

CDET**B**

QUALITY ASSURANCE
PROCEDURES FOR
CDET**B** COLLEGES OF
FURTHER EDUCATION

QA Procedures for CDET**B** FE Colleges UNDER REVIEW

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QA Procedures for CDET B FE Colleges UNDER REVIEW

Abbreviations

BTEC	A UK Education brand now owned by Pearson
CDETБ	City of Dublin Education and Training Board
DAB	Designated Awarding Body under QQ Act 2012
DES	Department of Education and Skills
ETB Act 2013	Education and Training Boards Act 2013
HEA	Higher Education Authority
QCF	Qualifications and Credit Framework (UK)
QQ Act 2012	Qualifications and Quality Assurance Act 2012
QQI	Quality Assurance and Qualifications Authority Ireland
SRF	Self-Regulated Framework

Section A College Governance

College Mission Statement

[To be devised and inserted by College]

Core Values

[To be devised and inserted by College]

Aims

[To be devised inserted by College]

Management Structures

[Insert College structure e.g number of Deputy Principles, AP1 and AP2]

City of Dublin Education and Training Board (CDETb)

The areas of management supported by CDETb include the following:

- **Policies**
 - Educational policies
 - Organisational policies
 - Advocacy for and representation of the sector
- **Finance**
 - Allocation of finance to colleges/centres
- **Human Resources**
 - Recruitment of permanent CDETb staff
 - Human resource policies
 - Payroll and pension administration
 - Allocation of staff to colleges/centres
- **Marketing.**
 - Generic promotion/PR
 - Support for college/centre promotion/PR
- **Services**
 - Curriculum Development supports
 - Computer Services support
 - Psychological Service support
 - Student Services support
 - Buildings Maintenance

College Board of Management

A board of management for an ETB school has a clear remit to manage that school on behalf of the ETB (and the Trustee Partner in the case of a designated community college), in accordance with legislation; Department of Education and Skills (DES) circulars, guidelines and procedures; and any policies or strategies that the ETB may establish regarding the operation of its schools. The primary role of a board of management is one of governance¹.

Composition

The board shall consist of no more than 12 members nominated or elected. Members are drawn from all the college stakeholders and can include CDETb members, staff, parent and student nominees, industry representatives and other nominated persons to support the college's educational remit.

The term of office of the board shall normally be deemed to expire on 30th day of September in the third year after a newly constituted board becomes effective, or shall be for the term of office of the CDETb, whichever is the shorter.

Frequency of Meetings

The board should meet regularly during the academic year and can hold urgent meetings as may be deemed necessary in the discharge of its duties. A minimum number required to form a quorum of the board, should be present for meetings.

¹ http://www.etbi.ie/wp-content/uploads/2015/05/ETBI_BOM_Booklet.pdf

College Management Roles

Principal

The principal is responsible for

- The day-to-day operations and the development and maintenance of the College
- The allocation of resources within the allotted budget
- Identification of staff needs and staff deployment with the allocated personnel and within the allocated structures
- College-specific marketing and promotion
- The implementation of CDETБ policy and procedures as communicated through CDETБ head office
- Acts as secretary to the Board of Management

Deputy Principal

The role of the Deputy Principal is to assist the Principal in the running of the college and to deputise for the Principal when necessary. The number of deputy principals depends on the size of the College.

Deputy Principals participate in the management of a college. Deputy Principals can chair meetings within the college and can be responsible for areas such as curriculum and academic standards within the college. This role can include the creation and maintenance of relations with external bodies including both academic, funding organisations and employers. A Deputy Principal can be responsible for administration necessary for the general day to day operation of classes in the college e.g. the timetable. This can include the scheduling of staff for CPD and events outside the normal class timetable.

The Deputy Principal role involves liaison with middle management grades of AP1 and AP2 personnel.

College Committees

In addition to the Board of Management, permanent committees can also be established within the College, and can play an important role in the overall management and operation of the college e.g. Health and Safety Committee. The permanent committees of the College are:

