



**Grafton College
of
Management Sciences**

Quality Assurance/Procedures Manual

Mission Statement

“Grafton College of Management Sciences is dedicated to the provision of a first class learning experience that will equip the student with the skills, ability and knowledge to successfully compete in their chosen discipline.

Grafton College of Management Sciences will provide access to learning opportunities, to all students regardless of their background or level of education. Grafton College of Management Sciences will treat all students and staff with respect and dignity thereby ensuring the development of a first class learning environment.

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1. Introduction

This document outlines the quality assurance procedures being implemented in Grafton College of Management Sciences (GCMS). GCMS is committed to compliance with this document and to its ongoing revision in line with national and international standards.

This document outlines GCMS quality assurance procedures in relation to its Quality Assurance Objectives, Education delivery, procedures for the design and approval of new courses, assessment of students, recruitment & selection of staff and their ongoing development, appeals procedures and procedures governing exams and continuous assessment.

1.1 What we do.

GCMS offers a range of full and part time educational programmes in the areas of business, law and information technology to national and international students. These programmes vary in the level of award ranging from Diploma in Business Studies to a Masters in Business Administration.

GCMS also provides bespoke development programmes to the corporate business community on an individual or company basis.

2. GCMS Structure

Executive Committee

The executive committee is responsible for defining the policies, strategies and academic affairs of the college. The committee is comprised of the college directors, senior management and academic staff.

2.2 Academic Board

The Academic Board advises and reports to the Executive Committee on;

- a) all matters relating to the teaching of a course
- b) the curriculum, examinations, continuous assessment and course development
- c) student progress
- d) entrance requirements of students

The Chairperson of the Academic Board has the responsibility and the authority of the academic committee in relation to academic regulation, re-sourcing, and the planning and development of courses.

2.2.1 Programme Committee

The course committee comprises staff members who are actively involved in the teaching or administration of each course. Each course has a Programme Director who chairs the Programme Committee and is responsible to the Academic Committee.

2.3 Administrative Committee

The Administrative Committee, in conjunction with the Executive Committee, is responsible for identifying, designing and implementing policies and strategies in relation to the effective running of the Registrars Office and the Finance Office. The Administrative Committee is also responsible for the identification of future strategies and policies in relation to the overall development of GCMS.

2.3.1 Registrar and Administrative Office

The Registrar, in conjunction with the Academic Board, is responsible for the implementation of policies in relation to student recruitment for particular courses. The Registrar and Administrations Office is also responsible for maintaining student records – to include examination results and continuous assessment marks, the administration of all examinations and the maintenance of a graduate database. The Registrar and

Administrations Office is also responsible for maintaining records in relation to appeals received in respect of results, subsequent deliberations and decisions made.

2.3.2 Finance Office

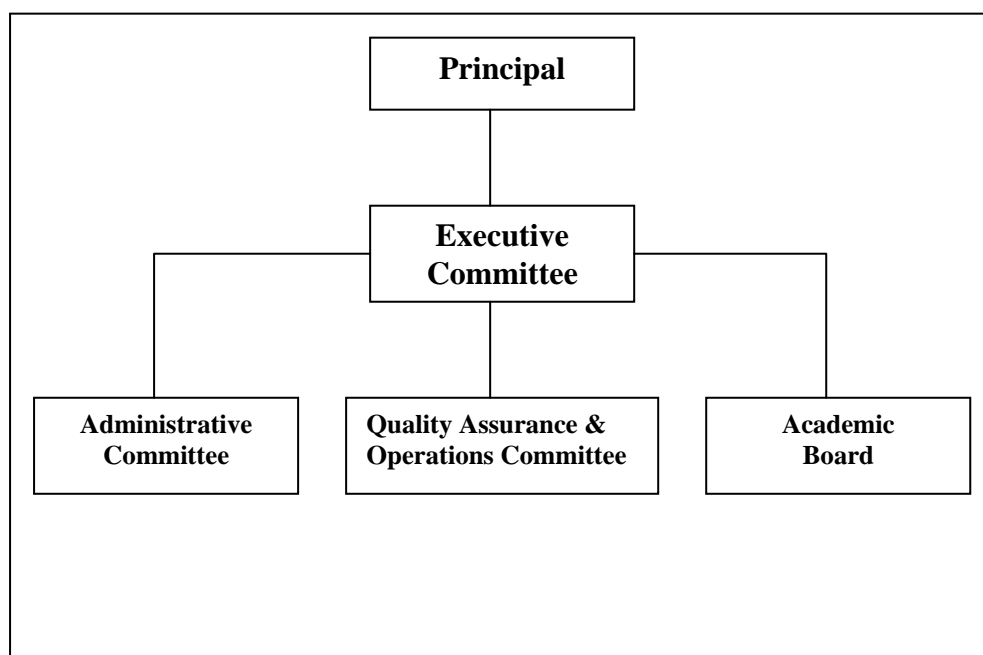
The Finance Office is responsible for the effective management of GCMS finances. It is also responsible, in conjunction with the Administrative Committee, for developing the master budget for the college, issuing weekly and monthly financial reports regarding revenues and expenditure on a departmental basis.

The Finance Office is also responsible, in conjunction with the Academic Board and Academic Committees, for developing budgets in relation to each course and conducting financial appraisals in relation to new courses presented to the Academic Board for approval.

2.4 Quality Assurance & Operations Committee

The Quality Assurance and Operations Committee is made up of representatives of the Academic Committee, Administrative Committee and the Academic Board. The Quality Assurance & Operations Committee is responsible for ensuring that the day to day operational aspect of GCMS conforms with GCMS Quality Policy. The Quality Assurance & Operations Committee is also charged with monitoring GCMS Quality Policies and ensuring that such policies reflect best practice on a national and international basis.

2.5 GCMS Organisational Structure



3. Education Delivery

GCMS is committed to providing a curriculum which is dedicated to the needs of the student and the business environment. This is consistent with the college's focus on the individuals needs for personal and academic development and the demands of a modern progressive economy for a flexible workforce and responsive workforce with the ability to sustain social and economic progress.

GCMS is committed to providing academically recognised programmes that cover a range of levels over set periods of time in line with the academic calendar. GCMS is committed to providing innovative educational delivery mechanisms, in line with national and international best practice, that promotes a positive learning environment. To this end GCMS strives to implement:

- a) a learning system at a time and pace that suits the individual student
- b) a learning system that recognises the need for different learning styles and responds to the need for these varied styles by providing innovative teaching methodologies
- c) a feedback system to ensure a high quality of teaching is maintained
- d) a learning system that responds to the needs of the learner, businesses and educational organisations and awarding bodies
- e) a learning environment that encourages professionalism and identifies and supports entrepreneurship
- f) a learning environment that is supportive, friendly and conscious of learners needs.

3.1 Course Delivery

The Course Committee has overall responsibility for the quality delivery of the academic programme and that students are well informed of their progress and that their progress is being monitored. The Course Committee is also responsible for ensuring that an effective work balance is offered to the students and that this work balance is maintained. The Committee is also responsible for ensuring that assessments are fair, appropriate, consistent and in line with course leaning criteria. The Committee is also responsible for ensuring that respective courses are constantly monitored thus ensuring the delivery mechanism is effective in relation to course content and learning objectives.

GCMS courses are delivered using traditional classroom methods supported by a variety of learning resources, including; on line learning, library facilities and on-site visits.

GCMS recognises that student involvement/participation is essential to successful learning. The success of any programme is contingent

on the development of the right classroom atmosphere. This is done by encouraging open discussion and debating issues in an environment that is conducive to learning. It is recognised that this approach increases student learning, motivation, commitment and improves long term memory retention. GCMS also recognises that the delivery mechanisms vary with the course, the course objectives and the students.

3.2 Guidelines for Academic Staff

GCMS recognises the role of the Academic Staff in the success of student learning. GCMS encourages its academic staff to express themselves and develop their own unique approach to imparting knowledge. Developing a policy in relation to the actual imparting of knowledge and the creation of open discussion can be problematic, GCMS has developed a number of guidelines that can be used to improve the learning process:

- a) Present and illustrate content concisely in clear terms
- b) Define technical terms
- c) Avoid jargon
- d) Organise and structure content appropriate to the level of the course
- e) Begin each class session by motivating learners, outlining expectations and objectives
- f) Be enthusiastic
- g) Vary methods of presentations and teaching styles
- h) Only use audio visual aids when appropriate to the content
- i) Encourage discussion
- j) Accept questions
- k) Encourage feedback
- l) Use practical examples as much as possible
- m) Observe students for feedback in relation to understanding of content and/or lack of understanding

4. Quality Assurance Objectives

GCMS operates an integrated system of quality management which is designed to contribute to the achievement of its mission statement. The quality assurance procedures comply with the quality assurance requirements of OCR, City & Guilds and HETAC standards. GCMS quality assurance procedures are designed to ensure that

- a) All programmes offered by GCMS are in line with its aims and objectives
- b) Programmes are appropriate for the level of award
- c) Programmes offered are equivalent to those offered elsewhere nationally and internationally
- d) Quality standards are externally benchmarked in line with awarding bodies and national and international best practice

- e) The learning resources provided are sufficient to support students in achieving the award for which they are registered
- f) The appropriate quality management structure is in place ensuring all aspects of the learning resources are effective and operate in support of student learning
- g) The quality assurance process and quality management process are such that they allow for the recognition and timely intervention when change is necessary
- h) Good practice and innovation are recognised and rewarded through the Quality Audit, Academic Reviews, and Appraisal Mechanisms

Quality Assurance Committee

The Quality Assurance Committee is comprised of the Head of Administrative Committee, The Chairperson of the Academic Board, a representative from the Executive Committee, and if necessary, an external quality assurance advisor.

