITORING AND EVALUATION OF STAFF DEVELOPMENT ACTIVITY

9.11.1 Information will be gathered from the Exit interview of staff members regarding Staff Development, should they resign or if their contract is not renewed.

9.11.2 Results of performance appraisal will be used to validate the staff development procedures.

9.11.3 The College Director will obtain systematic feedback to ensure that the development interventions are as effective as they can be. This will involve scrutiny of evaluation reports following staff development. Please see Appendix I2, to view the CCT Staff Survey form, which is completed by those staff members on an annual basis after they complete their staff development activities for that year.

9.11.4 Specific feedback evaluation forms of certain development activities will be completed by staff, immediately following the training event.

9.11.5 The annual monitoring exercise and periodic review shall provide feedback opportunities for the college formally to review and evaluate staff development activity.

9.11.6 All feedback on staff development will be recorded and filed, and presented to the Quality Assurance Committee, who will make recommendations to the Academic Council for necessary changes to provision of staff development activity.

9.11.7 *It is envisaged that as CCT expands, a Staff Development Committee will be formulated to ensure continuous provision of staff development and rigorous evaluation of staff development activity.*

COLLEGE OF COMPUTER TRAINING (CCT)

Appendices Section I

- Appendix I1 Reference Request Form
- Appendix I2 Staff Verification Survey
- Appendix I3 Staff Appraisal Form
- Appendix I4 List of Staff Development Activities

Appendix I1

CONFIDENTIAL

| |
|-------------------------------|
| PERFORMANCE ASSESSMENT |
|-------------------------------|

Name: _____

Position in Company / Institution : _____

Duration of Employment: _____

Notes: Outstanding: Self explanatory.
 Above Average: Performance beyond the expected levels.
 Average: Performance at the expected levels.
 Below Average: Performance below the expected levels but with room for improvement.

| | Outstanding | Above Average | Average | Below Average |
|--|--------------------|----------------------|----------------|----------------------|
| Quality of Work | | | | |
| Commitment and Thoroughness | | | | |
| Time Management | | | | |
| Dependability/Integrity | | | | |
| Ability to work on own Initiative | | | | |
| Effectiveness with others: | | | | |
| - Colleagues | | | | |
| - Subordinates | | | | |
| - Customers/Clients | | | | |
| - Managers/Superiors | | | | |
| Effectiveness at teaching | | | | |
| Presentation Skills | | | | |
| Overall Assessment of Performance | | | | |

Any particular strengths or qualities you would like to comment on:

Weakness/Characteristics where there is potential for development.

SIGNED: _____ POSITION: _____ DATE: _____

THE COMPLETED FORM SHOULD BE RETURNED TO THE
 HR DEPARTMENT MARKED PRIVATE AND CONFIDENTIAL
***** THANK YOU FOR YOUR ASSISTANCE*****

Appendix I2

College of Computer Training (CCT) Staff Verification Survey

- The purpose of this survey is to seek feedback from you – CCT staff member, on your overall experience working for CCT in an administrative and/or lecturing capacity, so the institution can act upon your feedback to continuously improve the services provided at the college.
- Place a tick in the box of your choice for each survey item.
- Part A of this survey should be completed by any CCT Staff member. Part B should be additionally completed by CCT Faculty staff.

Courses you have lectured in:

Department:

Date:

PART A

| College Level | Very Good | Good | Fair | Poor | Very Poor | Don't know |
|-------------------------------------|------------------|-------------|-------------|-------------|------------------|-------------------|
| Institute management is | | | | | | |
| Strategic Planning is | | | | | | |
| Implementation of plans is | | | | | | |
| External promotion of college is | | | | | | |
| Communication within the college is | | | | | | |
| Use of Institution resources is | | | | | | |
| Operation of QA committees is | | | | | | |
| College QA Procedures are | | | | | | |
| Administrative Support is | | | | | | |
| Complement of course offering is | | | | | | |
| Overall Marketing of the college is | | | | | | |

| Physical Resources and Services | Very Good | Good | Fair | Poor | Very Poor | Don't know |
|--|------------------|-------------|-------------|-------------|------------------|-------------------|
| College campus is | | | | | | |
| My office accommodation is | | | | | | |
| Lecture theatre and classroom accommodation is | | | | | | |

| | | | | | | |
|---|--|--|--|--|--|--|
| Institution's recreational facilities are | | | | | | |
| Institution's social facilities are | | | | | | |
| Institution's research facilities are | | | | | | |
| Overall Library service is | | | | | | |
| Library accommodation is | | | | | | |
| Availability of library books, journals, articles etc | | | | | | |
| Overall computer service is | | | | | | |
| Staff computers are | | | | | | |
| Availability of appropriate software is | | | | | | |
| Availability of appropriate printing facilities is | | | | | | |
| User support for computer services are | | | | | | |
| Computer network and email facilities are | | | | | | |
| Audio-visual facilities are | | | | | | |
| Photocopying service is | | | | | | |
| Finance services are | | | | | | |
| Human Resources service is | | | | | | |

| Staff Development and Improvement | Very Good | Good | Fair | Poor | Very Poor | Don't know |
|---|------------------|-------------|-------------|-------------|------------------|-------------------|
| Staff Development is | | | | | | |
| Staff Induction process is | | | | | | |
| Staff Training, especially over the first month, is | | | | | | |
| Appraisals and Reviews of staff are | | | | | | |
| Communication among staff is | | | | | | |

| Overall Satisfaction working at CCT | Very Good | Good | Fair | Poor | Very Poor | Don't know |
|--|------------------|-------------|-------------|-------------|------------------|-------------------|
| Overall working conditions at CCT are | | | | | | |

Outline improvements in your opinion which can be made to the following:

- **College Level**
- **Physical Resources & Facilities**
- **Staff Recruitment, Development, Appraisal, Induction processes**

Please use a separate sheet if necessary

College of Computer Training (CCT) Staff Verification Survey

- The purpose of this survey is to seek feedback from you – CCT staff member, on your overall experience working for CCT in an administrative and/or lecturing capacity, so the institution can act upon your feedback to continuously improve the services provided at the college.
- Place a tick in the box of your choice for each survey item
- Part A of this survey should be completed by any CCT Staff member. Part B should be additionally completed by CCT Faculty staff

Courses you have lectured in:

Department:

Date:

PART B

| Programme | Very Good | Good | Fair | Poor | Very Poor | Don't know |
|--|------------------|-------------|-------------|-------------|------------------|-------------------|
| Course as a whole is | | | | | | |
| Quality of student intake is | | | | | | |
| Relevance of the course content is | | | | | | |
| Course organisation is | | | | | | |
| Technical support for practical element of the course is | | | | | | |
| Course as a preparation for further study is | | | | | | |
| Course as a preparation for employment is | | | | | | |
| Operation of the Course Board is | | | | | | |
| Clarity of student responsibilities and requirements is | | | | | | |
| Organisation of the assessment schedule is | | | | | | |
| Appropriateness of the assessment workload is | | | | | | |
| Variety of assessment methods used is | | | | | | |
| Relevance of the assessment methods used is | | | | | | |
| Operations of Exam Boards is | | | | | | |

Outline where improvements to the Programme can be introduced:

Appendix I3

STAFF APPRAISAL, DEVELOPMENT & REVIEW FORM

Part A

Preparation for Staff Review and Development

For the process to succeed, both the member of staff being reviewed and the reviewer must carefully prepare for the meeting. This form is designed to help that process. You do not have to complete all sections – but the content of each section is designed to cover the relevant aspects of staff performance and development.

The content of this form remains confidential to the person who completed it and does not form part of any record.

The member of staff should also complete the enclosed 'Points for Discussion' form (Form B) and pass it to the reviewer at least a week before the meeting.

| | |
|-------------------------------|--------------------------------|
| Name | Job Title |
| Date started this post | Date of previous review |
| Reviewer's name | Reviewer's job title |

TAKING STOCK

| |
|--|
| Key purpose of the job: <i>Describe in one or two sentences the overall purposes of the job.</i> |
|--|

| |
|---|
| Achievements in personal and professional development: <i>(This could include courses attended, projects undertaken, personal growth and development)</i> |
|---|

TAKING STOCK (continued)

| | |
|--|--|
| <p>Summary of last period's objectives: <i>(brought forward from last Staff Review and Development/Appraisal)</i></p> | <p><i>Comments: What happened? Successes, plus notes on any difficulties and changes</i></p> |
|--|--|

| | |
|---|---|
| <p>Skills and Strengths in current job: <i>What skills and competencies does the job call for?</i></p> | <p><i>What action could be taken to develop those skills and fill any gaps?</i></p> |
|---|---|

Other skills, abilities and strengths:

Do you have skills and abilities that are not fully used and which you would be interested in developing?