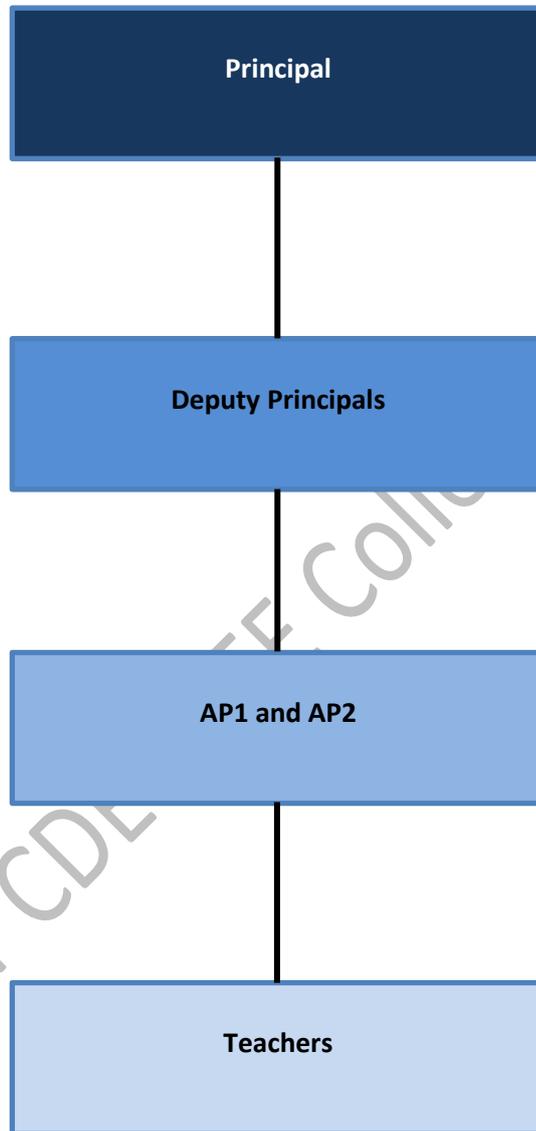
[please insert relevant permanent committees here as appropriate]

A college can also establish ad-hoc committees in addition to the formal management structures and permanent committees to deal with particular issues that may arise.

Student Representation

Opportunities for students to engage in a representative capacity on behalf of their classmates or their College are encouraged. Depending of the size of the college, student representation can take a variety of forms E.g. class reps, student councils.

Fig 1. Formal Academic Structure



Course Management

There is a function within a college for course management. This is often assigned to key members of staff to carry out, and in general involves a course co-ordination role, provides the link between course participants, course teaching staff and college senior management.

The course co-ordination function can involve:

- Course Delivery and Monitoring
 - Monitoring of curriculum issues
 - Troubleshooting
- Promotion
 - Agreement of prospectus content
- Student Recruitment
 - Collating interview results
 - Sending offers
- Induction
 - Induction programme
 - Liaison with team/counsellors
- Team Meetings
 - Chair meetings
 - Set agenda
- Student Monitoring
 - Liaise with team/counsellors/coordinators/management
- Record keeping
 - Maintain student profiles
 - Submit awarding body documentation to relevant coordinator
- Review meetings
 - Chair meeting
 - Prepare action plan
- Pastoral care of classes
- Maintaining an attendance register
- Leading Course Evaluation

Awarding Body Coordination

The college at present works with the following awarding bodies:

[Insert list of awarding bodies accredits courses within the College]

There is a dedicated member of staff responsible for co-ordination of activities required by awarding bodies. The member of staff responsible for awarding body co-ordination is responsible for the following functions:

- Being a point of contact for the awarding body

- Dissemination of awarding body information within the college
- Ensuring adherence to quality assurance agreement with the awarding body
- Making arrangement to receive external verifiers/authenticators/examiners

Please see CDETБ procedures on conduction Exam Boards and Result Approval Panel Meetings

Subject Teacher

A subject teacher is responsible for the following functions for a given subject/module:

- Teaching the curriculum
- Designing, preparing and planning assessments
- Administering and grading assessment
- Giving learner feedback in a timely fashion

A subject teacher may also contribute to curriculum development.

Guidance Counsellor

Guidance Counsellors are appointed on a pro-rata basis depending on the size of the College.

Quality Management

Guiding Principle

The college is committed to the active development of a culture where all staff are involved in quality assurance, and in which quality is accepted as a responsibility for all to improve upon.

Monitoring of processes

Course Meetings

The first level of the monitoring of the effectiveness of the QA procedures takes place through the course meetings.

Quality Team

A college has in operation a Quality Team has an oversight role in the monitoring of QA procedures and revising present procedures in the light of their application in practice. The group also monitors the obligations that the college has as a consequence of agreed quality procedures with external bodies. Suggested changes in procedures are directed through this quality group. Members of the Quality Group are appointed by the College Management team, and can include the Principal or Deputy Principle.

Section B Internal Quality Assurance

Internal Quality Assurance

The main policies of a college in respect of Quality Assurance are set out in a systematic manner in the various sections of this manual. In this section a number of policies are set out that apply in a broad way across a number of areas.

Equality

Policy

A college of further education:

- a) Recognises and values diversity
- b) Aims to educate through a curriculum that embodies the central value of equality, to facilitate learning for all students, particularly for those who traditionally have been denied access to education.
- c) Continues to review the design, structure, delivery and content of its curriculum within the spirit of equality. This it carries out in conjunction with its awarding bodies.
- d) Will not permit overt or covert discriminatory practices with regard to gender, marital status, family status, sexual orientation, religious belief, age, disability, race and membership of the traveller community.
- e) Will provide structured in-service programmes to meet the needs of a college in respect of equality training.
- f) Identify and remove barriers to student access to courses
- g) welcomes and supports students with special needs
- h) supports a culture which celebrates diversity and does not tolerate discrimination

Equality Awareness and Training

Equality awareness and training is key to achieving the equality policy objectives. All staff are responsible for increase awareness of equality and promoting equality and diversity as part of carrying out their day to day duties.