Responsibilities of the QA Committee

The Quality Assurance Committee has the following responsibilities:

- a) Advising the Executive Committee on all matters relating to GCMS quality assurance procedures.
- b) Advising the Executive Committee on revising any or all of GCMS quality assurance policies
- c) Ensuring GCMS quality assurance procedures and policies are implemented through out all activities within the college
- d) Preparing and submitting to the Executive Committee an annual report on its work
- e) Advising the Academic Board on matters relating to academic standards
- f) Monitoring course standards on behalf of the Executive Committee
- g) Conducting other functions when directed by the Executive Committee

4.2.1 Quality Assurance Framework

The GCMS quality assurance framework is structured around management control systems that reviews and evaluates data from:

1. Students
2. Academic Staff
3. External Examiners

The GCMS Quality Assurance process incorporates the following formal reviews:

Student Feedback

GCMS has a control system whereby all students are encouraged to complete assessment sheets relating to the college, course, course content, lecturers, lecturing styles, college facilities. This information is evaluated by the Academic Committee and an analysis is submitted to the Executive Committee.(Appendix 1)

Academic Feedback

All academic staff are expected to offer feedback in relation to the development of the college, development of current courses, identification of new courses, how to build a better relationship with students.(Appendix 2)

External Examiners

GCMS recognises the need to have an objective view of its quality assurance procedures. The Executive Committee will appoint a body of external examiners. The role of the External Examiner will be to ensure GCMS administers student assessments in accordance with its Quality Assurance Procedures.

Course Validation

Prior to developing a programme the college will assess its validity through the course approval process. A proposer submits a New Programme Proposal Form detailing;

- a) The academic content of the programme
- b) Estimated student demand for such a programme
- c) Standard of lecturers required
- d) Number of lecturers required
- e) Duration of programme
- f) Audio visual aids required

The New Programme Proposal Form is evaluated by the Academic Board, and then submitted to the Executive Committee for approval. Should approval be received the Academic Committee can then make arrangements, in conjunction with the Registrar and the Administrative Office for the advertisement of the programme and the registration of new students. If new lecturing staff are required, the process for the recruitment of such staff should be followed. (Outlined under section 9)

Module Evaluation

GCMS has a system of module evaluation which takes place each time a module is delivered. The review considers data relating to student performance, module information, module content, module delivery, assessment, feedback to students and resources (Appendix 1). The module evaluation is completed by each lecturer and submitted to the course director. Each Course Director then submits the module evaluation data to the Course Committee for discussion.

Annual Course Monitoring

This review process is to monitor the academic quality of the various courses and the performance of students. Each course committee submits an annual report (Appendix 3), detailing and commenting on ;

- Student performance
- Student enrolments
- Comments from students
- Reports from assessors and external examiners
- Quality assurance issues
- Learning resources, and
- Course developments
- Reports from lecturers

The annual course review summaries the findings from various reports and evaluates whether the course objectives have been met, exceeded or need to amended. The report should refer to any discrepancies between the course delivery and the specified objectives and detail all measures taken and/or put in place to address the sort comings.

Course Review

Each course should be reviewed on a three year cycle. The review process should provide information that will facilitate the future development of the course, identify how effective the course is, how effective the learning content and the learning environment and the overall satisfaction of the staff and students.

The review process should also enable GCMS maintain the course in line with the requirements of the awarding bodies and the demands of the external environment.

5. Procedures for the Design and Approval of New Programmes, Subjects and Modules.

Criteria for the Planning of New Programmes

Course proposals should be consistent with the broad objectives of the college and should be based on evidence of:

- a) Demand for the programme.
- b) The proposed course should provide opportunities for further study
- c) Adequate resources are available for the successful completion of the course
- d) The framework within which the programme will operate meets with GCMS quality assurance criteria
- e) The proposed course fulfils the criteria of the awarding authority for example; HETAC, OCR, City & Guild etc

Academic staff, in conjunction with the Executive Committee, are responsible for monitoring changes in government policy, business environment, workforce needs, new technological developments and demographic trends. These changes may or may not lead to the development of new programmes, subjects and modules.

It is the responsibility of the Academic Board, in conjunction with the Executive Committee, to ensure the college has sufficient resources to successfully complete any new programme.

The Executive Committee must ensure that the college has the expertise and resources, in relation to the quality of the programme, module or subject, in both academic and managerial terms before giving approval.

Programme Approval Procedures

In order to maintain a high standard of quality, GCMS has developed a process that must be followed for the development and approval of a new programme.

- | | |
|----------------|---------------------------------|
| <i>Step 1:</i> | <i>Initial discussion</i> |
| <i>Step 2:</i> | <i>Invitation to submit</i> |
| <i>Step 3:</i> | <i>Course approval document</i> |
| <i>Step 4:</i> | <i>Validation meeting</i> |
| <i>Step 5:</i> | <i>Approved course outline</i> |

Step 1: Initial Discussion

A proposer at any level, either within or outside of the college, can submit a proposal for a new programme to the Academic Chairman.

An individual wishing to propose a new programme should complete a New Programme Proposal Form (Appendix 4) which should be submitted to the Academic Chairman.

Step 2: Invitation to Submit

At the next Academic Committee meeting, all New programme Proposal Forms are considered. The committee may invite proposers to present their submissions to the committee.

The Academic Committee will consider:

- The structure and content of the proposed programme
- The proposed starting date
- The arrangements necessary for the programmes administration
- The resources necessary for the successful completion of the programme; including availability of academic staff, classrooms, audio visual aids etc
- Whether the programme is part of the overall strategy of GCMS
- Does the programme contribute towards the achievement of GCMS objectives
- The overall viability of the course

At this stage the Academic Committee determines whether the proposal is to be approved.

If approval is granted, the proposer is invited to submit all documentation in relation to the programme.

Step 3: Programme Approval Document

If the Academic Committee approves the programme, the proposer is invited to prepare a Detailed Programme Document (Appendix 5)

- The rationale for developing the course
- Programme structure
- Learning outcomes
- Programme specification
- Learning, teaching and assessment strategies
- Module descriptions
- Arrangements for the management of the programme

- Student support requirements
- Quality assurance
- Level of resources required; including number of academic staff and staff qualifications

Two copies of the Detailed Programme Document should be submitted to the Academic Chairman at least twelve (12) months before the proposed start date of the course.

Step 4: Validation Meeting

When the Academic Chairperson is satisfied with the Detailed Programme Document, he/she appoints a validation panel to discuss the proposed course and associated arrangements. The panel will comprise of: the Academic Chairperson, a member of the Executive Committee, a member of the Administrative Committee and an external representative (who is not closely related to the college), and, if appropriate a representative of HETAC, OCR or other validation body. The proposer may be invited to be in attendance for the duration of the meeting. If the proposer is in attendance they must be prepared to partake in discussion regarding the proposed programme.

The Detailed Programme Document, and all associated documents, should be circulated to all members of the panel at least three weeks in advance of the validation panel meeting. The panel should familiarise themselves with the document content prior to the meeting and conduct their own research.

The purpose of the evaluation is to ensure that:

1. The academic structure and content of the programme are appropriate and are in accordance with the HETAC, OCR award scheme.
2. The programme is comparable in standard and student workload to other programmes leading to the same award.
3. There is enough resources available to ensure that the programme objectives are met for the proposed number of students.
4. There is sufficient demand for the programme to ensure viability.
5. There are appropriate progression opportunities.

The evaluation panel will conduct a critical assessment of the proposed programme. The panel will ensure that the staff responsible for the delivery of the programme have a clear understanding of the programme and its objectives. The panel will also consider the colleges capacity to deliver the course and provide the necessary support in terms of staff support, resources, programme management, examinations, assessments procedures and quality assurance matters.

The Academic Chairperson informs the proposer of the outcome of the panel and if the programme is to be approved specifies the conditions, if any, of the approval and the period of the approval.

The Academic Chairperson circulates a report of the meeting to the other members of the panel.

Step 5: Approved Programme Outline Document

The proposer should submit an Approved Programme Outline Document (Appendix 6), within one week of the receipt of the report and no later than one month before the intake of students to the course.

The final draft of the programme document includes any amendments required to meet the panel's conditions.

Where the proposer finds it difficult to meet the conditions specified by the panel, the proposer should inform the Academic Chairperson immediately to discuss alternatives.

Programme Development

It is the responsibility of the Course Director to ensure that courses are developed to:

- Offer a valuable educational experience to the learner
- Ensure that both the academic and potential employment needs of the learner are satisfied
- Comply with all requirements of the HETAC
- Comply with all requirements of the OCR
- Support the overall objectives of the college
- Support the overall objectives of the programme

Drawing on the detail of the Approved Course Outline document the Course Director draws up a Course Development document detailing the following:

1. Aims and General Learning Outcomes

This section should consist of a general statement of intent relating to the goal of the course.

2. Learning Experience and Assessment

Learning Outcomes: detailed measurable learning outcomes should be specified. These outcomes should inform the construction of the whole course

Syllabus: this should consist of a description of the content of the course.

Teaching/Learning Methodologies: a description of the methods and materials to be used in the course.

Assessment Methodologies and Instruments: this should consist of the techniques to be used to measure the degree to which the learning outcomes have been realised.

3. Curriculum and Time/Staff Allocation

A timetable detailing the contact-hours for each subject in terms of the time spent in the laboratory, practical, workshops, studio, tutorials, lectures, etc. The staff member/s to deal with each subject should be listed.

4. Facilities

Provides the necessary detail to enable an evaluation to take place of laboratory/studio/workshop/other accommodation facilities to be available to students participating in this course.

5. Curricula Vitae

The curricula vitae of the staff to teach on the course are to be attached.

6. Draft Course Schedule

The draft course schedule includes listings of examination subjects, component subjects, contact hours, credit rating and marks per subject in accordance with HETAC and OCR requirements.

7. Quality Assurance and Quality Control

Details of how the Course Director can ensure that the standards of teaching and learning systems for the

programme are adequate and details of how the quality assurance and quality control are to be monitored.

8. Student Numbers

The Course Director should specify the number of students that are to be enrolled on the course, and details of any special invitations allowing access to mature students, disabled students, and the facilitation of gender equality are to be included.

9. Assessment

The procedures in place for the assessment of students must be documented. All assessments will be examined in terms of whether they are:

- a) are fair and consistent
- b) comply with standards determined by HETAC, OCR and/or other approved validating body
- c) are effective in measuring the students attainments and intended learning outcomes
- d) contribute to the total learning experience
- e) encourage creativity and originality

The Course Director sends the Programme Development document to the Academic Committee for review. The Academic Chairperson convenes a meeting of the Academic Committee to review the document. At the end of the meeting the Academic Chairperson informs the Course Director of the conclusions and recommendations of the committee. A report of the meeting, when confirmed by the Academic Chairperson, is circulated to all members of the Academic Committee. The Academic Committee recommends to the Executive Committee whether the programme should be developed.