LOOKING AHEAD

What do you think should be the key objectives in the job for the next 12 months?
Try to identify 4-7 of these. Try to make them realistic in terms of being specific, measurable, achievable, relevant, and with a fixed timeframe for achievement (SMART).

| Objective | Target Date |
|-----------|-------------|
| | |

Development and training needs

What opportunities could be provided: eg project work, personal training (on or off the job), coaching etc, to help develop on the job skills, knowledge and attitude. Any suggestions about how this support could be provided?

Obstacles

What gets in the way of full effectiveness in this job, and what can be done about it? For instance, lack of information, communication issues, resources, management style, systems, etc.

Medium and Long Term Development

The previous sections have considered relatively short-term issues. In the longer term, what career developments, personal ambitions or changes in duties could be considered?

Checklist on Training Needs

This checklist is to help the member of staff focus on skills and knowledge for the job. Please complete relevant sections and add any other skills you feel you need to do your job, or skills you feel would be desirable in doing your job.

| | COMMENTS |
|---|----------|
| Specific job knowledge | |
| Duties of the role and their contribution to the College | |
| Interpersonal skills | |
| Communication Skills Written Oral | |
| Problem Solving | |
| Flexibility | |
| IT Skills | |
| Administrative Skills | |
| Leadership/Supervisory Skills | |
| Teaching | |
| Research | |
| Awareness of good practice in Health and Safety | |
| Any other skills? | |

Part B

Points for discussion at the Review Meeting

Note: Both reviewer and member of staff being reviewed can raise items for discussion in the meeting. This form is to ensure that both are able to share in "setting the agenda".

Part A should be completed by the member of staff two weeks before the meeting and the form passed to the reviewer. The reviewer should complete Part B and take a copy, and must return the form to the member of staff at least three full days before the meeting.

Part A

Points the member of staff being reviewed would like to discuss:

Part B

Points the reviewer would like to discuss:

I am returning your list of items which you would like to discuss at our meeting on [date]

In addition to these points, I would like to discuss the following with you:

It is the responsibility of the reviewer to make sure all the items on both lists are discussed.

Part C

Review Day Appraisal - Record of Outcomes

Record the objectives and actions agreed in the discussion. Ensure that you include the **actions** to be taken by both the reviewer and member of staff and the **date** agreed for the follow-up meetings.

| | |
|-------------------------------|------------------------|
| Member of staff's Name | <i>Reviewer's Name</i> |
| Job Title | <i>Job Title</i> |

Reviewer's comments on the review outcomes recorded overleaf:

Signed Date

Reviewee's comments on the review and development process and outcomes:

Signed Date

College Director's comments:

Signed Date

APPRAISAL ACTION PLAN

| Agreed aims for the next year: <i>What are they; how will they be measured?</i> | Target date <i>for achieving aim</i> | Possible obstacles. <i>What can be done to help overcome these? By whom?</i> | Training and Development. <i>What needs have been identified and what action is being taken to meet these needs? By whom?</i> | Comments on target dates and priorities |
|---|--|--|---|--|
| | | | | |

Overall institutional planning

This form is for the College Director to summarise individual needs into an overall plan, to be discussed at a meeting of all reviewers.

| Summary of area of activity <i>Group the broad aims and activities of the department.</i> | Associated training and development needs | What action is being taken <i>and by whom to meet these needs?</i> | By what date? | Costs and Priorities | Comments |
|---|--|---|----------------------|-----------------------------|-----------------|
| | | | | | |

APPENDIX I4 - RECENT CCT STAFF DEVELOPMENT RECORD

| Year | Staff Member | Development Description | Expense committed by CCT |
|-------------|----------------------------|---|---------------------------------|
| 2006 | Clodagh Lynch | Certified Training Professional (CTP) IT Trainer course / qualification | EUR490 (with FAS Funding) |
| 2006 | Clodagh Lynch | ECDL Tester training course / qualification | EUR125 (with FAS Funding) |
| 2006 | Paul McGettigan | Certified Training Professional (CTP) IT Trainer course / qualification | EUR490 (with FAS Funding) |
| 2006 | Paul McGettigan | ECDL Tester training course / qualification | EUR125 (with FAS Funding) |
| 2006 | Graham Glanville | ECDL Tester training course / qualification | EUR125 (with FAS Funding) |
| 2006 | Neil Gallagher | International student recruitment trips, fairs and conferences | EUR8,200 |
| 2006 | All lecturing staff | Advancements in training techniques conference at CCT | EUR350 |
| 2007 | Tarik Rashid | IEEE Conference hosted by UCD | EUR400 |
| 2007 | Neil Gallagher Jonathan | International student recruitment trips, fairs and conferences | EUR9,400 |
| 2007 | O'Connor | ECDL course and qualification | EUR420 |
| 2007 | Graham Glanville | Certified Training Professional (CTP) IT Trainer course / qualification | EUR490 (with FAS Funding) |
| 2007 | Graham Glanville | NCC Education Conference | EUR350 |
| 2007 | Tarik Rashid | NCC Education Conference | EUR350 |
| 2008 | Tarik Rashid | Additional lecturing resources (books, software materials) | EUR250 |
| 2008 | Kathleen Shehan | Additional lecturing resources (books, software materials) | EUR250 |
| 2008 | Graham Glanville | Additional lecturing resources (books, software materials) | EUR250 |

Staff Development and staff support ongoing for 2008

SECTION J

10. PROCEDURES FOR EVALUATING PREMISES, EQUIPMENT & FACILITIES

- 10.1 Introduction
- 10.2 Facilities & Resources Committee
- 10.3 Evidence Base for the Annual Report of the Facilities & Resources
Committee to the Quality Assurance Committee
- 10.4 Reporting Procedures

APPENDICES

COLLEGE OF COMPUTER TRAINING (CCT)

Section J

10. PROCEDURES FOR EVALUATING PREMISES, EQUIPMENT AND FACILITIES

10.1 INTRODUCTION

10.1.1 CCT believes that continuous management, evaluation and improvement of premises, equipment, resources and facilities crucially contributes and supports the curriculum, contributes to successful learning, and the ongoing provision of high-level relevant courses.

10.1.2 The college appreciates the importance of maintaining and updating learning resources and IT equipment in line with rapid advances in IT training, technology and the IT industry in general.

10.1.3 The provision and management of physical resources is designated to the Facilities and Resources Committee. This committee will meet at least once a term and report to the Quality Assurance Committee. The members of this committee will include: College Director, Course Director(s), and Director of Facilities Management.

10.2 FACILITIES AND RESOURCES COMMITTEE

10.2 .1 The Facilities and Resources Committee has the following duties and responsibilities:

- To define the physical and resource requirements of the college - in line with the strategic plan, development and goals of CCT – and to draw up action plans to meet those objectives and to monitor achievement of these on an ongoing basis,
- To meet regularly (monthly on average but more regularly as physical resource requirements) and to liaise closely with the management and faculty of CCT,
- To allocate resources across all college departments in a manner consistent with those plans,
- To produce an annual resources report to the Quality Assurance Committee, based on findings of the previous academic year,

- To receive feedback from the Quality Assurance Committee and implement appropriate recommendations
- To receive and carefully consider regular feedback and the annual report from the Library and Information Services Officer on continually improving the additional learning resources of the college

10.3 EVIDENCE BASE FOR THE ANNUAL REPORT OF THE FACILITIES AND RESOURCES COMMITTEE TO QUALITY ASSURANCE COMMITTEE

10.3.1 The Committee will seek to ensure that the views of students, staff and graduates are fully integrated into the review of resources. The Course Director will provide a summary of staff, student and graduate feedback for the previous academic year. This information is usually collaborated in a brief report from learner and staff surveys. Please see Appendices J1 and J2 for samples of these surveys. CCT requires a representative sample of each target population for survey findings to be used as evidence for action plans. Current student representative samples are defined by the CCT Quality Assurance Committee as 40% of the student body. All CCT staff should complete the staff based survey to enable the findings to be acted upon.

10.3.2 Comments on the implementation of the previous year's report will be discussed in the report. Included will be a description of the most significant developments since the last review, any facilities / resources which have been phased out and any new facilities / resources which have been installed in terms of physical space and equipment.

10.3.3 The most recent renewal and updating policy for physical resources will be included.

10.3.4 The evidence base of the report will be used to measure the effectiveness of the physical resources, and to ensure their continuing adequacy and effectiveness in relation to the programmes provided. The process will involve matching the physical resource and facility requirements set for a programme against the feedback received on existing college physical resources and facilities.