The member of staff with responsibility for continuous professional development will make arrangements where necessary for training. The college will act on the advice of the CDETB and its specialist advisers, including the Disability Service in relation to achieving diversity and reasonable accommodation.

Communications

Policy

The college views good communication with all stakeholders as an essential element in the effective running of the organisation. To this end it is committed to establishing and supporting a range of communication procedures and processes for this purpose.

Through these procedures, outlined below the college aims to:

- a) Provide adequate information on matters relevant to all stakeholders.
- b) Provide appropriate opportunities for all stakeholders to have their voices heard in matters relevant to the college.
- c) Achieve inclusiveness in decision and policy making.

The college supports and recognises the potential of information and communications technology (ICT) to aid the communication process.

Communication with Student

The main processes used by the college to communicate with students can include:

- Individual member of staff responsible for course coordinations acting as team leaders and providing communication channels for students.
- Dissemination of relevant and up-to-date student material e.g. a student handbook
- Dissemination of information to students on accessing college services e.g. learner support and guidance
- Formal induction for all courses
- Circulation of course details and assessment scheduling to all students
- Effective use of notice boards – careers, general, and department
- Maintenance of college web site by nominated staff
- Encourage active student representation fora and facilitation of same
- Daily formal and informal communication between teachers and students
- Use of Virtual Learning Environments (VLE) e.g. Moodle
- Student surveys of student experiences

Communication with Staff

The main processes used by the college for inter-staff communications can include:

- Convening course meeting
- Convening staff meetings
- Induction programme for new members of teaching staff

- Staff resource material e.g. guidelines
- Teacher intranet/email
- Dedicated and managed staff room notice boards
- Inter staff informal communication
- Staff with awarding body co-ordination duties liaising between staff and relevant bodies

Communication with Other Stakeholders

The main processes used by the college to communicate with other stakeholders can include:

- Regular Committee meetings
- Management representation on local boards and committees
- Management representation on national educational committees
- Nomination of staff members to external liaison positions
- Maintenance of college web site by nominated staff
- Staff with Industry liaison responsibilities engaging with employers including through student work placement
- External representation on Board of Management
- External representation on College committees
- Formalised communication with awarding bodies through staff with awarding body co-ordination responsibilities

Communication with the Public

The main processes used by the college to communicate with the public can include:

- Annual publication and distribution of college prospectus
- Publication and distribution of college evening course information
- Hosting of annual Open Day
- Programme of general publicity via a range of media
- Maintenance of college web site by nominated staff
- College participation at careers information events.
- Dealing effectively with public enquiries
- Hosting employer fora, job fairs, industry days etc.

Transfers

Policy

The policy of the college is, where practical, to direct students to appropriate alternative programmes or colleges when programmes are discontinued.

Procedures

1. To facilitate where possible, the transfer of the student to a similar or related course within the college.
2. To facilitate the transfer of the student to the same or a similar course within the CDETБ.
3. To apply to the CDETБ for a refund of fees where no transfer is possible.

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Health and Safety Policy

It is outside the scope of this manual to set out in detail all of the health and safety procedures in operation in a college. The college, in cooperation with the CDETB, has established a corporate risk management policy and plan which addresses potential health and safety issues. This plan sets out the policies and procedures that are necessary within the context of the relevant legislation and the desire to achieve the highest standard of risk management.

In accordance with legislation and CDETB policy a health and safety statement is published and made available in the college.

CDETB Health and Safety Policy

The following is copied from the CDETB intranet and gives an overview of the policy documents.

CDETB Risk Management - Health and Safety Overview

1. **[Corporate Occupational Health & Safety Statement](#)** - this document outlines the corporate policy on the management of safety, health and welfare in all of CDETB's areas of operations including schools, colleges, centres and associated facilities. ([Word version](#))
2. **[Ancillary Occupational Health & Safety Statement Template](#)** - this document is an additional health and safety document which is site specific to a school, college or centre. The Principal or Head of Centre tailors this document to suit the particular requirements of the facility. ([Word version](#))
3. **[Critical Incident Management Plan Framework Template](#)** - this document specifies the actions required by management in the event of a critical or emergency incident. It focuses on the response and recovery phase and is in template form to ensure standardisation across all CDETB locations. ([Word version](#))
4. **[Aide Memoir Critical Incident Management Plan](#)** - this document outlines in simple terms the initial management actions required during a critical incident. It contains a contact list of for each site and is tailored to suit individual centres as required. ([Word version](#))
5. **[CDETB Fire & Evacuation Procedures](#)** - this document outlines the actions required by the Fire Warden in the event of fire alarm activation. ([Word version](#))
6. **[CDETB Business Continuity Plan](#)** - this document describes how to plan for a crisis or significant disruption that could affect Head Office, school, college or centre thereby ensuring that it can continue to operate reasonably effectively until such time as normality returns. ([Word version](#))
7. **[Information Management Handbook](#)** - this aide memoir outlines a simple information management system currently in use by Principal Response Agencies. In simple terms this is the collection and processing of information from different sources and the effective distribution of that information. ([Word version](#))
8. **NEW** - **[Policy on the use of Closed Circuit Television \(CCTV\) systems](#)**. ([Word version](#))

Design and approval of Courses

Policy

The courses of the college aim to provide students with both academic knowledge and skills including those that are transferable, which will influence their personal development to their benefit in their future careers.