On receipt of the approved Programme Development Document the Programme Director, in conjunction with the Registrar, will submit the approved documents to the external validating body for their approval. Once the external validating body has approved the programme, the Programme Director and the Registrar, convene a meeting with the Executive Committee to finalise scheduling arrangements and the allocation of resources.

If the external validating body fail to approve the programme the Programme Director must identify the reasons and inform the Academic Chairperson and the Executive Committee. The Academic Chairperson will convene a meeting of the Academic Board and the Executive Committee to decide on whether to pursue the programme development or to cancel the programme.

Should approval be granted, with conditions, the Programme Director must inform the Academic Board and the Executive Committee. The Academic Chairperson will convene a meeting of the Academic Board to investigate the conditions. The Academic Board will investigate if the conditions:

- a) materially change the nature of the programme
- b) the college has the resources to fulfil the conditions
- c) the conditions are in line with the college objectives

5.4 Module Evaluation

GCMS has a system of module evaluation, which is to take place each time a module is delivered. The review considers data relating to student performance from students and staff. The review considers module information, content, delivery, assessment, feedback to students and resources. A standard form is completed and provided to course directors for the annual course monitoring exercise, see Appendix 3.

The main purpose of the review process is to monitor the academic quality of courses and the performance of students. Each Course Director submits an annual report, detailing and commenting upon such matters as student enrolments, profiles and performance, comments from students, reports of assessors and external examiners, quality assurance issues, learning resources and course developments. The report is presented in a standard format each year. The Executive Committee considers course reports. The relevant staffs are invited to attend an annual course review meeting. The council is required to consider the operation of each course, progress on issues raised in the previous year, overall standards, patterns and trends. Key developments are highlighted and a statement of good practice and innovation is prepared.

6. Procedures for the Assessment of Students

6.1 Introduction

The Academic Chairperson has overall responsibility for the management of all assessment. The Academic Chairperson or their nominee is responsible for ensuring that all examination papers and other forms of assessment are submitted to the relevant external examiner for his/her approval.

The Academic Chairperson or their nominee is also responsible for ensuring that all relevant details of examinations, assessments, marking arrangements and grades are notified to students in writing at the commencement of each programme.

The college aims to implement a student assessment procedure that is fair, consistent and in compliance with HETAC, OCR and other awarding bodies standards.

Arrangements for the conduct of the examinations is the responsibility of the Registrar. The Registrar ensures the maintenance of maximum security in all exam related matters. The Registrar also ensures that all examinations are completed within the specified times and dates. The Registrar is responsible for making arrangements for holding examinations and supervises the conduct of the examinations, invigilators and students.

6.2 Examinations

Examinations will be held in accordance with the objectives and assessment criteria of each programme. It is the responsibility of the Academic Board to advise the Registrar of the assessment criteria for each programme. The Registrar, in conjunction with Programme Directors schedule examinations, these examinations may be held on a semester or term basis depending on the programme.

6.2.1 The Board of Examiners

The Board of Examiners determines the results and academic progress of students and makes recommendations regarding the students final award. The Academic Chairperson convenes the board of examiners and includes:

- All of the external examiners
- All of the internal examiners
- The Programme Director
- The Registrar/Examinations Officer

The Board of Examiners will make the final decisions on all module marks and the final award. Such decisions being made on the basis of actual performance in the assessments that have been formally identified as contributing to the final award. The decision of the Board of Examiners is final.

In order to ensure the development of a just and equitable system all members of the Board of Examiners should declare any personal interest, involvement or relationship with a student before the sitting of the examinations board. This interest should be declared to the Academic Chairperson. It may be possible, with the agreement of the other members of the Board, for a particular member to withdraw from a particular case that may have a personal interest.

All decisions made by the Board are of a majority decision.

The proceedings and deliberations of the Board of Examiners are confidential and under no circumstances should any member of the Board disclose to any other person information that has been discussed at a Board meeting, nor, should any member of the Board disclose any decision made by the Board to any other person.

At the Board of Examiners meeting a final results list is endorsed which will record the total marks or grades awarded to each candidate in each course module. It also indicates whether a candidate has achieved a grade of pass, merit, distinction, honours or has failed.

In the case of a candidate who fails recommendations of exemptions are indicated.

The Registrar has the responsibility for the scheduling of all exams:

- The Registrar's Office distribute to departments final exam listing of all their courses
- The departments indicate on the list whether it is a final exam, room preference and building. This list is then returned to the Registrar's Office
- The Registrar sets provisional exam dates
- The provisional list is distributed to the departments for review
- The lists are returned to the Registrar's office with any amendments marked.

- The final exam schedule is published. The final exam schedule is also available on the college web site and on notice boards

The Registrar has overall responsibility for the conduct of examinations within the college and should ensure:

- The proper conduct of examinations, including invigilation
- The integrity of the examinations by ensuring that all examination entries are properly recorded
- All sample answers, marking schemes, back up material, marking schemes, examination papers are prepared by Internal Examiners and submitted to the External Examiners well in advance of the examinations
- The students are informed well in advance of the examinations
- Continuous assessment records are made available to the External Examiners
- Proper arrangements are made for meetings between Internal and External Examiners
- Students are made aware, well in advance, of the conduct that is required during the examinations.

6.2.2 Internal Examiners

The Programme Director appoints the Internal Examiners, who are responsible for the assessment of the performance of students. The Internal Examiners provide to the External Examiners draft examination papers, worked solutions, marking schemes. The Internal Examiners submit to the Registrar a copy of the examination questions for printing. The Internal Examiners are required to implement all recommendations of the External Examiners.

Internal Examiners are expected to provide the following information to external examiners:

- a) Mean, standard deviation and %failure/pass rate for each module with corresponding figures for at least the past three years.
- b) Mean and standard deviation on each assessment component for each module in the current year as required by the external examiner.
- c) Mean and number of attempts for each major question/section for each examination paper in the

current year as required by the external examiner.

6.2.3 External Examiners

The Programme Director appoints external examiners in consultation with HETAC, OCR and other validating bodies. External Examiners are responsible for ensuring that the appropriate standards are applied with regard to the various award levels and that comparability of standards between the college and other institutions is achieved and maintained.

The Registrar is responsible for writing to the External Examiners advising them of the examinations schedule.

The views of the External Examiner must be influential where there is disagreement on the mark to be awarded for a particular module. The External Examiner is required to provide to the Programme Director an annual report on the operation of the programme, the quality of the teaching and assessment. It is the responsibility of the External Examiner to review all examination papers and method of assessments, worked solutions and marking schemes before the examinations/assessments and make suggestions, criticisms, deletions, amendments or additions to these papers as appropriate.

On completion of the examinations the Internal Examiners will advise the Registrar of the marks awarded to each student. The Registrar will compile a report outlining the marks for each student (including assessments) for each programme and will forward this report to the appointed External Examiner. The report will set out the marks awarded to each student for each subject on a particular programme, which will allow the External Examiner identify any discrepancies or highlight any marking irregularities. All examination answer scripts and subject assignments will be sent to the respective External Examiners.

6.2.4 Conduct of Examinations

Students are registered for examinations during the normal registration process that takes place at the beginning of each term. Registered students have access to a copy of the Student Handbook that includes information on examination regulations. In general, examinations will take place two weeks after the completion of the taught part of the module.

The timetabling of written examinations for undergraduate courses is the responsibility of the Assistant

Registrar/Examinations officer. Examination dates should be set before the module is commenced. Detailed timetables for the examinations are published at least six weeks prior to the exams. Copies of relevant examination timetables are sent to the relevant faculty, and are published on college notice boards and on the college website. The onus lies on each student to ascertain the dates, times and venues of examinations by consulting the appropriate location. No timetable or reminder is sent to individual students. Published examination timetables may be subject to subsequent changes of time and/or venue; any such changes must be clearly and immediately notified on the relevant faculty, notice board, and webpage, and students are advised to check these regularly in the period leading up to the examination session.

It is the responsibility of the Course Director to ensure that appropriate arrangements are in operation within the Department to ensure the security of question papers during their preparation and until such time as the examination has been completed. Once examination papers have been submitted to the Assistant Registrar/Examinations officer, the responsibility for their security also lies with the Assistant Registrar/Examinations officer. All examination papers forming part of a final or degree examination are sent to the relevant external examiner(s) for review and comment prior to submission.

On the examination paper itself the rubric should give clear and unambiguous instructions to candidates. The weighting applying to each question must also be specified, except where all questions carry equal weight in which case a sentence to this effect will suffice. Where substantial changes are made to the format of an existing examination paper, or when an examination paper is being introduced for the first time, sample papers should be available to students at least eight weeks in advance of the examination.

6.2.4.1 Invigilation

The Registrar/Examinations Officer selects examination supervisors. They are fully trained with regard to their details and responsibilities, including procedures with regard to late attendance at an examination, academic impropriety in an examination session, taking attendance records and collection and return of the scripts to the Examinations Office. All invigilators are required to conduct examinations in strict

accordance with the guidelines provided by the Registrar/Examinations Officer.

6.2.4.2 Conduct of Students in Examinations

All students presenting for examination must have in their possession their current college identity card. Students will not be admitted to an examination after the first half hour has elapsed from the time of commencement of the examination, and may not leave the examination venue during the last half hour of the examination. Students are required to abide by the instructions given by invigilators. Breaches of the Guidelines for Students at Examinations with regard to the introduction into the examination venue of books or notes in any format, the copying from or exchange of information with other candidates, or the use of information improperly obtained are regarded as serious offences for which students may be expelled from the College.

6.2.4.3 Attendance of Examiners at Venue

It is the duty of examiners to be present inside the examination venue at the start of any examination they have set in order to deal with queries from candidates or invigilators, and thereafter examiners must be contactable by telephone for the duration of the examination. Where two or more examiners have set an examination paper, arrangements should be made by the Course Director to ensure that at least one of the examiners concerned is present at the start of the examination. Examiners should identify themselves to the Invigilator on arrival at the examination venue. Examiners who are unable to be physically present at the venue must be contactable by telephone for the duration of the paper in question. Before the commencement of each examination session, Course Directors are asked to return to the Registrar/Examination Officer a list of the names and contact numbers of all examiners.