10.3.5 The resource and facility requirements at CCT will be analysed and measured under the following headings:

- Accommodation
- Teaching Resources and Equipment
- Library Resources
- IT Resources
- General College Facilities for Staff and Students

10.3.6 Please see Appendix J3, for an overview of the facilities and resources provided at CCT.

10.4 REPORTING PROCEDURES

10.4.1 The work of the Facilities and Resources Committee will culminate in an Annual Physical Facilities and Resources Report which will be forwarded to the Quality Assurance Committee.

10.4.2 The Quality Assurance Committee will review the report and make recommendations where appropriate to the Academic Council.

10.4.3 Particular emphasis will be given to any deviation from the standards set with recommendations, in the report to the Quality Assurance Committee, where these recommendations will be reviewed and approved and submitted to the Academic Council for final approval.

10.4.4 If approved by the Academic Council, an implementation plan will be agreed with the Facilities and Resources Committee for action along with a proposed schedule for the Action Plan. The implementation will be monitored and project managed by the Quality Assurance Committee and monitored and carried out by the Facilities and Resources Committee.

10.4.5 If the report is not approved by Academic Council, the reasons for refusal will be outlined in consultation with the Quality Assurance Committee, and a revised report will be requested for approval by the Facilities and Resources Committee. Where disagreements arise among any of the Boards regarding the college facilities and resources, a specific report will be submitted by the Academic Council summarising recommendation and disagreements to the Governing Body to ensure that recommendations on any changes to college facilities and resources and / or implementation plans are in line with overall strategic planning, quality control, development and improving institutional quality.

10.4.6 The Facilities and Resources Committee will implement an action plan based on the renewal and updating policy.

10.4.7 *It is envisaged that as CCT expands, a Library and Information Services sub-Committee, reporting to the Facilities and Resources Committee, will be formulated to ensure a focussed and integrated evaluation will be adopted on a continuous basis for the provision of additional learning resources.*

COLLEGE OF COMPUTER TRAINING (CCT)

Appendices Section J

Appendix J1 Student Services and Support Survey
Appendix J2 Staff Verification Survey
Appendix J3 Overview of Facilities and Resources

Appendix J1

College of Computer Training (CCT) Student Welfare & Support Survey

- The purpose of this survey is to seek feedback from you – the student, on your experience of the welfare and support service provided by CCT during your course / module, so we can act upon learner feedback to continuously improve our support service.
- Closed questions/statements should be answered with a number ranging from 1 – 5:
 - 1 = Strongly disagree
 - 2 = Disagree
 - 3 = Neither agree or disagree
 - 4 = Agree
 - 5 = Strongly Agree
- Part-time students will complete this survey at least once – normally half way through their programme. Full-time students will complete this survey at the end of each semester.
- Place a tick in the box of your choice for each survey item

Personal Support & Pastoral Care

| 1 – Strongly disagree; 5 – Strongly agree | 1 | 2 | 3 | 4 | 5 |
|--|----------|----------|----------|----------|----------|
| I feel that CCT staff are approachable in discussing certain personal issues | | | | | |
| The college appears to provide access to medical and psychological practitioners if required | | | | | |
| CCT generally reacts quickly and efficiently to personal requests, complaints, and needs of its students, wherever possible | | | | | |
| CCT offers extensive guidance with regard to such important issues as: academic and non-academic problems, progression opportunities upon completion of my course, my ongoing personal development throughout the course | | | | | |
| I feel that there is an extensive range of student support services available to me at CCT | | | | | |

Facilities & Resources

| 1 – Strongly disagree; 5 – Strongly agree | 1 | 2 | 3 | 4 | 5 |
|--|----------|----------|----------|----------|----------|
| The college premises is comfortable, well heated and maintained in a hygienic manner | | | | | |
| Classrooms are spacious, clean, bright, and well ventilated | | | | | |
| The college is well located, and is closely serviced by all modes of Dublin public transport | | | | | |
| I am happy to be attending college in this building | | | | | |
| Toilet facilities are satisfactory | | | | | |
| All CCT students have access to the internet | | | | | |
| The IT resources are excellent at CCT and I can easily get access to a desktop or laptop | | | | | |
| Lecturers distribute the required course materials, notes, and courseware in class | | | | | |
| I am satisfied with the general library resources provided at CCT | | | | | |
| I am satisfied with the Student Common and Eating area at the college | | | | | |
| Printing and photocopying facilities are available to the students | | | | | |

Academic Support

| 1 – Strongly disagree; 5 – Strongly agree | 1 | 2 | 3 | 4 | 5 |
|---|----------|----------|----------|----------|----------|
| I feel that there is regular opportunity to review my academic progress directly with CCT staff and faculty | | | | | |
| Lecturers appear readily contactable to provide a support service outside the classroom if necessary | | | | | |

Extra-curricular Activities

| 1 – Strongly disagree; 5 – Strongly agree | 1 | 2 | 3 | 4 | 5 |
|--|----------|----------|----------|----------|----------|
| Social programmes are encouraged and supported by CCT staff, subject to student demand and interest | | | | | |
| College staff and faculty are approachable and open-minded to proposed new ideas of non-class activities from the student body | | | | | |

Equality

| 1 – Strongly disagree; 5 – Strongly agree | 1 | 2 | 3 | 4 | 5 |
|--|----------|----------|----------|----------|----------|
| I am comfortable in approaching CCT staff to discuss any issues I may have in relation to equality | | | | | |
| I feel that CCT could make changes to adapt its premises, assessment procedures, and courses for people with certain physical or learning disabilities | | | | | |
| I have never felt discriminated against in any way by CCT staff | | | | | |
| CCT harbours an interactive atmosphere promoting equal opportunity for all its students | | | | | |
| The college practices its mission to facilitate greater access onto its courses to a diverse range of learners, regardless of gender, religion, race, or nationality | | | | | |

Accommodation arranged by CCT (if not applicable, please leave blank)

| 1 – Strongly disagree; 5 – Strongly agree | 1 | 2 | 3 | 4 | 5 |
|---|----------|----------|----------|----------|----------|
| Overall, I was satisfied with the standard of accommodation provided by CCT | | | | | |
| Any special arrangements, dietary requirements were considered and acted upon | | | | | |
| In the case of host-family accommodation, I was made feel welcome and I had plenty of opportunity to engage in conversation with the family | | | | | |
| I would recommend this accommodation to a friend / fellow student | | | | | |
| The accommodation arranged by CCT was located no more than 40 minutes away from the college by public transport | | | | | |

Open – Ended Questions

5. Please describe a situation where a CCT staff member has helped you more than you may have expected?

6. How could the CCT Student Support service be improved?

Appendix J2

College of Computer Training (CCT) Staff Verification Survey

- The purpose of this survey is to seek feedback from you – CCT staff member, on your overall experience working for CCT in an administrative and/or lecturing capacity, so the institution can act upon your feedback to continuously improve the services provided at the college.
- Place a tick in the box of your choice for each survey item
- Part A of this survey should be completed by any CCT Staff member. Part B should be additionally completed by CCT Faculty staff

Courses you have lectured in:

Department:

Date:

PART A

| <i>College Level</i> | <i>Very Good</i> | <i>Good</i> | <i>Fair</i> | <i>Poor</i> | <i>Very Poor</i> | <i>Don't know</i> |
|-------------------------------------|-------------------------|--------------------|--------------------|--------------------|-------------------------|--------------------------|
| Institution management is | | | | | | |
| Strategic Planning is | | | | | | |
| Implementation of plans is | | | | | | |
| External promotion of college is | | | | | | |
| Communication within the college is | | | | | | |
| Use of Institutes resources is | | | | | | |
| Operation of QA committees is | | | | | | |
| College QA Procedures are | | | | | | |
| Administrative Support is | | | | | | |
| Complement of course offering is | | | | | | |
| Overall Marketing of the college is | | | | | | |

| <i>Physical Resources and Services</i> | <i>Very Good</i> | <i>Good</i> | <i>Fair</i> | <i>Poor</i> | <i>Very Poor</i> | <i>Don't know</i> |
|--|-------------------------|--------------------|--------------------|--------------------|-------------------------|--------------------------|
| College campus is | | | | | | |
| My office accommodation is | | | | | | |
| Lecture theatre and classroom accommodation is | | | | | | |

| | | | | | | |
|---|--|--|--|--|--|--|
| Institution's recreational facilities are | | | | | | |
| Institution's social facilities are | | | | | | |
| Institution's research facilities are | | | | | | |
| Overall Library service is | | | | | | |
| Library accommodation is | | | | | | |
| Availability of library books, journals, articles etc | | | | | | |
| Overall computer service is | | | | | | |
| Staff computers are | | | | | | |
| Availability of appropriate software is | | | | | | |
| Availability of appropriate printing facilities is | | | | | | |
| User support for computer services are | | | | | | |
| Computer network and email facilities are | | | | | | |
| Audio-visual facilities are | | | | | | |
| Photocopying service is | | | | | | |
| Finance Office services are | | | | | | |
| Human Resources service is | | | | | | |

| Staff Development and Improvement | Very Good | Good | Fair | Poor | Very Poor | Don't know |
|---|------------------|-------------|-------------|-------------|------------------|-------------------|
| Staff Development is | | | | | | |
| Staff Induction process is | | | | | | |
| Staff Training especially over the first month is | | | | | | |
| Appraisals and Reviews of staff are | | | | | | |
| Communication among staff is | | | | | | |

| Overall Satisfaction working at CCT | Very Good | Good | Fair | Poor | Very Poor | Don't know |
|--|------------------|-------------|-------------|-------------|------------------|-------------------|
| Overall working conditions at CCT are | | | | | | |