Subject to CDETБ approval, please see CDETБ policies and procedures on programme validation and course approval.

It is the policy of the college when engaging in the design of new course to carry out appropriate market research, including requirement of higher education institutions and industry needs. This includes identifying students' needs, the needs of the community including employers to facilitate learning progression. There should be a strong rationale underpinning the course, impacts on current provision within CDETБ should also be assessed. Course titles should be in line with CDETБ policy on information to learners i.e. be reflective of the curriculum.

Stakeholder involvement in the updating/development of courses

The stakeholders involved in the development process of courses can include staff, students, employers, external examiners and experts.

Stakeholders are involved in programme development in a variety of ways, which can include:

- Staff input at review meetings team meetings and informally during the academic year.
- The further role of staff in this area would be in the identification of the need to develop further existing courses or to develop new courses in line with the current need of industry. This idea will be first discussed at departmental and or team level and the process followed from there.
- students input through informal and end of year course feedback
- Former students through the graduate feedback and returning for informal meetings or as a guest speakers.
- External Examiners feedback to teams and external advisers feedback
- The Board of Management can include representatives of other education institutes, local representatives and local employers who advise the principal on local employment and educational needs.
- Institutional involvement in the from other ETBs and SOLAS
- Reports from relevant bodies and agencies e.g. Expert Group on Future Skills

Internal approval

Courses are initiated through the team meeting. Normally ideas are championed by an individual teacher who prepares a proposal in consultation with relevant stakeholders. Approval is sought from college management, before submission to the CDET B for approval.

CDET B approval

CDET B has an application procedure for centres who wish to apply to deliver a programme. See relevant policy and procedure including FET application form.

External award body validation (non QQI)

In general awarding bodies have a two stage process for approval. The first process is an approval of the institution and the second stage is an approval of the course. Courses for submission follow the requirements as laid down by the respective awarding bodies. All programmes reflect the rigorous processes of the various awarding bodies.

Student Centered Teaching Learning and Assessment

Policy

[insert name] College strives to ensure that courses are delivered in a way that encourages students to take an active role in the learning process, and that the assessment of students reflects this approach.

Assessment is planned, carried out and verified in accordance with the principles of consistency, accuracy and fairness.

Teaching and learning are the college's core activities. Teaching, learning and assessment are inseparable parts of student centred education and of promoting student engagement and development.

Guiding Principles

Student-Centred Learning

Student centred learning is valued as an effective paradigm and as a response to the increasing diversity of the student body and as a way of developing autonomous, effective and confident students.

Learning and Teaching

The college seeks to promote a supportive environment in which students are encouraged to become actively engaged in their own learning through their interaction with the course content, their teachers and colleagues. The college encourages flexible, innovative and inspiring approaches to teaching, learning and addressing the diversity of student needs.

Supporting student learning

The college aims to offer a challenging and vibrant learning environment where each student is supported in achieving their potential. Member of staff responsible for course coordinations and module teachers are accessible to students. The college provides language and writing support, career guidance, disability support and counselling services.

Teamwork

Teachers in Colleges in FE work as part of a teaching team rather than in isolation. There are regular team meetings and the team approach is evident in areas such as planning, integration of assessment over modules and peer-engagement.

Student needs

Student needs and feedback are captured informally by coordinators and teachers and represented at regular course team meetings. Student feedback should be incorporated into the review and revision of courses.

Assessment Principles

Assessment is an inseparable element of student learning and as a way of determining if students have met the national standards and those required by the awarding body. It is the policy of the college to ensure assessment is conducted in a fair, consistent and transparent manner.

Formative assessment - Formative assessment on an ongoing basis provides students with feedback on their learning and is intended to help students develop their work. Formative assessment is offered both formally and informally and is an essential component in student learning.

Summative assessment – Summative assessment is the awarding of a final grade. The college recognises the importance of the award for the student and is committed to the fair and consistent assessment of students. To ensure this practice it has developed a set of principles to guide the assessment process. These principles are backed up by a comprehensive set of assessment policies and procedures.

Principles underlying assessment practice

Assessment is based on evidence and standards. Assessment instruments are fair and consistent and they are subject to regular internal and external review. The assessment process, tasks and grading schemes should be made clear to students.