6.2.4.4 Absence from Examinations

Where a student becomes ill prior to the commencement of the annual examination or where illness prevents a student from completing

any part of the annual examination, they may, through their tutor, seek the Course Director's permission to withdraw and present for the supplemental examination in that year. Where a student is unable to present for the supplemental examination for medical reasons, they may, through their tutor, seek the Course Director's permission either to repeat the module or to withdraw and present for the annual examinations the next time they run.

6.2.4.5 Collection of Scripts

At the conclusion of each examination, the invigilators take scripts to the Administration Office where they are logged in and held for collection. Examiners may not collect scripts directly from the examination venue. Examiners or other members of staff authorised to collect scripts are required to sign for them and may be asked for proof of identity. Before the commencement of the examination session, all examiners are notified of the times during which scripts may be collected.

6.2.4.6 Security of Scripts

Examiners are responsible for ensuring the security and integrity of scripts in their possession and must inform their Course Director of the location of, and means of access to, any scripts removed from College for the purposes of marking.

6.2.4.7 Copying of Scripts

Where original scripts are sent to external examiners during the course of the examining process, the Assistant Registrar/Examinations Officer must ensure that a complete copy of all materials despatched is retained in the Department, and that the materials are fully receipted by the postal or courier service employed.

6.2.4.8 Retention of Scripts

Departments for thirteen months from the date of the meeting of the Examinations Board that moderates the marks in question must retain all examination materials relevant to the performance of any candidate. Such materials will include, examination scripts, essays, dissertations, etc., and any written information directly related to the completion and marking of any assessment exercise written or otherwise performed.

6.2.4.9 Access to Scripts

Students are entitled to view their examination scripts when discussing their examination and assessment performance with examiners. The Assistant Registrar/Examinations Officer should provide information to staff and students about the arrangements for access to scripts. A student has a right to request access to his or her own records. Such records include the examination scripts and assessments that have been marked (and annotated) by the internal and external examiners. The college will give a copy of such scripts and assessments if a student makes a request. Additionally, students have the right to a written statement of the reasons for a decision of the College that affected them as individuals. Such decisions would include examination/assessment marks.

6.2.4.10 Annotation of Scripts

Any comments, markings or other annotations written on an examination script and any notes made in relation to the examination/assessment other than on the script, may be subject to a request. Even if no notes or annotations have been made on the script or anywhere other than on the script, an examiner must still be able to give satisfactory reasons for marks awarded, if requested to do so. Any comments, markings or other annotations written on an examination script and any notes made in relation to the examination/assessment other than on the script, should be clear and concise and correspond to the mark(s) awarded as they may be subject to a request. It may be indicated, in some appropriate way, that the examiner has read all of the script/assessment. The mark awarded for each separate examination question should be clearly

noted. If appropriate, depending on how the marking scheme is structured, the mark awarded for each section of each question should be shown. It may be useful to record or highlight significant lacunae, errors, good points and unclear areas on the script as reference points. If requested to give the reasons for a mark/decision, an examiner must be able to give satisfactory reasons, even if no annotations have been made on the script. If an examiner cannot be contacted after the publication of the examination results, it would be important for colleagues who will have to deal with any request to have access to a well-annotated script or other notes.

6.2.4.11 Marking of Scripts

Internal Examiners must mark examination scripts in a fair and transparent manner and in accordance with the marking scheme approved by the External Examiner. Graded scripts will be sent to External Examiners by registered post or a similar secure process. The College will ensure that any mail related to examinations is securely sealed. External Examiners are required to acknowledge receipt of examination or assessment material received from the College.

6.2.4.12 Marking Schemes

The award of marks and grades to any paper submitted by candidates for assessment and examination purposes shall be determined by reference to an agreed marking scheme, such as general grade descriptors approved by faculties, and/or detailed marking schemes for examination papers, individual questions, written or practical assignments and tests, as deemed by examiners to be appropriate to the nature of the assessment and the course of study.

6.2.4.13 Anonymous Marking of Examination Scripts

The anonymity of candidates for all examinations shall be preserved. This policy extends to all candidates with special needs, unless such a candidate formally waives his or her right to anonymity. Where different examiners mark individual questions in a paper, a single examiner

shall be responsible for the overall mark for the paper returned to the Board of Examiners.

The Registrar/Examinations Officer should ensure that a technical check of assessment marks is carried out (i.e. to ensure that simple arithmetic errors or omissions have not been made).

All assessment that contributes to a module mark must be moderated in some way, where moderation is defined as some form of independent academic checking in addition to the technical check of marks. Moderation may involve looking at pieces of assessed work (e.g. double marking) or it may involve analysis of marks for the cohort for that assessment. The amount of moderation may vary dependent upon the nature of the assessment, the contribution made to the module mark and the overall contribution of the assessment to the achievement of the award.

Moderation may be undertaken either on a random sampling basis, or by targeting of individual cases following previous moderation or identification of a potential problem (for example where there is significant disparity between the different elements of assessment for an individual student or within a module or where there is significant disparity between the marks of different markers for a particular assessment or within a module).

Double Marking is the term used where more than one marker assesses student work. This may be done 'blind' or 'non-blind'. In blind double marking, the marks and comments of the first marker are not available to the second marker. A final mark is either agreed by the two markers in collaboration with the module leader or equivalent or the Examinations Officer, or produced by simple averaging of the two marks. In non-blind double marking the marks and annotations of the first marker are available to the second marker. This latter method is usually used where the role of the second marker is seen as more one of checking the marks given by the first marker, such as where first markers are less experienced, or where there are several first markers and consistency may be an issue. The mark of the first

marker usually stands, unless there are significant discrepancies between the marks of the two markers. Double marking is recognised good practice for all assessments, which contribute significantly to the final award. Double marking for all students is recognised as good practice for all projects, dissertations and other substantial pieces of work. The Academic Chairman should ensure that the methods that are used are agreed with the Course Directors and that clear procedures are in place for moderation and the resolution of discrepancies or disagreements between markers.

Examination marks are submitted to the Registrar or his/her nominees. A Marks Sheet (Appendix 8) is completed for each examined course module. For each candidate the Marks Sheet also includes the allocation of marks for Written, Practical, Project and Continuous Assessment components and the overall total of marks awarded to each candidate. These marks are agreed by the relevant Internal Examiner(s), Course Director and External Examiner and are signed off at an Examination Board Meeting.

Where the marks for a module fall outside of the normal range (on the basis of historical data) or where concerns or issues have been raised about the module or its assessment before or during moderation, an investigation should be made into the reasons why this might have happened. Where the reasons are identified as being due to an error in the assessment process (i.e. the format/content of the assessment, marking or assessment criteria) or to some factor which would have affected students (such as unavailability of essential research equipment), the marks for all students may be adjusted. The extent of adjustment should be agreed with the external examiner. Where marks are adjusted, the rank order of affected students for the assessment must be maintained and the mark distributions should normally be preserved. The normal method of mark adjustment might be a simple addition or subtraction of an agreed percentage; however, more sophisticated methods may be used within the above constraints. There should be no adjustment to marks if they accurately reflect the achievement or otherwise of the learning

outcomes and have not resulted from an error in the assessment process or some other factor which would have affected students. Mechanisms should ensure that any concerns identified in the assessment process or other aspects of the module result in a review of that module.

6.2.5 Issuing Results

Students are notified of their provisional results immediately after the Examination Board Meeting. Their student number identifies them. The College will ensure that, following the issuing of results; students are afforded the opportunity to discuss their results and performance with the College's Academic Counsellors. The College will issue each student with a transcript of results. A provisional examination result remains in force unless the College withdraws it in writing. An approved examination result remains in force unless HETAC withdraws it in writing. Changes to results arising from re-checks or reviews will be considered by HETAC following a recommendation by a Board of Examiners.

6.2.6 Re-checks/Reviews

We assume that students will normally have brought to the attention of their tutor mitigating circumstances which they consider might affect their future examination performance, and made appropriate submissions in mitigation to their Course Director prior to meetings of the relevant Board of Examiners, so that the Board of Examiners may take such circumstances into account in formulating results, decisions and recommendations.

The College will consider appeals from students against progress decisions following examination made on the following grounds:

- That there were circumstances unknown to the examiners which contributed to a student's academic performance and consequently to the decision against which appeal is being made and the student can present good reason for these circumstances not having been made known in mitigation prior to the meeting of the Board of Examiners; or
- That there was an administrative irregularity or failure in procedure giving rise to a reasonable doubt as to whether the decision would have been different if it had not occurred.

Students are informed in the Student Handbook about the procedures to follow should they wish to have a re-check or review of their examination results. A request for a re-check must be received not later than five working days after the date of the posting of examination results through the College website. Requests for re-checks will be considered only if submitted in writing (by letter, fax or email) by the person concerned.

6.3 Continuous Assessment

GCMS follows a mixed method of assessment. We recommend a weighting of 60:40 of exam based to continuous assessment in each module. The assessment of course work may be based on the writing of essays, assignments, the setting of tests and assessments including oral tests or presentations, attendance at practical classes and field trips, the carrying out of laboratory projects, and the satisfactory completion of professional placements or training.

6.3.1 Setting Continuous Assessments

Students required to submit written essays, assignments or other projects counting towards their final or end-of-year result must be given advance written notice of due submission dates, of where and to whom and in what format the work is to be submitted and of the penalties which may be applied for late submission. Once published, submission dates should not subsequently be altered to an earlier date. Where permission is given to a student, for medical or other reasons, to return work later than the published deadline, a written record of the new submission date agreed between the student and the Head of Department or course lecturer concerned must be retained.

6.3.2 Submission of Work

Students should only submit work for assessment in the form of an e-mail attachment or by other electronic means if they have been expressly instructed to do so by the lecturer concerned, whether because the method of submission forms part of the prescribed exercise or for another reason. Students may be required to submit both a paper copy and an electronic copy of their work. Tutors requesting electronic submissions must ensure that they are using software configured to provide the students with an electronic acknowledgement of submission or receipt. Students are advised that they are required to keep a copy of all work submitted for assessment. Each student is issued with a receipt for submitted coursework that either indicates clearly that the work was submitted before the deadline, or shows the time and date of submission for any work submitted after the deadline. A designated member of staff should sign receipts.