Outline improvements in your opinion which can be made to the following:

- **College Level**
- **Physical Resources & Facilities**
- **Staff Recruitment, Development, Appraisal, Induction processes**

Please use a separate sheet if necessary

College of Computer Training (CCT) Staff Verification Survey

- The purpose of this survey is to seek feedback from you – CCT staff member, on your overall experience working for CCT in an administrative and/or lecturing capacity, so the institution can act upon your feedback to continuously improve the services provided at the college.
- Place a tick in the box of your choice for each survey item
- Part A of this survey should be completed by any CCT Staff member. Part B should be additionally completed by CCT Faculty staff

Courses you have lectured in:

Department:

Date:

PART B

| Programme | Very Good | Good | Fair | Poor | Very Poor | Don't know |
|---|------------------|-------------|-------------|-------------|------------------|-------------------|
| Course as a whole is | | | | | | |
| Quality of student intake is | | | | | | |
| Relevance of the course content is | | | | | | |
| Course organisation is | | | | | | |
| Technical support for practical element of the course is | | | | | | |
| Course as a preparation for further study is | | | | | | |
| Course as a preparation for employment is | | | | | | |
| Operation of the Course Board is | | | | | | |
| Clarity of student responsibilities and requirements is | | | | | | |
| Organisation of the assessment schedule is Appropriateness of the assessment workload is | | | | | | |
| Variety of assessment methods used is | | | | | | |
| Relevance of the assessment methods used is | | | | | | |
| Operations of Exam Boards is | | | | | | |

Outline where improvements to the Programme can be introduced:

Appendix J3

OVERVIEW OF CCT FACILITIES & RESOURCES

Accommodation

CCT is housed at 102-103 Amiens St., Dublin 1. This Victorian building has three floors and comprises the following college accommodation for 120 full-time students:

- 5 classrooms with capacity for 50 students in the largest, 30 in the second largest and 20 per classroom in the rest
- 90 DELL medium spec student laptop computers
- Educational computer laboratory with 18 DELL PCs and printer
- Internet access only lab with 6 laptops
- Two offices, including a student office for interview use, staff/student interaction, remedial groups, private study or syndicate work; and an academic resource office
- Student lounge and eating area
- Staff room and kitchen
- Secure storage facilities
- Wireless internet access ready building
- Front hall reception area
- Library resource room
- 2 Photocopying machines
- Access to printing facilities
- All staff have their own IT facilities provided by CCT
- State of the art general facilities
- Quiet study area facility for students

Other Teaching and Learning Media and Resources

- Practical demonstrations are well facilitated with the updated hardware and wide ranging software currently available at CCT
- Audio-visual digital projector facilities and Smartboard
- Flipcharts
- Portable screens and whiteboards
- Excellent budgetary allocation for updated teaching equipment and research resources
- Clean, spacey, bright classrooms

Library Resources

For a full listing of textbooks used within the disciplines of IT and Business for all undergraduate and postgraduate programmes, please contact the college directly. The college currently hosts and administers library services for approximately 520 IT and Business texts and magazines.

The Library and Information Services at CCT incorporate resources covering all main IT and Business reflecting the academic focus of the college.

ICT Resources

For information on the network structure and system , a listing of all currently licensed software, level of remote access and infrastructure, and the CCT IT Security Policy, please contact the college directly.

Students have limited access to any machine (workstation or laptop) they utilise. They are issued with a Username and Password when they register and this can be used to access machines under Limited User Access. All students are issued with the IT Security Policy of the college and the Acceptable Internet Usage policy document, upon registration and orientation.

All staff are issued with free internet access, laptop and desktop computer when they commence their position. They also receive a college email address. All IT policies of the college are issued to staff upon induction.

CCT understands the positive practical implications of high student and staff to computer machine ratio. This is reflected in the amount of student laptop machines (90) and full-time students (120). CCT also endeavours to ensure that hardware and software is kept updated as technology changes, within reasonable terms.

SECTION K

11. PROCEDURES FOR EVALUATING SERVICES RELATED TO PROGRAMMES OF HIGHER EDUCATION AND TRAINING

- 11.1 Introduction
- 11.2 Learner Support Services (academic & non-academic)
- 11.3 Premises Servicing & Maintenance Services
- 11.4 Services aimed at communicating the provider's mission and operations to learners, potential learners, other institutions, employers, professional bodies and the general public

APPENDICES

COLLEGE OF COMPUTER TRAINING (CCT)

Section K

11. PROCEDURES FOR EVALUATING SERVICES RELATED TO PROGRAMMES OF HIGHER EDUCATION AND TRAINING

11.1 INTRODUCTION

11.1.1 CCT recognises that the constant personal and professional support and well-being of its staff and student body, is fundamental to good practice and high-level delivery of higher education and training. The college understands the importance of regularly reviewing the effectiveness of all academic and support services related to its programmes of higher education and training. The main support services regularly reviewed are:

- Learner support services (both academic and non-academic)
- Library, Information and Computing services
- Administrative services
- Technical services
- Premises servicing and Maintenance servicing
- Services aimed at communicating the provider's mission and operations to all stakeholders

11.1.2 All reviews undertaken by CCT with the aim of evaluating its services, will focus on the contribution of each of the identified services and facilities to successful learning by learners on the programme, with the following questions constantly in mind: "How do we know the service or facility is effective?" and "How could we improve it to make it more effective?" The first priority in providing our main services is the learners. This is the basic concept underpinning our culture of service and thinking – students come first.

11.1.3 The Quality Assurance Committee, and Facilities and Resources Committee have the main responsibility for monitoring and reviewing the level of services provided by CCT.

11.2 LEARNER SUPPORT SERVICES (academic and non-academic)

11.2.1 As a small institution, learner support operates in a number of ways and at varying levels within CCT, on a daily basis. A culture of constant interaction between staff and students is fostered and actively promoted by senior management down to junior staff at CCT. An 'open-door' policy and approach is communicated to new staff from the interview and induction stages, and this is constantly reiterated at all levels and across all committees and divisions of the college, through the use of meetings, college publications, staff and student notices, and the interactive nature of lectures, and extra-curricular activities. This means the first priority is always the student.

11.2.2 Teaching Support Service

11.2.2.1 Academic support for students spans the following main levels at CCT: Class/Module Lecturer, Course Director, Department, and College. In addition to basic programme design and delivery, college faculty and staff have an obligation to provide constant academic support to all learners. This involves assisting learners from all types of educational and cultural backgrounds to guide, clarify, support, and help meet course assessment requirements. In particular, the Class Lecturer(s) and Course Director would be the most appropriate authorities in this regard. Appointment consultation times are sometimes necessary in busy periods (for example: exam times) with the appropriate personnel, otherwise and normally, students can get support whenever they wish.

11.2.2.2 One of the main responsibilities of a Course Director is to meet with students in the programme on an ongoing basis.

11.2.2.3 The level of service provided will be monitored and evaluated mainly through student and graduate feedback through the Learner Verification survey (Appendix K1) and Graduate survey (Appendix K2), and feedback and results will form part of the Annual Monitoring Report. The Course Board will evaluate the support provided and will make appropriate recommendations to the Quality Assurance Committee for review.

11.2.3 Pastoral Support Service

11.2.3.1 New students will attend a Registration and Orientation session, where the College Director, Course Director and Director of Administration and Student Affairs will be introduced. All three representatives will act as personal tutors. This gives the students the opportunity to meet with all three college representatives on varying occasions, or to choose one of the three – of which one is female and two are male.

11.2.3.2 The main responsibility as a personal tutor is to listen to the student, and provide personal advice and guidance with the overall goal of personal development constantly in mind.

11.2.3.3 An annual evaluation will be carried out by the Course Director for submission to the Quality Assurance Committee, and will evaluate how effective the system is in promoting the personal development of the student. Examination statistics and student retention rates will also be used as evidence to validate the effectiveness of the process, as well as results of Learner surveys.