Assessment methodology

A range of assessment methods are used on a given courses where this is practical. Where it is consistent with awarding body requirements, assessment is carried out at more than one point for any given module and the assessment points are spread over the academic year.

Appeals

There is a transparent system of appeals against assessment decisions for students which is communicated to students. Rechecks and viewing of exams scripts is facilitated by the college. Please also see CDET External Appeal Process and procedure.

Assessment Planning

Policy

All assessment should be arranged as part of a co-ordinate plan which is communicated to relevant staff and learners. The purpose of planning is to maximise the value of assessment over all modules. This facilitates integration and scheduling of assessments in the best interests of students.

Procedures

1. Teachers are responsible for drawing up individual module assessment plans.
2. An overall-assessment schedule should be prepared per course
3. Where teachers need to deviate from the schedule, there should be consultation with learners, the member of staff responsible for course co-ordination and other teaching staff.

Policy

All assignments conform to a College consistent format.

Procedures

1. All assignments should specify conditions applicable such as deadlines, evidence required and other relevant information.
2. All assignments have criteria for grades/marks set out. Criteria for referral and fail where relevant should agree with definitions provided by programme descriptors and relevant awarding bodies.
3. Students should be given a clear explanation of what they are required to do. Where relevant, assignments are set in a workplace context – e.g. a scenario.
4. The regulations concerning the submission of assignments and deadlines should be set out and made available to students.
5. End of Year examinations should conform to the college format and relevant time-tables should be provided to students in advance.

Assessment Practice

The aim of these policies is to ensure fairness and consistency and to ensure that students learn through appropriate feedback.

Assessment Decisions

Policy

Teachers are the assessors of students' work. Reference may be made to work Experience reports or peer assessment exercises and can support the teachers' decisions.

Procedures

1. Teachers should allocate a grade and sign appropriate assessment sheet, supported by grade justification and feedback to the learner.
2. Teachers sign final provisional grades sheets (subject to Exam Board/RAP approval)

Consistency of Grading/Marking

Policy

It is the policy of the college to ensure assessment is done in a fair and consistent fashion. In some cases, consistency in grading/marking is achieved through colleague collaboration, issuing joint assessment briefs. Peer-reviewing of a representative sample of work can be utilised before students are advised of provisional grades/marks. In other cases, teachers may assess work jointly with colleagues.

There are different procedures for different courses depending on the awarding body.

Recording

Policy

Teachers record grades/marks promptly for each student

Procedures

1. Teachers record grades.
2. Course teams review student progress during the year

Feedback

Policy

- a) Teachers give written feedback to students promptly.
- b) Feedback should be detailed, positive in tone, relates to applicable criteria and indicates how grades could be improved.

Procedures

1. The feedback is provided promptly to learners
2. Students are given written feedback
3. Feedback on year-end exams is given when necessary.

Security of Assessment Material & Evidence

Policy

It is the policy of the college to ensure that every reasonable precaution is taken to ensure the safety and security of students' work/evidence submitted for assessment through all stages of the assessment procedure. It is the policy of the college to ensure that students are informed of regulations on examinations.

Procedure

- 1) Guidelines for students on the submission of evidence for assessment are outlined to them
- 2) Guidelines for teachers on the procedure for accepting evidence for assessment are outlined in college regulations incorporating awarding body requirements.
- 3) External Examiners are allocated a secure room for the purpose of monitoring and moderation.
- 4) All student work/evidence retained by the college after monitoring and moderation by External Examiners and held in a secure place until the final date for appealing results has expired.
- 5) Regulations concerning examinations are disseminated to staff and learners
- 6) Students are advised to keep copies of their work.

Reasonable Accommodation

Policy

The policy of the college is to provide as far as possible facilities and opportunities that will permit all students to participate in assessment.

Procedures

- 1) Students are invited to make known any difficulties to relevant staff. This invitation can be made at the point of application/during selection interviews and at induction.
- 2) The member of staff with responsibility for reasonable accommodation will put the necessary arrangements in place for students.

Assessment Verification

The following policies and procedures are followed to ensure the appropriate grades are awarded accurately and that errors are corrected. The external examining process forms part of these procedures.

Please see procedures on conducting Internal Verification for courses leading to QQI Awards.

Please also see procedures on conduction Exam Boards and Results Approval Panel Meetings.

External Examiners/Verifiers

Policy

- a) The policy of the college is to work with external verifiers/examiners/authenticators (EV/EE/EA) to ensure that grading/marking is fair and consistent.
- b) The college attaches particular importance to EV/EE/EA reports and will always try to implement recommendations where possible.

Procedures

1. The member of staff responsible for awarding body co-ordination, communicates with EV/EEs in advance of each visit and assists with arrangements as necessary.
2. In the case of QQI examiners the college will ensure the assessment work is examined by college staff in accordance with procedures set out by QQI for internal verification, prior to the visit of the External Authentication.
3. The member of staff responsible for awarding body co-ordination meets with EV/EE/EA at the end of each visit.
4. The member of staff responsible for awarding body co-ordination reports back to the next team meeting.
5. The EV/EE/EA reports where available are part of the agenda for course review meetings.
6. Previous EV/EE/EA reports are on the agenda for the first course meeting of the new academic year.