6.3.3 Extensions

Students should be required to apply in writing for an extension explaining the reasons why they require an

extension and appropriate evidence should be attached. Each case should be considered on its merits and below are examples of acceptable/unacceptable circumstances.

Acceptable	Unacceptable
Major computer problems (eg failure of GCMS IT systems, such as network or server failure).	Minor Computer problems (eg lost or damaged disks, printer breakdown)
Significant medical problems	Lost assignments
Personal problems.	Desired books not in library
Compassionate, (for example, family bereavement).	Unverifiable travel difficulties
	Not realising deadline imminent

6.3.4 Assessment Marks

School staff should ensure that assignments are marked and feedback given to students within a reasonable time of the submission date, taking into account that students find feedback helpful for examination revision. Students should be advised that marks disclosed during the course of the year for prescribed assessments are subject to moderation by internal and external examiners, and as such are to be considered to be provisional until the end-of-year results are confirmed. The provisional results of assessment exercises are sent via e-mail directly to the student. Where results are distributed through lists or notice boards, the results should be published anonymously using student number as identifier.

6.3.5 Unsatisfactory Course Work

All students must fulfil the requirements with regard to prescribed course work on their course of study. Students may be deemed to be non-satisfactory if they fail to fulfil course work requirements. A Course Lecturer may report such students to the Course Director as being non-satisfactory for that module. The Course Director sends the report to the student's tutor, who will normally interview, or otherwise contact, the student and respond on the student's behalf to the Course Director detailing any mitigating circumstances surrounding the student's non-satisfactory performance. The Course Director in consultation with the Academic Chairman may refuse the student permission to

take their annual examinations and may be required to repeat the module.

6.3.6 Academic Impropriety

Academic impropriety includes cheating, plagiarism, forgery, collusion and any attempt, successful or not, to gain unfair advantage in the assessment process. Suspected academic impropriety in the case of continuous assessment work/projects is reported to the Registrar by the examiner(s) and investigated accordingly. The Registrar refers all cases of academic impropriety to the Course Director.

The Course Director convenes a disciplinary committee of which he is chair. The chair of the committee informs the student of the investigation in writing at least seven days prior to the meeting of the Committee. The student concerned is invited to make a written submission on the incident to the Committee and/or to attend the meeting.

On consideration of the evidence, the Committee reaches one of two conclusions:

- Academic Impropriety has not occurred
- Academic Impropriety has occurred

The Committee will be bound by the following guidelines:

- In the event that conclusion (i) is reached, the matter will be considered closed
- In the event that conclusion (ii) is reached, the decision must be unanimous. The Committee will notify the student of the decision in writing. The Committee will forward a report to the relevant Board of Examiners detailing all situations for which conclusion (ii) was reached. Such a report will detail the seriousness of the matter and any mitigating circumstances. The Board of Examiners will decide on what penalty, if any, should be imposed in cases of academic impropriety. The penalty will be appropriate to the seriousness of the case.

7. Procedures for the Evaluation of each Programme at regular intervals

The purpose of the periodic review process is to assure quality and identify opportunities for improvement. Such a review ensures that programmes are updated and take into account all new developments in a discipline and remain relevant to the learner needs. This review process takes place every 2 years or more often if the Executive Committee deems this necessary. The periodic evaluation is made up of an internal assessment presented by the course director and an external assessment presented by an expert from outside the college.

7.1 Internal Evaluation

The internal-evaluation is put together by all the academic staff involved in delivering the course, student representatives and others involved in the provision of support services for the program:

- This assessment is evaluated using data from the ongoing evaluation reports.
- The internal-evaluation attempts to assess the learner's level of satisfaction with the quality of teaching by examining the data from the Student Questionnaires.
- It examines the rates of student attrition, retention, and progression, the level, distribution of awards, the continuing validity of course content and the effectiveness of learner support services.

The Academic Committee and the Executive Committee receive a copy of this report for review. The Course Director is required to respond to this report addressing any issues it raises. It is the responsibility of the Academic Committee to agree a schedule for self-assessment by each Faculty.

7.2 External Evaluation

An external expert(s) is appointed by the Academic Committee to produce an external evaluation report. This report should:

- Identify the strengths and weaknesses of the program
- Identify and opportunities for improving the offering
- Evaluate the Internal Evaluation Report

The external expert should meet with the key staff in the organisation and staff involved in the teaching and delivery of the course modules. In addition, the Panel has the opportunity to interview current and past students of the College.

This report is presented to the Academic Committee. College staff is given the opportunity to comment on the report and these comments are then appended to the final text.

8. Communications

GCMS supports the implementation of the Communications Process within the college. It is recognized that communications plays a vital role in developing motivation and commitment of staff and students. GCMS is committed to providing the necessary communications channels that allows for easier transfer of information, data, messages etc between staff members, students and staff members to students and vice versa.

GCMS will provide the following communications systems to students:

8.1 Email

The college will provide students with access to an email facility. This will be protected by individual passwords and a firewall system.

8.2 Notice boards

Notice boards will be located in staff rooms, receptions area and student room. There will also be a separate notice board for the display of academic information and examination results. It is the responsibility of the Registrar to post the examination/assignment results once the external examination process has been completed.

It is the responsibility of each staff member using the notice board to ensure that out of date notices are removed.

8.3 Meetings

8.3.1 Staff Meetings

There will be a general staff meeting once a year to be held at the end of May. This meeting will be chaired by the college Principal in conjunction with the Executive Committee. The meeting will be used to inform staff, in a formal setting, of the past years events. The organizing of this meeting will be conducted by the Administration Office.

It is the responsibility of each college department to establish monthly meeting between Department Heads and Academic/Administrative staff. The purpose of these meeting is to engage in discussion regarding operational issues, implement new procedures, identify problem areas, brainstorm etc. The timing of these meeting is to left to the respective staff's. All meeting should be documented by using Form SMT 1 (Appendix: 9)

8.3.2 Student/Academic Staff Meetings

It is the responsibility of each Programme Director to ensure that every effort is made to engage the students on an ongoing basis. It is also the responsibility of the Programme Director to encourage new groups to elect a class representative. Once this has been achieved, the Programme Director can establish a schedule of meeting with each representative. All meetings will be recorded using the Student/Lecturer Meeting Form SL 1 (Appendix 10). If a student and/or lecturer requests a meeting to discuss continuous assessment, various aspects of class work and/or other issues relating to the programme of study or a difficulty with a module/subject the Student Lecturer Feedback Sheet (Form SL 1 Appendix 10) should be used.

8.4 Class Register

It is the responsibility of the Registrar, in conjunction with the Administrative Office, to ensure that each lecturer has a class register. Students are required to 'sign in' their attendance as required by the schedule of each programme. It is the responsibility of the lecturer to ensure that each student has signed in and that no student 'signs in' another absent student. In certain situations, a head count of all students attending class should be taken and the number compared to the number of signatures on the class register. If they do not match, another attendance sheet is issued and the class 'sign in' again.

9. Procedures for selection, appointment, appraisal and development of staff

9.1 Before Selection

The first step in the procedure for selection and appointment of staff is to decide if the Post is needed? As the first step, careful consideration should be given to:

- The necessity for filling the post;
- The tasks to be undertaken;
- The skills required to do the job.

Departmental colleagues should be consulted about the vacancy to ensure that it will meet both present and future needs. A file should be opened for each vacancy; relevant material should be kept for one year after the date of appointment. Information kept on file should include:

- Recommendations arising from the vacancy.
- Further particulars.
- Correspondence relating to approval for filling the vacancy.
- A copy of the advertisement and a record of where it was placed.
- All returned application forms/CV's in full.
- All notes from short-listing, pre-selection and interviews, references.
- Correspondence regarding approval of the appointment and a copy of the letter of appointment.

All academic posts should be formally approved by the Executive Committee before the vacancy is advertised. Approval to hire should be based on the following information:

- Description of the post;
- How it fits into the Department's structure/strategy;
- The proposed remuneration and duration of the post;
- The timetable for filling the post and interim arrangements.

A selection panel containing at least three members should be established to carryout the appointment procedures. The Academic Director must approve any appointment before any formal offers are made. No one should interview alone. Efforts should be made to ensure that the Panel is balanced and representative in terms of age, race, gender and disability. The intention is to ensure that no candidate feels disadvantaged by the makeup of the Panel and that the maximum breadth of experience is represented on the Panel. It is recommended that selection panels meet before advertising to agree any further particulars. Where this is not possible, members' views should be sought by telephone or letter.

The particulars for the vacant post should include a job description and employee specification. The job description should describe the tasks and responsibilities to be undertaken so that both the potential post-holder and the Department have an appreciation of the job and its role within the institution. The job description should be formulated in accordance with the guidelines in Appendix 9.1.

The employee specification should identify the qualities required by the successful candidate in order to fulfill the requirements of the job effectively and include:

- Experience
- Qualifications and training
- General and special knowledge
- Skills, personal attributes and circumstances

The employee specification within the further particulars should be used as a basis for short listing and interviewing so that it can be demonstrated that selection has been undertaken using measurable, objective and justifiable criteria where possible. Careful consideration should be given to how each aspect will be tested. The interview alone may be insufficient to test the full range of requirements. The same selection methods should be applied to both internal and external candidates.

A Programme Director is normally required to hold a Ph.D. He/she should have strong management and administration skills and extensive teaching experience at third-level. Course Lecturers are selected from faculty at leading academic institutions and are recognised leaders in their academic field; ideally they hold a PhD or be working towards one. This will, however, depend on the subject area in questions. They should also have extensive third-level teaching experience and a record of academic research preferably supported by publications in peer-reviewed journals. Course Tutors must have postgraduate experience and third-level teaching experience. They should be familiar with web-based communication tools.

9.2 Selection

After the closing date, applications for the post are sent to the appropriate member of staff. Short listing should never be undertaken alone. Each candidate's application is assessed against each of the criteria identified in the job description. Candidates are notified of the outcome of short listing and are informed of the necessary arrangements for interviews as soon as possible. The Selection Panel is consulted when references are taken up. Referees may be asked to address specific issues.