11.2.4 Guidance and Counselling Service

11.2.4.1 CCT offers a subsidised off-site counselling service to its learners, provided by a fully accredited and experienced Counselling healthcare centre, catering for counselling on a wide range of issues and difficulties.

11.2.4.2 If personal tutors agree that a need arises for intervention by a counselling professional, the student will be consulted with and encouraged to at least approach a suggested professional.

11.2.4.3 The personal tutor(s) involved will maintain contact with the student throughout the process of counselling. Such contact will be recorded and maintained in hard-copy form in the student file. In such cases, personal tutor(s) will report directly to the College Director.

11.2.4.4 Based on the college and student experience of the contracted counselling centre, the contract and service provided will be annually reviewed by the College, from information provided by the Personal Tutor(s) who had direct involvement with the centre to the Quality Assurance Committee as the need arises.

Confidentiality of the individual student's counselling process will be of highest priority in these cases, and any personal identifying information related to the counselling process which the personal tutor(s) come across will remain undisclosed.

11.2.5 Careers Support Service

11.2.5.1 The main functions of the Careers Support Service are:

- To develop and promote the Careers Service both within and outside the college and to consult with members of staff concerning students, their employment and career development,
- To undertake fully a practitioner role in all aspects of careers advisory work and to contribute to individual careers counselling and guidance,
- To ensure the efficient management of the careers services and the monitoring of performance in relation to service provision,
- To liaise with relevant employers and recruitment consultants outside the college in monitoring full-time and part-time job and career opportunities within the IT and Business industries,
- To report annually to the Facilities and Resources Committee.

11.2.5.2 The Director of Administration and Student Affairs will act as the Careers Officer. The Careers Officer and Student Union will meet at least once per semester to arrange seminars and workshops where every effort will be made to invite guest speakers from potential employers and recruitment consultants from within the IT industry.

11.2.5.3 The Careers Support Service will be monitored through student (Appendix K3) and graduate (Appendix K2) feedback, from the respective surveys, results of which will form part of the annual monitoring report.

11.2.5.4 In particular, the Careers Officer will survey graduates and where possible employers of graduates to monitor and review how graduates perceive the college and how employers perceive graduates of the college. Results of these surveys will help evaluate this service and form part of the annual monitoring process.

11.2.5.5 The CCT Alumni Association will provide the opportunity for regular contact between the College and its former students. One of the main objectives of maintaining these links is to receive crucial information to help develop and enhance the programmes delivered at the college.

11.2.5.6 The Careers Officer will generate and submit an annual report to the Facilities and Resources Committee which will be reviewed with the intention of submitting recommendations to the Quality Assurance Committee.

11.2.6 Study Skills Support

11.2.6.1 The College provides study skills support for all its students. Regular meetings occur between students and the Director of Academic Affairs / Course Director. Feedback on the additional study skills classes and tutorials are obtained and recorded from these meetings. This information is included in the annual monitoring process.

11.2.6.2 The quality of examination and examination results will be used to validate the service provided.

11.2.7 Attendance Support

11.2.7.1 The attendance support system is used as an information device to assist in the development of the student and to foresee problems which may arise. Attendance statistics are made available for students on a fortnightly basis and the purpose of the system is to re-integrate students who may have had an erratic attendance record back into regular academic life, and to emphasise the importance of regular class attendance.

11.2.7.2 The Attendance Officer is always a member of Course Boards. Class attendance is always addressed at Course Boards with the Attendance Officer appointed to report poor attendance and to discuss perceived causes of it. If poor attendance is due to evidenced personal problems, the student will meet with the assigned Personal Tutor, Course Director, and/or College Director. If necessary, the student will be referred to a Counselling Professional.

11.2.7.3 If there is no valid reason for poor attendance, the student will be informed that his or her attendance record will be made available to the Course Board. An annual Attendance report will be reported and submitted to the College Director. Student retention rates will be used to validate the process.

11.2.7.4 Please see Appendix K4 for a more detailed breakdown of CCT's complete Attendance policy.

11.2.8 General Student services

11.2.8.1 CCT provides other essential student services, namely:

- Support for Student Union
- Support for Social and Sports programmes
- Medical Insurance provision
- Subsidised health service
- General International student registration support
- Provision of cultural learning and activities
- Provision of information with regard to student safety and security
- Accommodation service
- Student Intranet service - Moodle
- Daily general student enquiries

11.2.8.2 Support for Student Union

CCT believes it is important that communication between the students and college be open, frank and respectful. For this reason, representatives are normally elected by their fellow students in the second week of the semester. Their function is to present student concerns, problems, and initiatives to the College staff so that appropriate and timely action can be taken. Student representatives are also encouraged to organise student activities, usually of a sporting and social nature, throughout the semester.

11.2.8.3 Support for Social and Sports programmes

The college provides information on all types of sports around the city centre, including information with regard to student discounts. College teams can be established with financial aid from the college should the interest and numbers warrant it. A number of social programmes and events are organised throughout each semester.

11.2.8.4 Medical Insurance provision

CCT arranges yearly student medical insurance with an accredited insurance company for a reduced fee. This insurance is particularly targeted towards international students who may not have insurance arrangements in place before course commencement. This insurance covers GP visits, and any hospital visit up to the value of EUR2,000,000.

11.2.8.5 Subsidised Health Service

If the need arises, CCT can refer any of its students to a Medical Clinic in Dublin city centre, where the college has an agreement in place. The Clinic will charge a reduced student rate to CCT students. This clinic provides basic GP, physiotherapist, and holistic services.

11.2.8.6 General International student registration support

New international students require help and guidance with regard to opening a bank account, obtaining a PPS No. (where necessary), updating their resume, ensuring all necessary paperwork and identification is obtained.

11.2.8.7 Provision of Cultural Learning and Activities

International students in particular travel to study in Ireland to gain more than just a academic experience. Living in Ireland is also about engaging with the Irish people and culture. CCT will assist in interpreting many of the Irish cultural nuances as well as promoting and organising many information sessions and activities to enhance international students understanding of Irish culture. Activities such as: GAA matches, Dublin City Tour, Museum visits, Weekend excursions and Traditional music evenings are just some of the CCT events over the last three years which have helped facilitate cultural understanding. Equally, CCT continues to facilitate celebration of its diverse student body and its cultures, by organising such activities as: Cultural Forum, International Food Day, and CCT's Got Talent!

11.2.8.8 Provision of Information with regard to student safety and security

The primary concern to CCT in relation to all of its staff and students, is their personal safety and security. Providing any information which helps increase student safety awareness is one mechanism towards ensuring student safety. At Registration & Orientation, CCT invites a senior member of An Garda Siochana to present expert localized safety information to all new students. The Director of Administration and Student Affairs constantly updates students with safety and security information with the help of Class Lecturers, Course Directors, Student Notices, and College Publications and the website.

11.2.8.9 Accommodation service

This service is mainly utilised by international students. CCT manages a network of Irish host-families and arranges brief stays, particularly for cultural orientation purposes, for the first few weeks after the student arrives in Ireland. CCT also offers advice on finding and sharing independent accommodation around Dublin. CCT Management believe that having a transfer service is important for its obvious purpose, and also to ensure the student receives a positive first impression of Ireland. Airport Immigration Authorities are always informed of international student arrivals, if CCT staff receives the information in time.

11.2.8.10 Student Intranet – Moodle

The open source Course Management System that is Moodle was launched at CCT in September 2006. Students can access course notes of full and part-time courses, past exam papers, sample assessments, and conduct various online exams and assignments in relation to the course material they are studying. Students can also keep abreast of important social and academic dates in the semester schedule with Moodle. Moodle provides another online tool to supplement class learning at the college.

11.2.8.11 Daily general student enquiries

Students have constant enquiries which need to be addressed. All college staff members are instructed at the Staff Induction that students should be actively encouraged to direct all questions / enquiries to any staff member they wish. CCT staff will do what is necessary to address the query as efficiently and promptly as possible.

Monitoring the effectiveness of the above general support services will be undertaken by the Director of Administration and Student Affairs. The main tool to measure student opinion on the provision of these services will be the learner surveys, results and recommendations of which will be forwarded to the Quality Assurance Committee and included in the Annual Monitoring Report.

11.2.9 College Administration / Administrative Services

11.2.9.1 The main functions of the Administrative Services are:

- (a) to formulate and implement appropriate policies and strategies for the administrative services in accordance with the requirements of the college
- (b) to provide administrative support at all levels within the institution
- (c) to provide a constant, open and prompt administrative support to the students
- (d) to implement the college policy with regard to recruitment of students
- (e) to ensure the efficient management of the administrative service, and the monitoring of performance in relation to administrative services
- (f) the Director of Administration should report annually to the Quality Assurance Committee

11.2.9.2 On an institutional level, a centralised administration function provides support in such areas as accounting, fees administration, marketing and admissions, student services, and academic records administration. It also provides support to the Governing Body, Academic Council and its sub-committees. The institutional administrative support is managed by the College Director and Director of Administration and Student Affairs, and is monitored by the Governing Body.