There can be differences in the role of External Examiner/Verifiers/Authenticators depending on the awarding bodies

Assessment – Appeals

Policy

- a) There is a transparent system of appeals against assessment decisions for students.
- b) The appeals system is communicated to students.

Procedures

1. The procedures relating to student appeals are set out in the college material which is disseminated to students and explained when further clarification or information is sought by the learner.

Appeals Procedure

Informal

The first step for such a student is to talk to the teacher concerned promptly. The teacher will review the work again and discuss the grade with the student in the light of the criteria specified. In most cases this will resolve the issue.

Formal – Centre Re-check

If the student is still dissatisfied, they may inform either the member of staff responsible for course co-ordination, the Deputy Principal or the Principal. Arrangements should be made to have the assessment independently checked by another member of staff.

External Appeals (QQI)

Please see CDET B Procedures

External Appeals (Non-QQI)

This will be conducted in line with the procedures agreed with the relevant awarding body.

Assessment – Plagiarism

The issue of plagiarism is addressed with students, and relevant material is disseminated on avoiding plagiarism.

Definition

Plagiarism is interpreted by the college as the act of presenting the work of others as one's own work (deliberately or carelessly), without acknowledgement. Plagiarism can occur not only in essays and dissertations, but also in scientific experimentation, diagrams, maps, field work, computer games and all other forms of study where students are expected to work independently and produce their own material.

Plagiarism can arise from actions such as:

- Copying another student's work
- Representing someone else's work as your own
- Quoting directly, without acknowledgment, from books, articles, or other sources, either in print, recorded or other electronic sources
- Giving incorrect information about the source of a quotation
- Paraphrasing, without acknowledgment of the author(s)

It is clearly accepted that all members of the college use and build upon the work of others, but with due acknowledgement. Thus plagiarism could be avoided by following simple guidelines. i.e. direct quoting or paraphrasing with reference and acknowledgment of the author(s) both in text and with a reference section at the end. Not to do so is to commit plagiarism.

When work is submitted as the result of a group project, it is the responsibility of all students in the group to ensure, in so far as possible, that no work is plagiarised. Students should submit work done in co-operation with other students only when it is done with full knowledge and permission of the teacher concerned.

Student's Responsibility

It is each student's responsibility to ensure that they do not commit plagiarism. Students can ensure the integrity of their work by seeking further advice from members of staff with course coordination responsibility, teachers and literature available.

Consequences

Plagiarism is a very serious offence and allegations of plagiarism will be referred initially to the member of staff with course coordination responsibility who will deal with it in conjunction with a member of the College management team. Plagiarism occurring within an examination setting will be dealt with under the rules and regulations for examinations.

Plagiarism may result in a student having to resubmit work and this can result in a reduced grade. In subsequent or more serious cases plagiarism may result in a student not being allowed to complete a module or the course.

Assessment – Student Information

Policy

The policy of the college is to ensure students have all necessary information on assessment at the appropriate time.

Procedures

A number of procedures which inform students are set out in earlier sections. They include:

- Students must receive a copy of the course’s assessment plan
- All assignments follow a consistent format
- Written feedback is given
- The appeals process is set out in student material
- Information on repeats/re-assessments is set out in student material
- Regulations concerning examinations is set out in student material

QA Procedures for CDETBF Colleges UNDER REVIEW

Internal Verification Policy (QQI programmes)

Introduction

The Internal Verification process follows the guidelines agreed with QQI. For more detail please see legacy (B6) IV processes.

The broad principles that underlie the approach is as follows:

Principle 1. – Independence

The IV team should be as independent as possible. It is best practice that IV staff do not teach on the courses being verified.

Principle 2 – Confidentiality

The IV team should treat the verification work as sensitive and confidential.

Principle 3 – Report only

The role of the IV team is to carry out verification work on evidence presented. The outcome of this verification should be reported to the member of staff with responsibility for internal QQI quality assurance and remedial action.

Principle 4 – Feedback

Feedback from IV teams is useful and is to be welcomed. Feedback for future improvement is to be given directly to the member of staff with responsibility for internal QQI quality assurance and remedial action.

Student admission, progression, recognition and certification

Policy:

The College consistently applies predefined regulations covering all phases of the student “life cycle”, e.g. student admission, progression, recognition and certification.

Student admission

The College’s is committed to ensuring admission processes and criteria are implemented consistently and in a transparent manner.