The interview, its setting and timing, the areas to question and probe the applicants are set out and efforts are made to ensure that each candidate is given the opportunity to demonstrate his/her skills. A provisional offer may be made to the successful candidate but only the Academic Director can make a formal offer. Once the successful applicant has confirmed acceptance of the post, the other candidates are informed in writing of the outcome of the selection process as soon as possible. There is an induction plan.

9.3 Staff Development and Appraisal

The Staff Development and Appraisal Programme is an integral part of the College's overall processes to assist with the forward development of staff. It provides a means whereby individual and institutional roles and expectations can be clarified and reinforced. All staff in the College have the opportunity to engage in discussion about their development needs and support requirements.

The main purpose of the Staff Development and Appraisal Programme is to identify, through confidential and frank discussion, issues concerned with the continuous professional development of individual members of staff. For example, it may identify training needs, special assistance or facilities required for research, teaching or administration. Advice may be given regarding development needs in the context of promotion. The appraisal should also be an opportunity to consider the needs of the Department and the wider College and how those needs will impact on the individual. The programme is not part of the annual review procedures that contain separate provision for discussion with staff involved. However, the programme provides individuals with a supplementary means of clarifying career expectations.

The appraisal provides the appraisee with an opportunity to express their views about the Department and the College. All academic staff, irrespective of type or length of contract, are required to take part in the programme. In addition, members of staff serving as Heads of Department will be appraised in these roles. As the programme has a positive, developmental purpose, appraisal has no disciplinary function and cannot be used to initiate any disciplinary action.

The Development and Appraisal Scheme will be fair and objective. The Appraisal Scheme will vary depending on the staff member;

- a) Academic Staff: at the end of each semester, term.
- b) Administrative Staff: at the end of each year with quarterly reviews.

- c) All probationary staff will be subject to appraisal at the end of their probationary period.

The Academic Director will identify an appraiser for each member of the academic staff, while the Administrative Director will identify an appraiser for administrative staff, each will contact the relevant appraiser to ensure that they will agree to appraise the staff assigned to them and will contact those staff assigned to another appraiser to determine if this is acceptable to them. The appraisers must undertake Appraisal training before they are able to act in this capacity.

The Programme Director will then notify all appraisees of the date of their appraisal and their appraiser. A Staff Development and Appraisal Form must be completed initially by the appraisee within a specified, reasonable timescale and returned to the appraiser, (Appendix 7). The Programme Director shall invite the member of staff to inform the appraiser if the timescale and/or date are inconvenient, and to agree with the appraiser a mutually acceptable alternative.

The appraiser should take time to prepare for the discussion with the appraisee and set aside a period of uninterrupted time, which should be at least one hour, which is mutually convenient to both appraiser and appraisee. If the appraiser wishes to cover any matters not covered in the returned Form then the appraiser should preferably indicate this intention to the appraisee at least 3 days before the meeting. Both parties will sign the Form to indicate that the appraisal process has taken place. If difficulties arise, these should be referred to the Academic Director. If the difficulties are unresolved, then this shall be recorded on the appraisal form.

The appraisal meeting and appraisal form are confidential to the appraiser, appraisee, the Programme Director and the Academic Director. Programme Directors will read each appraisal form after completion to instigate any agreed actions which the Head of Department considers to be appropriate and to receive feedback in relation to any college-wide issues.

Handling an appraisal process effectively requires training and practice; courses will be made available on an annual basis and will be mandatory for all staff required to act as an appraiser.

9.4 Professional Development

The Professional Development of staff is an integral part of the College's overall processes to provide a means whereby individual and institutional roles and expectations can be clarified and reinforced. All staff in the College should have the

opportunity to engage in discussion about their development needs and support requirements in the context of a relevant job description and clarity about the grading position.

The main purpose of the programme is to identify and discuss issues concerned with the professional development of individual members of staff. This will include training needs and any other assistance required for staff to carry out their role more effectively. Advice may be given regarding development needs in the context of promotion. It should also provide an opportunity to consider the needs of the Department and the wider College and how those needs impact on the individual. The Programme will help individuals clarify career expectations and recognise and highlight areas for future development. Staff aspiring to promotion may expect the programme to assist them, as staff can make clear their career aspirations, and draw attention to their achievements. It will assist staff to clarify their roles and grading expectations. It will help staff make realistic assessments of the opportunities for development both within their own departments as well as across the College as a whole.

All clerical, administrative, technical and support staff, irrespective of type or length of contract, are required to take part in the Programme. As the programme has a positive, developmental purpose, there is no disciplinary function and it cannot be used to initiate any disciplinary action.

The Professional Development Programme will be fair and objective. Normally the Department Manager should undertake the development review. The Department Manager may designate a more appropriate developer depending on the circumstances in the department. S/he will identify developers for the members of staff in question and will ensure that the development reviews take place. Any individual may insist on their Department Manager carrying out the development review or, if the individual has good cause for requesting another developer, the individual should contact the Programme Director to request an alternative developer. It is important that all concerned with the Programme ensure that they provide sufficient time, energy and commitment to do justice to the process.

The Department Manager will notify all individuals of their developer and will provide Professional Development and Review Forms to be completed by the individual. The covering note should offer an opportunity to discuss a change of developer. The Staff Development and Appraisal Form (See Appendix 7) should be completed by the individual within a reasonable time scale, as agreed with her/his developer, and returned to the developer. The developer should take time to

prepare for the discussion with the individual and set aside a period of uninterrupted time, which should be at least one hour, which is mutually convenient to both parties. If either the developer or individual wish to discuss any matters not covered in the returned Professional Development and Appraisal Form then she/he should indicate this intention to the other party at least two days before the meeting. Both parties will sign the Professional Development and Review Form to indicate that the development review process has been completed satisfactorily. If difficulties arise, these should be referred to the Operations Manager, if he/she is not the developer, or to the developer's line manager. If the difficulties remain unresolved, then this fact shall be recorded on the form.

The development review meeting and the Professional Development and Review form are confidential to the developer, individual, and the Department Manager. The Department Manager will read each Professional Development and Review Form after final completion to instigate any agreed actions that have been identified and to receive feedback in relation to any College-wide issues. The forms should then be stored on the individuals' central personnel file.

The Operations Manager is responsible for monitoring the development review process. The Department Manager is responsible for ensuring that the forms remain confidential. All arrangements for the storage of the forms will comply with the requirements of the Data Protection Act and its regulations.

10. Procedures for Evaluating Premises, Equipment And Facilities

A (subject) programme can only be properly implemented if adequate facilities, including offices, classroom space and laboratories, are provided. It is the responsibility of the Operation Manager to ensure that the physical resources available are sufficient for the successful delivery of the course(s) to the students. The libraries resources must contain subject-related and non-subject-related literature; including books, journals, and other reference material sufficiently varied and up to date for collateral reading in connection with the instructional and research programmes and later professional work. Computer facilities for students and staff must be adequate to allow and encourage their use during the study. Computer equipment must be appropriate for searching information resources and for all other applications in (subject), including modelling, simulation, data processing and laboratory work. The laboratory facilities must reflect the requirements of the study programme; this includes appropriate up-dating and maintenance of the equipment.

The Operations Manager is required to deliver an Annual Facilities Report to the Executive Committee. This report should contain a complete facilities audit. It should also detail the renewal/updating policy for equipment. It should comment on the general appearance/condition of buildings and classrooms. It should identify:

- If there are adequate study facilities for students?
- Are the book and periodical stocks appropriate and accessible (opening hours; borrowing entitlements; electronic and remote access)?

11. Procedures for the evaluating services related to academic programmes of GCMS

The services related to programmes offered by GCMS that are evaluated as part of the quality assurance procedures include:

- Online course delivery systems
- Library Services
- Learner Support Services
- Administration Services

11.1 Online course delivery systems.

There are two basic tools for monitoring the online course delivery systems:

- The Annual Technology Report
- The Course Questionnaires

The Learning Technology Manager is responsible for the production of an annual report that is submitted to the Executive Committee. This report must include data on server downtime and server connectivity speeds. It is the responsibility of Learning Technology Manager to ensure that uptime exceeds 99% and connection speed exceeds 2.5MB per second. The Annual Technology report should also include information on data security policy and procedures, the number of concurrent users supported the fault tolerance of the system, and the policies and procedures in place to recover from outages. The current web hosting system supports the following:

- 3 GB web space
- Unlimited FTP access
- 40,000 MB/month traffic
- DATA CENTRE PRIORITY
- Protected by Firewall
- No limits on simultaneous hits/bandwidth
- Daily backups of the entire Website
- Advanced Password Protection
- SSL Secure Server
- SSH Secure Shell Access

The Student and Tutor course questionnaires collate data on the usability and effectiveness of the online content. Instructional criteria concerned with the delivery and access of instructional materials and their outcomes on learners are also evaluated in these questionnaires. The Course Director will become aware of any instructional or usability issues through their examination of these documents. Any persistent issues should be detailed in the Course Directors Annual Course Review. More immediate technical issues are collected through the Help Desk query database and Technical Support phone line.

11.2 Library Services

11.2.1 Library Management

The Academic Committee, in conjunction with the Administrative Committee, will appoint the Library Manager. It is the responsibility of the Library Manager to ensure the effective operation of the library. The Library Manager, in conjunction with the Programme Directors, will establish a book list for each programme.

The Library Manager will be responsible for ensuring the library books are maintained in a proper condition and that each book is returned for the students in the condition that it has been issued.

The Library Manager will be given a yearly budget to purchase books, the purchasing of books will be done in conjunction with the Programme Directors. Prior to purchasing a new book, the Programme Directors must complete the New Book/Text Requisition Form (Appendix 11). This form must be submitted one month before the start of a programme. The Library Manager will have a budget that will facilitate the purchasing of associate books/texts that will allow for further research in a particular topic.

11.2.2 Issuing of Books/Texts

Texts/Books will only be issued to students and academic staff on production of a valid identification card. A maximum of two books per student/academic staff member is allowed. Books are issued for a period of seven days.

Students who do not return books will not be allowed to graduate.