11.2.9.3 The Admissions Office is responsible for student recruitment, enrolment, interviews, and course offers, in accordance with admissions policy as determined by the Academic Council.

11.2.9.4 The Admissions Office liaises with the Marketing and Communications Committee on marketing and promotion of the college, and on planned recruitment strategies.

11.2.9.5 Various staff members provide administrative support for the departments. Daily duties involve dealing effectively with student queries and prospective student course enquiries, arranging induction courses, attending Course Boards and various committee meetings, managing receipt and recording of incoming student fees, managing the collection of all student course work for moderation by Faculty, managing academic records, constant updating of college records, and course notice boards.

11.2.9.6 Feedback on this service is received from student, staff and graduate surveys. Daily feedback in all its forms is recorded and discussed at the relevant committee meetings.

11.2.10 Technical Services

11.2.10.1 Technical Services are provided by the in-house staff (most notably the Network Manager) and contracted outside providers.

11.2.10.2 For outside providers, the contract is reviewed annually by the Facilities and Resources Committee and feedback from staff and students will form part of the review.

11.2.10.3 For in-house technical services, feedback is received from staff, graduates and students and is incorporated into the annual monitoring process.

11.3 PREMISES SERVICING AND MAINTENANCE SERVICES

11.3.1 The College has a Premises Services Maintenance contract with an outside provider. Feedback from staff and students is incorporated to the review process, which is conducted on an annual basis by the Facilities and Resources Committee. Feedback from staff and student questionnaires is incorporated into the review process.

11.3.2 The *Staff Verification Survey* (Appendix K5) and *Student Support and Services survey* (Appendix K3) is used primarily for feedback to evaluate the effectiveness of the Premises servicing and maintenance services.

11.4 SERVICES AIMED AT COMMUNICATING THE PROVIDER'S MISSION AND OPERATIONS TO LEARNERS, POTENTIAL LEARNERS, OTHER INSTITUTIONS, EMPLOYERS, PROFESSIONAL BODIES AND THE GENERAL PUBLIC

11.4.1 The Marketing and Communications Committee will have the following duties:

- to formulate and implement policies and strategies for the dissemination of information to stakeholders in accordance with the requirements of the College and its Quality Assurance system
- to ensure the efficient management of the service and the monitoring of performance in relation to information provision
- to generate and carry out market research and the marketing and promotions strategy of the college
- to report annually to the Quality Assurance Committee

- to ensure that the marketing strategy of the college fits with the academic strategy and quality control of CCT

11.4.2 The committee itself is responsible for formulating and preparing an annual report on the quality, accuracy, and completeness of all information provided by the College. In formulating this report, all stakeholders' views will be taken into account, particularly students views with the use of various student verification surveys, especially the *Admissions and Course Induction* survey (Appendix K6).

11.4.3 All public announcements and publications must be approved by the Academic Council.

COLLEGE OF COMPUTER TRAINING (CCT)

Appendices Section K

- Appendix K1 Learner Verification Survey
- Appendix K2 Graduate Survey
- Appendix K3 Student Services and Support Survey
- Appendix K4 CCT Attendance Policy
- Appendix K5 Staff Verification Survey
- Appendix K6 Admissions and Course Induction Survey

Appendix K1

College of Computer Training (CCT) End of Semester / Module / Course Survey

- The purpose of this survey is to seek feedback from you – the student, on your experience of the delivery of the part-time or full-time courses taken over one semester, so CCT staff can act upon learner feedback to continuously improve the products and services provided.
- Closed questions/statements should be answered with a number ranging from 1 – 5:
 - 1 = Strongly disagree
 - 2 = Disagree
 - 3 = Neither agree or disagree
 - 4 = Agree
 - 5 = Strongly Agree
- Part-time students will complete this survey at least once. Full-time students will complete this survey at the end of each semester.
- Place a tick in the box of your choice for each survey item

Your participation in the Course

| | | | | | |
|------------------------------------|---------|-----------|----------|-----------|-----------|
| | Poor | Fair | Good | Very Good | Excellent |
| Punctuality at the class sessions | | | | | |
| | >90% | 50 – 90% | <50% | | |
| Attendance at the subject classes | | | | | |
| | <1 hour | 2 – 4 hrs | >4 hours | | |
| Average weekly hours of self-study | | | | | |

Learning

| | | | | | |
|--|----------|----------|----------|----------|----------|
| 1 – Strongly disagree; 5 – Strongly agree | 1 | 2 | 3 | 4 | 5 |
| I found the course / module intellectually challenging and stimulating | | | | | |
| My knowledge of the subject has increased as a consequence of this course / module | | | | | |

Organisation

| | | | | | |
|--|----------|----------|----------|----------|----------|
| 1 – Strongly disagree; 5 – Strongly agree | 1 | 2 | 3 | 4 | 5 |
| Course materials were well prepared and organised | | | | | |
| Presented Course objectives were met throughout the delivery of the course | | | | | |

Class Participation

| 1 – Strongly disagree; 5 – Strongly agree | 1 | 2 | 3 | 4 | 5 |
|--|----------|----------|----------|----------|----------|
| I feel that there was adequate opportunity to participate in class discussions | | | | | |
| Students were encouraged to ask questions and were given meaningful answers | | | | | |

Lecturer / Student Rapport

| 1 – Strongly disagree; 5 – Strongly agree | 1 | 2 | 3 | 4 | 5 |
|---|----------|----------|----------|----------|----------|
| Lecturers made students feel welcome in seeking advice/guidance in or outside the class | | | | | |
| Lecturers gave consistent feedback on my progress throughout the course / module | | | | | |

Lecturer / Presentation Style

| 1 – Strongly disagree; 5 – Strongly agree | 1 | 2 | 3 | 4 | 5 |
|--|----------|----------|----------|----------|----------|
| Lecturers presentation style was competent and held your interest in class | | | | | |
| Lecturers used different teaching and presenting styles when appropriate | | | | | |

Course / Module Content

| 1 – Strongly disagree; 5 – Strongly agree | 1 | 2 | 3 | 4 | 5 |
|---|----------|----------|----------|----------|----------|
| Course / Module content was at an appropriate level of difficulty | | | | | |
| Course / Module material was of a high quality and was up to date | | | | | |

Assessment of Course / Module

| 1 – Strongly disagree; 5 – Strongly agree | 1 | 2 | 3 | 4 | 5 |
|--|----------|----------|----------|----------|----------|
| Assessment content and tools used throughout the course match the course content covered | | | | | |
| I have been continuously assessed during this course, through various assessment methods | | | | | |
| Did the assessments used, clarify further the requirements / course expectations, and give you adequate feedback | | | | | |

Overall Course / Module Experience

| 1 – Strongly disagree; 5 – Strongly agree | 1 | 2 | 3 | 4 | 5 |
|--|----------|----------|----------|----------|----------|
| Overall I was satisfied with this course / module | | | | | |
| I am comfortable with the amount of material covered | | | | | |
| I put the required effort into this course / module | | | | | |
| I had a clear idea of what was expected of me in this course / module | | | | | |
| Class time was used well | | | | | |
| I feel that the assessment structure in this course / module was appropriate | | | | | |
| I feel I can transfer the knowledge acquired in this course practically within the I.T. field | | | | | |
| I enjoyed this course / module | | | | | |
| I had a good prior knowledge of I.T. before commencing this course / module | | | | | |
| I am happy with my learning and personal development since having commenced this course / module | | | | | |

Open – Ended Questions

7. What was especially good about this course / module?

8. How could this course / module be improved?

9. Please comment further on whether you were satisfied overall with the lecturer(s) used to deliver the course / module?

Appendix K2

College of Computer Training (CCT) Graduate Survey

The information that you provide will help us to provide better opportunities and services to you, your fellow students and prospective students.

Surname: _____ **First Name:** _____

CCT Student Number: _____

Course Completed: _____

Date of graduation: _____

Current Contact Address: _____ **Telephone Number:** _____

Email address: _____

Are you planning to seek/accept a job after graduating? ____ YES ____ NO
*If **yes**, go to Section A.*

Are you planning on going to additional third level education? ____ YES ____ NO
*If **yes**, go to Section B.*

If neither job or additional education, go to Section C.