CDETБ Admissions Policy

CDETБ Admissions policy which states:

Admission to a particular course/activity is subject to places being available and is governed by three principles:

- *That, in the professional judgement of the School Authority (the term ‘School Authority’ as in the regulations, indicates the Chief Executive Officer, or an officer delegated to act on her/his behalf), and following an interview (if deemed appropriate) the student/participant is suitable for a course/activity.*
- *That, in the professional judgement of the School Authority, the student/participant, because of previous education, training or experience, is considered likely to benefit from attendance.*
- *That participation will contribute positively to the course/activity and in no way infringe upon the opportunities or rights of other students or staff.*

All disputes in relation to admission will be referred to the CEO or Deputy Officer.

The above text has been extracted from a document whose short title is General Rules (CDVEC) and the full document is included in [Appendix – CDVEC Legacy Policies](#).

The college reserves the right to refuse entry to applicants who in the college’s opinion would fail to meet the criteria set out in CDETБ admissions policy.

Admissions: General principles

Criteria for selection are consistently applied and are fair and in keeping with the equality policies. All applications are treated confidentially.

Prospectuses and courses related information is published ensuring the most relevant and up-to-date information is available to applicants, including relevant entry requirements.

Induction is provided as part of College courses.

Admissions: General entry requirements

Any student who wishes to study in the College must fulfil the specific programme entry requirements which are published in the college prospectus.

Certain courses require a portfolio of work and/or an audition to demonstrate an ability to benefit from the programme of study.

All courses are delivered through English. Applicants are advised that they may be required to demonstrate proficiency in both written and spoken English.

All eligible applicants who apply before the closing date will be called for interview.

Except for certain internal candidates all applicants are interviewed for selection purposes.

Mature applicants (over 21 years of age) are dealt with on an individual basis with respect to entry requirements. They are assessed on their general ability, their ability to benefit from the programme, their educational standard and their previous experience.

Admissions: Procedures

The College's admission procedures begin when an application is received. Students are responsible for ensuring all information supplied is accurate and up to date.

All applications are processed if received before the closing date and interviews are held within three to four weeks after the closing date. The objective of the interview is to select students in accordance with CDETB principles as outlined above. Adhere to college guidelines on the conducting of interviews.

Places are determined on the basis of previous academic results, interview performance and submission of a portfolio, where relevant. Offers of places are ordinarily made promptly post interview. Candidates are given a further a defined period by which to accept the offer and pay a deposit to guarantee their place on the course for the subsequent academic year.

Candidates may make an application for deferral of a place before the commencement of the course. Deferrals are permitted at the discretion of the Principal.

At registration students are required to:

- Pay the relevant resource fee
- Complete the relevant college registration process, which involve online input.
- Sign a parental permission form (if under 18)
- Enrolment is concluded when the above registration procedures are completed. Enrolment may not take place after a specified date each year.
- For some courses registration may depend on Garda vetting.

Applicants who are not offered a place or who are not permitted to enrol for any reason may appeal this decision in accordance with CDETB Admission Appeals Procedures, in accordance with relevant legislation.

Student Induction

All students undergo a period of induction before their course commences. The induction is carried out by the member of staff responsible for course coordination and can also include member of the

course team. During the induction students will be given a general introduction to the college and the curriculum to be studied. The topics to be covered in induction will include:

- Assessment methods
- Appeals Procedure
- Support Services
- Plagiarism Policies
- Facilities
- Computer Network Usage
- Health & Safety Issues

Progression

Policy

The College encourages students to continue in the learning process and to progress to awards at higher levels both within and outside the institution. The college fully subscribes to the NFQ and provides information to students on the level of their award and how they may achieve higher-level awards on the framework.

The student progresses from one year of a programme of study to the subsequent year, where applicable, provided they have achieved the appropriate grades as set down by course regulations for progression. This principle does not imply entitlement to a place. The student may progress once the appropriate level is achieved and verified at the end of year Exam Board and Results Approval Panel Meeting.

The College ensures provides information to students to enable them to make informed decisions in relation to transfer and progression to other suitable programmes.

The College is committed to the creation of opportunities for its graduates to progress to cognate programmes in institutions of further and higher education, or to positions within industry both in Ireland and elsewhere. The College actively engages with other educational institutions and industry to forge progression routes for students.

Recognition of Prior Learning

Policy

- a) The college views RPL as part of the general movement to improve access to vocational education and training and as a support to national policies on access, transfer and progression. It is the general policy of the college to support students seeking accreditation and recognition of prior learning.
- b) The process is supported in the college by a mentor with appropriate expertise.
- c) The relevant evidence is assessed by assessors with experience in the delivery and assessment of the relevant awards.
- d) The process of assessment will be subject to the same external verification procedures as applied for normal assessment.