11.3 Learner Support Services

The Office of Academic Affairs provides students with advice and help with regard to any general academic problems they experience during their course of study.

The academic counsellors act in an advisory capacity at application stage and offering guidance regarding course module choices, and workload. They are available to provide students with assistance regarding study skills, time management and assessment submission and examination preparation.

The Office administers a short program in Study skills and Academic writing, which is made available to students who are new to this form of learning.

11.4 Administration Services

The Administration Office is responsible for the academic administration of the college in accordance with the policies and procedures approved by Academic Committee. The office ensures that there is an effective quality assurance process in place dealing with

- academic affairs
- examinations and records
- admissions and enrollment
- academic appeals.

The Administration Office manages all academic affairs including: student admissions, registration and examinations. It also ensures the integrity and security of the student information database system and records. The staff maintains accurate and complete records which are available for reference purposes to any academic and administration staff directly involved with a student. No records may be removed from the Academic Affairs Office and students can be assured that all information on their file will be kept in the strictest confidence. The administration staff generate class lists for each course module which, in turn, can be used for the administration of tutorials, examinations etc.

11.5 Evaluation of Services

An annual review of services will be undertaken by the Operations Manager. This review will involve distributing a questionnaire to students and faculty which will be included as part of the respective feedback sheets. The feedback form this survey will be compiled into an annual services report that will be presented to the Executive Committee together with recommendation to make the changes necessary to ensure that GCMS meets the minimum standard of service delivery.

12. Procedures for evaluating the effectiveness of quality assurance procedures

Quality assurance should be seen as a professional responsibility of the staff delivering programmes. In support of this commitment by staff, GCMS is committed to the recognition and reward of quality.

A particularly important aspect of an individual's commitment to quality is a willingness to think hard about established ways of doing things and to respond positively to suggestions for change. This is possible only where the institution as a whole welcomes such suggestions. The institution must also be ready to provide staff with the opportunities and resources necessary to make useful judgements on their work and to develop ways to improve it.

QA systems must be capable of operating independently of the participation of particular individuals. The policies and procedures will be clearly defined. Thus while individual and local ownership of QA systems is valuable, there should be a formal system in place that goes beyond confidence in the capacities of staff members to do a good job. Feedback from students and other stakeholders on the quality of teaching and learning is a key component of good QA systems. GCMS QA procedures understand the importance of external reference points in providing feedback to enable the institution to calibrate both quality and standard. This is only possible with adequate communication among stakeholders. The information necessary to students, staff and others so that they can play a role in quality assurance should be clear, current and easily available. Moreover, lines of communication should be open to enable all participants to make known their views.

Continuous improvement implies the establishment of a QA system that is capable of:

- (1) Making judgements on the quality of an operation;
- (2) Forming plans to reinforce good practice and address weaknesses;
- (3) Ensuring that such plans are put into effect
- (4) Measuring the impact of the improvements that have been made. It is this "closed loop" that marks the difference between effective and ineffective QA processes.

Continuous improvement also implies that quality assurance systems themselves are subject to review and, where necessary, to change. The College's quality audit scheme is designed to accomplish this.

12.1 Quality Audit

The Operations Manager is responsible for delivering an Annual Quality Audit to the Executive Committee. The Quality Audit is an independent examination of the arrangements for ensuring quality, e.g. quality assurance structures, mechanisms and procedures, and of the effectiveness of these arrangements. The Audit itself is a systems-check, it is NOT an assessment of the quality of teaching and learning.

Its purpose is to report to the Executive Committee on the adequacy of the operation of existing quality assurance systems.

The focus of internal audit is the quality assurance of teaching and learning. This includes:

- the systems that assure the quality in the design, approval, monitoring and evaluation of modules and courses;
- the systems that assure the quality of teaching, learning and assessment strategies;
- the systems that assure quality in appointment, development and performance of staff contributing to teaching and learning;
- the systems that assure quality in obtaining and responding to feedback from students, external examiners, professional bodies, employers, graduates and others.

The key features of the quality audit scheme are:

- it is review by peers, i.e. by other professional academics;
- the basis of the audit is the critical self-appraisal of QA Systems by those operating them; and
- it tests the system by sampling (i.e. selection of particular issues rather than a comprehensive scrutiny) and the tracking of these issues through the documents provided and during the audit visit.

The audit will ask some version of these basic “audit questions” about the QA systems in place:

- What are you trying to do?
- Why are you trying to do it?
- How are you doing it?
- Why are you doing it this way?
- Why do you think this is the best way to do it?
- How do you check its effectiveness?
- What do you do about the results of the check?

The audit process is designed to be open, constructive and an effective use of staff time. Audit teams should recognize that their primary role is to assist the College to improve its QA arrangements. In the course of an audit, audit teams may come into possession of sensitive or confidential material. They will be expected to keep such material confidential.

The quality audit involves:

- Documentation review;
- Site visit
- Audit report and follow-up.

12.2 Documentation Review

Four weeks before the audit visit, the Faculty will be asked to provide the following briefing documents:

- A brief critical appraisal of the operation of quality assurance processes in the Faculty/College.
- Quality Assurance Reports (QARs) for one year prior to the audit for courses under the Faculty/College.
- External Examiners' Reports for one year prior to the audit for courses under the Faculty/College.
- Faculty/College Staff Induction programme, if any.
- Faculty Staff Development scheme, if any.
- Student guides/handbooks for departments/divisions under the Faculty/College.
- Information distributed during the Student Induction/Orientation Programme.

No set format for the critical appraisal has been established, but normally it would comprise three elements:

1. An outline description of the Faculty/College quality assurance system. This description should assist the audit team as it reviews the other documents provided. Reference to the four features of quality assurance systems identified as the focus of internal audit may be useful (see above).
2. An assessment of the impact of the quality assurance system, including an indication of strengths and weaknesses. In this regard the Faculty may wish to address the basic "audit questions" (see above).
3. An indication of how the Faculty intends to enhance its system and, where necessary, to remedy any weaknesses.

12.3 Site Visit

The aim of the audit visit is to confirm the robustness and effectiveness of the quality assurance processes as described by the Faculty in the submitted documents. The Audit Committee will have determined the detailed visit programme. The visit may involve meetings with Course Directors, Academic staff, administrative staff and individuals concerned with quality assurance, representative groups of students and graduates, as necessary.

12.4 The Audit Report

The draft audit report should be submitted to the Executive Committee, by approximately four weeks after the visit, incorporating its reflections and findings. The major conclusions of the report will be settled in a private meeting of committee members after the visit. Reports should be constructive and aimed at assisting the Faculty to improve its quality assurance systems. The audit report should

- Review systems for monitoring and enhancing the quality of its teaching and learning.

- Report to on the extent to which its quality assurance systems are in fact being implemented.
- Report on the impact of its quality assurance systems.
- Identify and commend good practice in the quality assurance systems.

13. Access, transfer and progression

The stated policy of GCMS is to provide multiple entry points and progression routes so that individual learners can enter and progress based on their own individual abilities, skills, their time availability and their own requirements. GCMS provides full-time and part-time day courses and evening courses. The flexible nature of the College's education delivery is mirrored in the ways in which it provides a mechanism for people to enter the third level education system and progress to the highest standards within the system. GCMS allows people to join the education system at various stages of life irrespective of age, previous educational achievements, social background, disabilities and ethnic origin.

Entry to courses is based on having the appropriate second-level terminal qualification and equivalencies applicable in the member states of the EU, and non-EU countries, and progression from other courses. The College also recognises the workplace as a learning environment and accepts skills gained in the workplace as an acceptable basis for entry onto some courses.

In accordance with the Qualifications (Education and Training) Act, 1999 we will facilitate progression to other appropriate education courses in keeping with the provisions for access, transfer and progression which will be developed in accordance with the national framework for qualifications to be determined by the National Qualification Authority of Ireland. It is our aim to offer foundation programmes at pre-certificate level together with certificate, diploma, degree and masters level programmes. The pre-certificate courses will be Further Education and Training Awards Council (FETAC) accredited. The other courses will be Higher Education and Training Council (HETAC), OCR and other bodies.

The flexible modes of delivery combined with the creative progression routes, provides students with the opportunity to satisfy the entry requirements of the traditional third level institutions. GCMS foundation level courses will provide students with the opportunity to go on to full time third level programmes in NCI, TCD, UCD, Maynooth, DCU etc.

14. Grievance Procedures

Notwithstanding the fact that each staff member of GCMS has a contract of employment, and that each contract has a Grievance Procedure attached, it is the responsibility of GCMS to ensure that students/staff have access to such procedures should circumstances warrant.

14.1 Grievance Procedure for Students

The grievance procedure implemented by GCMS allows students/staff bring a grievance without the fear of bias or repercussions.

Step 1: The student who feels that they have a grievance against another student should inform the Programme Director of such grievance.

Step 2: The Programme Director should investigate the matter fairly and openly and report back to the student their findings and conclusion.

Step 3: If the student accepts the decision of the Programme Director the matter is closed. However, if the student does not accept the decision they can appeal it to the Academic Chairperson.

14.2 Grievance Procedures for Staff

Although not required by law, the implementation of a staff grievance procedure ensures that any issue will be treated with the respect it deserves.

Step 1: A staff member must bring a grievance complaint to the immediate manager, if the grievance is in relation to that staff member, they can bring it to the next management level.

Step 2: The manager must investigate the matter fully and report back to the staff member their findings and decision.

Step 3: If the staff member is satisfied, the matter is closed. If not, they can appeal it to the next senior manager.

14.3 Guidelines for Handling a Grievance Procedure

The following is a list of guidelines when handling a grievance.

- 1 Time and comfortable surroundings must be given to the person making the complaint.
2. The person making the grievance complaint must be allowed to have a representative. This can be a fellow student, family member or member of the students union.
3. Minutes must be taken during the meeting. These minutes must be read at the end of the meeting, agreed and signed by all parties.
4. The person hearing the grievance must investigate fully
5. The person hearing the grievance must advise the complainant of the time frame within which they will respond.
6. When the investigation is completed, the person hearing the complaint must inform the complainant of their decision and the reasons for their decision.
7. If the complainant is not satisfied, the person hearing the complaint must inform their superiors and set a meeting.