Section A

____ I am employed full time

____ I have a part time position

____ I am currently looking for a position

Job/Position Title: _____

Company/Position: _____

Address: _____

Section B

_____ I have applied to another college and am awaiting acceptance

_____ I am attending graduate school or other third level educational programme

Program Name: _____

School Name: _____

Location (City, Country): _____

Section C

_____ I am not seeking employment/education admission at this time due to personal reasons, travel, health, etc.

Satisfaction Level

If you are employed full-time, how satisfied are you with your position?

_____ *Very* _____ *Moderately* _____ *Somewhat* _____ *Not at all*

In your opinion, how related is your job to the course you completed at CCT?

_____ *Very* _____ *Moderately* _____ *Somewhat* _____ *Not at all*

How satisfied are you with the academic/career preparation you received at CCT?

_____ *Very* _____ *Moderately* _____ *Somewhat* _____ *Not at all*

Please suggest how the services and courses can be improved at CCT on a separate sheet.

Thank you for taking the time to complete this survey.

Please return to:
Graduate Survey, 102/103 Amien Street, Dublin 1, Ireland

Appendix K3

College of Computer Training (CCT) Student Welfare & Support Survey

- The purpose of this survey is to seek feedback from you – the student, on your experience of the welfare and support service provided by CCT during your course / module, so we can act upon learner feedback to continuously improve our support service.
- Closed questions/statements should be answered with a number ranging from 1 – 5:
 - 1 = Strongly disagree
 - 2 = Disagree
 - 3 = Neither agree or disagree
 - 4 = Agree
 - 5 = Strongly Agree
- Part-time students will complete this survey at least once – normally half way through their programme. Full-time students will complete this survey at the end of each semester.
- Place a tick in the box of your choice for each survey item

Personal Support & Pastoral Care

| 1 – Strongly disagree; 5 – Strongly agree | 1 | 2 | 3 | 4 | 5 |
|--|----------|----------|----------|----------|----------|
| I feel that CCT staff are approachable in discussing certain personal issues | | | | | |
| The college appears to provide access to medical and psychological practitioners if required | | | | | |
| CCT generally reacts quickly and efficiently to personal requests, complaints, and needs of its students, wherever possible | | | | | |
| CCT offers extensive guidance with regard to such important issues as: academic and non-academic problems, progression opportunities upon completion of my course, my ongoing personal development throughout the course | | | | | |
| I feel that there is an extensive range of student support services available to me at CCT | | | | | |

Facilities & Resources

| 1 – Strongly disagree; 5 – Strongly agree | 1 | 2 | 3 | 4 | 5 |
|--|----------|----------|----------|----------|----------|
| The college premises is comfortable, well heated and maintained in a hygienic manner | | | | | |
| Classrooms are spacious, clean, bright, and well ventilated | | | | | |
| The college is well located, and is closely serviced by all modes of Dublin public transport | | | | | |
| I am happy to be attending college in this building | | | | | |
| Toilet facilities are satisfactory | | | | | |
| All CCT students have access to the internet | | | | | |
| The IT resources are excellent at CCT and I can easily get access to a desktop or laptop | | | | | |
| Lecturers distribute the required course materials, notes, and courseware in class | | | | | |
| I am satisfied with the general library resources provided at CCT | | | | | |
| I am satisfied with the Student Common and Eating area at the college | | | | | |
| Printing and photocopying facilities are available to the students | | | | | |

Academic Support

| 1 – Strongly disagree; 5 – Strongly agree | 1 | 2 | 3 | 4 | 5 |
|---|----------|----------|----------|----------|----------|
| I feel that there is regular opportunity to review my academic progress directly with CCT staff and faculty | | | | | |
| Lecturers appear readily contactable to provide a support service outside the classroom if necessary | | | | | |

Extra-curricular Activities

| 1 – Strongly disagree; 5 – Strongly agree | 1 | 2 | 3 | 4 | 5 |
|--|----------|----------|----------|----------|----------|
| Social programmes are encouraged and supported by CCT staff, subject to student demand and interest | | | | | |
| College staff and faculty are approachable and open-minded to proposed new ideas of non-class activities from the student body | | | | | |

Equality

| 1 – Strongly disagree; 5 – Strongly agree | 1 | 2 | 3 | 4 | 5 |
|--|----------|----------|----------|----------|----------|
| I am comfortable in approaching CCT staff to discuss any issues I may have in relation to equality | | | | | |
| I feel that CCT could make changes to adapt its premises, assessment procedures, and courses for people with certain physical or learning disabilities | | | | | |
| I have never felt discriminated against in any way by CCT staff | | | | | |
| CCT harbours an interactive atmosphere promoting equal opportunity for all its students | | | | | |
| The college practices its mission to facilitate greater access onto its courses to a diverse range of learners, regardless of gender, religion, race, or nationality | | | | | |

Accommodation arranged by CCT (if not applicable, please leave blank)

| 1 – Strongly disagree; 5 – Strongly agree | 1 | 2 | 3 | 4 | 5 |
|---|----------|----------|----------|----------|----------|
| Overall, I was satisfied with the standard of accommodation provided by CCT | | | | | |
| Any special arrangements, dietary requirements were considered and acted upon | | | | | |
| In the case of host-family accommodation, I was made feel welcome and I had plenty of opportunity to engage in conversation with the family | | | | | |
| I would recommend this accommodation to a friend / fellow student | | | | | |
| The accommodation arranged by CCT was located no more than 40 minutes away from the college by public transport | | | | | |

Open – Ended Questions

10. Please describe a situation where a CCT staff member has helped you more than you may have expected?

11. How could the CCT Student Support service be improved?

Appendix K4

Attendance Policy

Students are expected to attend all classes for which they are enrolled. Regular attendance is essential to successful academic achievement. Each student is responsible for all work from the first day of class and must make satisfactory arrangements with the lecturer regarding any absences.

Absences will only be considered excused with proper documentation, i.e. doctor certification.

Students from outside the European Union should be aware that the current Irish Immigration attendance regulation, requiring all Non-EU students to attend 85% of their classes. CCT is obliged to accurately report the percentage of classes attended for immigration requirements and purposes.

Class attendances will be recorded on a daily basis by CCT staff. If a student is late (L) or leaves early (LE) or is disruptive and not participating in class (P), this is recorded using each of the symbols: L, LE, P. Any of these symbols multiplied by 3 instances is equalled to one absent.

Students will be given their cumulative attendance rate at midterm and again at the end of term, or whenever requested by them.

Appendix K5

College of Computer Training (CCT) Staff Verification Survey

- The purpose of this survey is to seek feedback from you – CCT staff member, on your overall experience working for CCT in an administrative and/or lecturing capacity, so the institution can act upon your feedback to continuously improve the services provided at the college.
- Place a tick in the box of your choice for each survey item
- Part A of this survey should be completed by any CCT Staff member. Part B should be additionally completed by CCT Faculty staff

Courses you have lectured in:

Department:

Date:

PART A

| <i>College Level</i> | <i>Very Good</i> | <i>Good</i> | <i>Fair</i> | <i>Poor</i> | <i>Very Poor</i> | <i>Don't know</i> |
|-------------------------------------|-------------------------|--------------------|--------------------|--------------------|-------------------------|--------------------------|
| Institute management is | | | | | | |
| Strategic Planning is | | | | | | |
| Implementation of plans is | | | | | | |
| External promotion of college is | | | | | | |
| Communication within the college is | | | | | | |
| Use of Institutes resources is | | | | | | |
| Operation of QA committees is | | | | | | |
| College QA Procedures are | | | | | | |
| Administrative Support is | | | | | | |
| Complement of course offering is | | | | | | |
| Overall Marketing of the college is | | | | | | |

| <i>Physical Resources and Services</i> | <i>Very Good</i> | <i>Good</i> | <i>Fair</i> | <i>Poor</i> | <i>Very Poor</i> | <i>Don't know</i> |
|--|-------------------------|--------------------|--------------------|--------------------|-------------------------|--------------------------|
| College campus is | | | | | | |
| My office accommodation is | | | | | | |
| Lecture theatre and classroom accommodation is | | | | | | |
| Institute's recreational facilities are | | | | | | |

| | | | | | | |
|---|--|--|--|--|--|--|
| Institute's social facilities are | | | | | | |
| Institute's research facilities are | | | | | | |
| Overall Library service is | | | | | | |
| Library accommodation is | | | | | | |
| Availability of library books, journals, articles etc | | | | | | |
| Overall computer service is | | | | | | |
| Staff computers are | | | | | | |
| Availability of appropriate software is | | | | | | |
| Availability of appropriate printing facilities is | | | | | | |
| User support for computer services are | | | | | | |
| Computer network and email facilities are | | | | | | |
| Audio-visual facilities are | | | | | | |
| Photocopying service is | | | | | | |
| Finance Office services are | | | | | | |
| Human Resources service is | | | | | | |

| Staff Development and Improvement | Very Good | Good | Fair | Poor | Very Poor | Don't know |
|---|------------------|-------------|-------------|-------------|------------------|-------------------|
| Staff Development is | | | | | | |
| Staff Induction process is | | | | | | |
| Staff Training especially over the first month is | | | | | | |
| Appraisals and Reviews of staff are | | | | | | |
| Communication among staff is | | | | | | |

| Overall Satisfaction working at CCT | Very Good | Good | Fair | Poor | Very Poor | Don't know |
|--|------------------|-------------|-------------|-------------|------------------|-------------------|
| Overall working conditions at CCT are | | | | | | |

Outline improvements in your opinion which can be made to the following:

- **College Level**
- **Physical Resources & Facilities**
- **Staff Recruitment, Development, Appraisal, Induction processes**

Please use a separate sheet if necessary

College of Computer Training (CCT) Staff Verification Survey

- The purpose of this survey is to seek feedback from you – CCT staff member, on your overall experience working for CCT in an administrative and/or lecturing capacity, so the institution can act upon your feedback to continuously improve the services provided at the college.
- Place a tick in the box of your choice for each survey item
- Part A of this survey should be completed by any CCT Staff member. Part B should be additionally completed by CCT Faculty staff

Courses you have lectured in:

Department:

Date:

PART B

| Programme | Very Good | Good | Fair | Poor | Very Poor | Don't know |
|---|------------------|-------------|-------------|-------------|------------------|-------------------|
| Course as a whole is | | | | | | |
| Quality of student intake is | | | | | | |
| Relevance of the course content is | | | | | | |
| Course organisation is | | | | | | |
| Technical support for practical element of the course is | | | | | | |
| Course as a preparation for further study is | | | | | | |
| Course as a preparation for employment is | | | | | | |
| Operation of the Course Board is | | | | | | |
| Clarity of student responsibilities and requirements is | | | | | | |
| Organisation of the assessment schedule is Appropriateness of the assessment workload is | | | | | | |
| Variety of assessment methods used is | | | | | | |
| Relevance of the assessment methods used is | | | | | | |
| Operations of Exam Boards is | | | | | | |

Outline where improvements to the Programme can be introduced:

Appendix K6

College of Computer Training (CCT) Admissions & Course Induction Survey

- The purpose of this survey is to seek feedback from you – the student, on your experience of the admissions process, from your first point of contact with the college to your first day in class.
- Closed questions/statements should be answered with a number ranging from 1 – 5:
 - 1 = Strongly disagree
 - 2 = Disagree
 - 3 = Neither agree or disagree
 - 4 = Agree
 - 5 = Strongly Agree
- Certain questions / statements are intended for international students only, who travelled to Ireland to attend a CCT programme.
- This survey is distributed at the end of the third week of any part-time or full-time course / module. It is distributed earlier for short-term courses with a maximum 4 week duration.
- Place a tick in the box of your choice for each survey item

Delivery of General Admissions Information

| 1 – Strongly disagree; 5 – Strongly agree | 1 | 2 | 3 | 4 | 5 |
|--|----------|----------|----------|----------|----------|
| I received accurate information on the college in general before I commenced the course, on such areas of the college as: course range, location, campus, facilities, resources, extra-curricular activities | | | | | |
| I was given specific information on course(s) I expressed particular interest in, including fees information | | | | | |
| I gained further knowledge on Ireland as a study abroad and living destination (<i>if applicable</i>) | | | | | |
| I gained further knowledge on Irish Immigration law and study visa procedures (<i>if applicable</i>) | | | | | |
| I received accurate information on the college from a CCT educational consultant / representative abroad (<i>if applicable</i>) | | | | | |

Promotional Material

| 1 – Strongly disagree; 5 – Strongly agree | 1 | 2 | 3 | 4 | 5 |
|--|----------|----------|----------|----------|----------|
| Brochure material and specific course promotional material / documentation were informative and accurate | | | | | |
| The CCT website was accurate and up to date | | | | | |

Service Efficiency

| 1 – Strongly disagree; 5 – Strongly agree | 1 | 2 | 3 | 4 | 5 |
|---|----------|----------|----------|----------|----------|
| My admissions queries to CCT were responded to quickly | | | | | |
| CCT staff were professional and friendly throughout the Admissions process | | | | | |
| Any necessary documentation required by me from CCT was discharged promptly | | | | | |

Registration & Orientation

| 1 – Strongly disagree; 5 – Strongly agree | 1 | 2 | 3 | 4 | 5 |
|---|----------|----------|----------|----------|----------|
| Upon arrival at CCT for Registration & Orientation, I received a Student Handbook specific to my course | | | | | |
| I felt welcome at CCT | | | | | |
| I received summaries of college policy documentation | | | | | |

Open – Ended Questions

12. What was especially good about your experience of the Admissions Process before you joined your programme at CCT?

13. How could this process be improved?

SECTION L

12. PROCEDURES FOR EVALUATING THE EFFECTIVENESS OF QUALITY ASSURANCE PROCEDURES

- 12.1 Introduction
- 12.2 Audit Team
- 12.3 Audit Procedures
- 12.4 Activities to be Audited
- 12.5 Reporting Procedures
- 12.6 External Review

APPENDICES

COLLEGE OF COMPUTER TRAINING (CCT)

Section L

12. PROCEDURES FOR EVALUATING THE EFFECTIVENESS OF QUALITY ASSURANCE PROCEDURES

12.1 INTRODUCTION

12.1.1 The audit process is crucial to the success of long-running programmes at CCT. CCT recognises the importance of testing the effectiveness of its extensive Quality Assurance policies and procedures using internal and external monitoring and evaluation.

12.2 AUDIT TEAM

12.2.1 The Quality Assurance Committee appoints the Audit Team, which is directly responsible to the Chair (College Director) of the Academic Council for the discharge of their duties. At least one member (usually Director of Administration & Student Affairs) of CCT will be part of the three person Audit team. At least one member will be experienced senior staff, from another accredited third-level Irish institution, with direct knowledge and practice coordinating college quality assurance strategies.

12.2.2 The Audit Team will have a number of responsibilities including:

- To independently check and verify that a department / college is fully discharging its responsibility for quality and standards
- To ensure that self-evaluation at all levels is systematic and rigorous, and supported with reliable evidence
- To identify areas for improvement by stimulating self-critical reflection
- To present written reports to the QA Committee on its findings and recommendations

12.2.3 The Audit Team will perform the following specific tasks:

- Co-ordinate, prepare and conduct the annual audit, in accordance with an agreed schedule with the QA Committee
- Report to the Academic Council on the effectiveness of the implementation of quality assurance processes and make recommendations where appropriate

- Review the College's quality assurance procedures on an on-going basis and provide recommendations on where improvements can be achieved to enhance the system
- Identify where the policies and procedures, reporting on individual departments, personnel and committees may not have been effectively delivered, and recommend appropriate action

12.3 AUDIT PROCEDURES

12.3.1 Objectives for the Academic Year are set out in an initial meeting which takes place once a year prior to an Academic Semester commencing. During this meeting timescales are placed against objectives and areas of specific activity concentration are agreed upon.

12.3.2 The Audit Team meets with the Course Director to discuss the activities that will be evaluated and the timescales for the evaluation process. Discussions can also take place with relevant staff members and students attending active academic programmes.

12.4 ACTIVITIES TO BE AUDITED

12.4.1 The Audit Team will evaluate the following main activities or any particular one or set of them:

- Procedures for Annual Monitoring
- Assessment Policies and Procedures
- Evaluation of Resources
- Procedures for Periodic Programme Review
- New Programme Approval Procedures

12.5 REPORTING PROCEDURES

12.5.1 The Audit report which will be compiled and issued to the Quality Assurance Committee should include the following:

- Details of the activities or activity audited
- Evidence presented to the Audit Team

- The Audit team's assessment of the effectiveness of the quality assurance procedures
- Strengths and good practice and/or weaknesses which should be dealt with
- Recommendations for further consideration and action by the CCT Quality Assurance Committee and Academic Council
- Suggestions for assigning responsibility to appropriate people for further action and recommendations implementation

12.6 EXTERNAL REVIEW

12.6.1 Awarding Bodies shall, in consultation with the college, review the effectiveness of the quality assurance policies and procedures.

12.6.2 The Quality Assurance Committee will be responsible for coordinating any external review(s), and implementing any necessary actions arising from the review. The Quality Assurance Committee will make available to the External review group – the audit strategy, the activities audited during the period, the evidence presented to the Audit team, and the Audit Team's assessment of the effectiveness of the quality assurance procedures.

12.6.3 The Quality Assurance Committee will make available any other information / evidence requested, and will implement any other recommendations required by the External review group.

12.6.4 Make a report to the Academic Council on any external review.