Appendix

Appendix 1: Student Feedback Sheet

Form SF 1

Grafton College of Management Science	
Student Feedback Sheet	Form: SF 1

Date:	
Programme:	
Programme Code:	

Answer each question as it applies to each subject and each subjects lecturer

Grading System to use:

Excellent	= 5
Good	= 4
Satisfactory	= 3
Average	= 2
Needs Attention	= 1
Poor	= 0

Questions relating to Grafton College:

1. College Facilities:

Category	Grade					
	5	4	3	2	1	0

College Location						
Standard of Class Rooms						
Standard of IT Labs						
Standard of Common Room						
Cleanliness of Toilets						
Catering facilities						
Issuing of letters						
Accessibility of college staff						

2. General Questions regarding course:

Category	Grade					
	5	4	3	2	1	0

How do you rate the standard of academic content?	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
How do you rate the relevance of continuous assessment of the course?	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Can you rate the workload relevant to the credit given?	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
How do you rate the feedback on continuous assessments?	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
How relevant do you feel this programme is to your career path?	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Overall, how do you rate this programme as a learning experience	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Did you achieve your learning objectives	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
How can we improve the college facilities:						

3. Library

Category	Grade					
	5	4	3	2	1	0
Accessibility of library	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Suitability of Books	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Course related texts	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Course related articles	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Course related magazines	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

How can we improve the library services:

4. Comments for your Course Director:

A. The most effective aspects of this course were:

B. The least effective aspects of this course were:

C. The best ways to improve this course would be to:

D. Further comments for your Course Director:

(In this section please feel free to offer your own opinions as to how we can make this programme more interesting for the student, and, how we can improve Grafton College as a learning institution.)

5. Questions Relating to Each Subject;

Subject:	
-----------------	--

Category	Grading					
	5	4	3	2	1	0
Presentation Style of Lecturer						
Issuing of Notes						
Applicability of Notes						
Interaction with class						
Interaction with individual students						
Availability of lecturer						
Content of Notes						
Class Atmosphere						
Suitability of continuous assessments						
Feedback on continuous assessments						
Ability of Lecturer to answer questions						
Relevance of Case Studies						

<p>Comments on how to develop this module: <i>(The objective is to provide us with information on how to develop this module to make it better, in terms of achieving your (the students) objectives)</i></p>

Ability of Lecturer to answer questions Relevance of Case Studies						

Comments on how to develop this module:
(The objective is to provide us with information on how to develop this module to make it better, in terms of achieving your (the students) objectives)

Appendix 2: ACADEMIC FEEDBACK

Grafton College of Management Sciences

Course: _____ Tutor: _____

Answer each question as it applies to this class or to this instructor.

Indicate your rating by checking the box directly below the appropriate grade.

The scale is:

A=very good B=good C=average D=poor E=very poor, NA = not applicable to this course

		A	B	C	D	E	NA
1	Overall, how do you rate this course as a teaching experience?						
2	How do you rate the academic standard of the students?						
3	How do you rate the performance of this course in achieving its learning outcomes?						
4	How do you rate the standard of continuous assessments submitted by the students during this course?						
5	How do you rate the workload for tutoring this course?						
6	How do you rate the support for this course from the Administration Office?						

7	How do you rate the accessibility of your Course Director?						
8	How do you rate the library resources for this course?						
9	How do you rate this module, compared to other modules you have tutored?						
10	How relevant was this module to external environment/workplace?						

Comments for your Course Director

A. The most effective aspects of this course were:

B. The least effective aspects of this course were:

C. The best ways to improve this course would be to:

D. Further comments:

--

Appendix 3. Annual Course Monitoring

Grafton College of Management Sciences

Please complete all sections or use as a checklist for a separate report if you prefer not to use the form.

Please indicate particular strengths and shortcomings of the course; any concerns, recommendations and suggestions you may have; and any examples of good practice you wish to highlight.

Please submit completed reports within one month of the main Board of Examiners' meeting by post to Grafton College of Management Science, 46 Lwr Lesson St, Dublin 2, Ireland marked for the attention of the Academic Director.

This report should be undertaken in an environment where the views of staff, students, and others that contribute to the delivery of programmes can be expressed and fully considered. This will ensure that quality enhancement procedures of all academic programmes are regularly monitored and sustained.

For Office Use Only	
Date received	
Academic Board	
Date sent to Academic Board	
Number of items requiring response	
Date BoS reply received	

Course Content

Please comment on programme aims and learning outcomes and whether they are defined satisfactorily.

Please comment on programme structure and content.

Please comment on quality and effectiveness of teaching and learning, and their appropriateness to the assessment process.

Was the marking structure for assessments clear and did it afford students, both weak and strong, a full opportunity to demonstrate what they have learned?

Did the assessment programme adequately test and measure the proposed learning outcomes?

Are any alternative assessment strategies planned for the next presentation of this course?

Did the external examiner unconditionally confirm that the standards of provision delivered through the programme were secure?

Did external examiners highlight any practices or outcomes as being of particularly high quality?

Did external examiners highlight any practices or outcomes as being weak and/or requiring remedial action?

Assessment and award processes

Please comment on the assessment process and suitability of assessment criteria.

Please comment on the application of assessment criteria by internal examiners, and the adequacy of feedback and markers' comments.

Please comment on the adequacy of the range and volume of work supplied for you to carry out your role, and communication, documentation and administrative arrangements.

Please comment on the extent to which the processes for assessment, examination, and the determination of awards, including the Board of Examiners, are sound and fairly conducted.

Academic standards and overview

Please comment on the standards of student performance in this programme or modules assessed, and the extent to which they are comparable with the standards of similar level programmes in other institutions.

If you have examined this programme before, have your previous comments been received, considered and responded to appropriately by the department(s) concerned?

Please provide any further suggestions, recommendations and other comments on the programme, including particular strengths and examples of good practice.

If this is your final year of appointment, please also provide a separate, brief overview report on developments in the programme during your term of office as external examiner.

Signed

Date

Appendix 4: NEW PROGRAMME PROPOSAL FORM

Grafton College of Management Sciences

Course Title:	
Name of Proposer:	
E-mail address:	
Telephone number:	
Department:	
Proposed Starting Date:	
Date of Submission:	
Duration	

COURSE STRUCTURE

Year 1	Term 1	
	Term 2	
	Term 3	

	Term 4	
--	--------	--

COURSE STRUCTURE

Year 2	Term 1	
	Term 2	
	Term 3	
	Term 4	

COURSE STRUCTURE

Year 3	Term 1	
	Term 2	
	Term 3	
	Term 4	

COURSE STRUCTURE

Year 4	Term 1	
	Term 2	
	Term 3	

	Term 4	
--	--------	--

TEACHING METHODS

Outline the teaching and learning methods to be used:

ASSESSMENT METHODS

Outline the assessment methods to be used:
--

Signed:

Appendix 5: Detailed Programme Document

Grafton College of Management Sciences

Programme Title:	
Name of Proposer:	
E-mail address:	
Telephone number:	
Department:	
Proposed Starting Date:	
Date of Submission:	
Duration	
Proposed number of students per intake.	

Outline the rationale for developing this course:

List the members of the Course Planning Committee:

Course Structure

Module

Title

Module	Title

TEACHING METHODS

Outline the teaching and learning methods to be used:

ASSESSMENT METHODS

Outline the assessment methods to be used:

PROGRAMME OBJECTIVES

List the aims and objectives of the course:

LEARNING OUTCOMES

List the learning outcomes of the course:

TEACHING EXPERTISE

List the lecturers who are available to teach on this course detailing their qualifications and current positions:

Signed:

Appendix: 6 Approved Programme Outline Document

This document should be completed when a new programme has been approved and should be submitted to the Academic Committee.

Title of Programme: _____

Department: _____

Approval Date: _____

Approval Ref No: _____

Programme Director: _____

The document should include detailed information regarding:

1. Programme Introduction
2. Programme Structure
3. Lecturing Hours
4. Methods of Assessment
5. Resources Required
6. Entry Qualifications
7. Award Level
8. Awarding Authority
9. Programme Objectives
10. Qualifications of Lecturing Staff
11. Duration of the course
12. Number of terms
13. Number of semesters
14. Number of subjects
15. Breakdown of each subject
16. Teaching method of each subject
17. Contact hours

Appendix 7: STAFF DEVELOPMENT & APPRAISAL FORM

Grafton College of Management Sciences Staff Performance Management Template

Date of Appraisal:	
Staff Member Name:	
Appraiser:	

Method of Rating:

Excellent = 5; Good = 4; Satisfactory = 3; Average = 2; Needs Attention = 1; Poor = 0.

Class Management:

Category	Grading					
	5	4	3	2	1	0
Presentation Style Issuing of Notes Interaction with Class Interaction with Students						

Contribution to Organisational Objectives:

Category	Grading					
	5	4	3	2	1	0
Development of a Learning Environment Development of a L Atmosphere Contribution to Program Dev Interaction with other staff						

Organisational Objectives for Next Period

--

Personal Objectives for Next Period

Training and Development Requirements

Other Comments

Appraiser Comments

--

Overall Rating:

5	4	3	2	1	0

Signed:
(Appraisee)

Signed:
(Appraiser)

Date:

Date of Next Appraisal:

Appendix 9

Staff Meeting Template		Form SMT 1
Date:		
Purpose of Meeting:		
Venue:		
Time:		

In Attendance:

Agenda

Topic	Outcome	Action	Responsibility

Meeting Closed at: _____

Minutes By: _____

Date of Next Meeting: _____

Appendix 10

Student/Lecturer Meeting Template		Form SL 1
Date:		
Purpose of Meeting:		
Venue:		
Time:		

In Attendance:

Agenda

Topic	Outcome	Action	Responsibility

Meeting Closed at: _____

Minutes By: _____

Date of Next Meeting: _____

Appendix 11: New Book/Text Requisition Form

Date: _____

Book Title: _____

Author: _____

Publisher: _____

Requested By: _____

Department: _____

Cost Center: _____

Programme Code: _____

Alternative Texts: _____

Signed: _____

Authorised by: _____
(Programme Director)

Date: _____

Signed: _____
(Library Manager)

Date: _____