Procedure

1. The student needs to identify the award or section of award for which he/she wishes to obtain recognition.
2. For recognition of previous certified learning (RPCL) which involves QQI awards, within the relevant time frame, certification documentation will be requested from the learners and copied for the External Authentication process
3. For RPCL which does not involve QQI awards, the student should formally write to the Principal requesting the college to facilitate the RPL process. Facilitation will be given, but timing may depend on resource availability. In some instances, in the case of full awards, the student may be referred directly to the awarding body.
4. Once facilitation has been offered the student should make an appointment with college management to agree upon a general time frame for the process and to identify a specialist mentor.
5. The specialist mentor is then appointed by the Principal to support the student in the process. The mentor will call on subject experts as assessors.
6. The student will be required to register with the particular awarding body and pay the appropriate fees which should be agreed in advance of the process.
7. The mentor will agree with the student the type of evidence to be presented and agree the dates for presentation of this for assessment
8. The evidence when completed should be presented for assessment.

Certification

Students of the College receive documentation from the relevant awarding body outlining the qualification gained, including the level, the status and content of the studies that were pursued and successfully completed.

Student Complaints

Policy

The underlying policy of the college is to promote a culture of openness and transparency with clear communication between all parties. The aim is to anticipate and resolve student issues before they become complaints.

There are specific procedures for students to give feedback to college staff and management. Individual student issues are identified on a normal day to day basis. Class issues can be raised by students themselves or via student representatives, where relevant.

Procedure

- a) The policy of the college is to listen to student complaints and take action to resolve them.
- b) All parties are encouraged to resolve issues informally and locally where possible.
- c) The policy of the college is to respond to formal complaints within a specified period upon receipt of a complaint.
- d) The policy of the college is to provide for a clear and documented outcome for the complaint.

Appeals/External Bodies

A complainant may appeal to the Principal about the outcome of any complaint.

At all times the complainant may complain directly to the CDETБ about any matter and the procedures outlined by the CDETБ for complaints will operate.

At all times students may complain directly to awarding bodies.

Any complaints about the Principal or a member of staff should follow agreed CDETБ procedures as provided for through relevant collective agreements.

QA Procedures for CDETБ FE Colleges UNDER REVIEW

Teaching Staff

Policy

The College operates selection procedures that ensure the competence of its teachers. Staff members are recruited through the CDETB which operates fair and transparent processes for the recruitment and development of staff. The college recognise that on-going development of staff and provision of training is crucial to programme quality.

Staff Selection and Appointment Procedures

All teaching staff are recruited in line with the relevant recruitment, selection and appointment procedures of CDETB, which operate in compliance with legal and regulatory requirements, including industrial relations agreements.

Staff Induction

Staff members are encouraged to attend the CDETB induction programme for new staff.

At a local level, each new member of staff is inducted both on a one-to-one and group basis. The induction programme deals with awarding body requirements and teacher responsibility for course delivery, assessment and the required documentation. It introduces the staff member to the key personnel of the college and its policies and procedures. It introduces teachers to the ICT systems that operate in the college. The induction process aims to provide the new teacher with the information necessary for them to work effectively and efficiently in the college.

To complement the induction process each staff member is also allocated a mentor to support their professional development and assist them in getting started and navigating the systems in the college.

Staff Development

The College has a policy to provide staff development for all employees subject to resources. Staff development is supported by CDETB, including through the provision of CPD through the Curriculum Development Unit. The Further Education Support Service also provides CPD and further study is supported by the Department of Education and Skills (DES), through the teacher refund scheme.

Formal Study

Teachers wishing to enhance their formal academic qualifications are supported in the college by facilitating them in their teaching timetable where it is practical to do so.

Seminars, Conferences and Events

Members of staff are encouraged to attend seminars and conferences relevant to their programme and subject teaching. Registration, travel and accommodation expenses are met in accordance with

the DES Guidelines. The college supports such staff development by facilitating the teachers' absence from the college once it does not negatively impact students. Applications must be made well in advance of attendance. Application for attendance at conferences outside Ireland must receive prior approval.

Staff members who are invited to give presentations at seminars are facilitated where practical.

European Projects

Léargas is the Irish national agency that administers EU funding for the education sector. The college obtains EU funding and engages with Léargas in the development of Leonardo and Erasmus+ mobility projects. Teachers are facilitated in undertaking educational visits to centres of excellence, both in Ireland and throughout Europe.

Whole Staff Professional Development

Centre management is responsible for organising in-service training programmes which take place each year in the college. These days are generally related to teaching and learning and take place at pre-planned dates during the academic year. Short courses on ICT and specialist technology are also provided to groups as the need arises.

These in-service and special training days are seen to complement the teachers own professional development as outlined above.

Innovation in Teaching

The college encourages staff to utilize innovative teaching methods including the use of new technologies. The technology currently employed by teaching staff includes a number of Virtual Learning Environments (VLEs), plagiarism software and various project apps.

Administrative Staff

Administrative staff who wish to pursue degree programmes have half their fees refunded on successfully completing each academic year. This is in accordance with DES guidelines.

Administrative staff also receive specialist training when this is deemed necessary for their work. Fees for relevant part-time programmes are supported by the CDETB.

Fee Waiver

All staff may make an application for a fee waiver for courses delivered by the CDETB itself.

Staff Appraisal

Staff Appraisal is conducted in line with nationally agreed industrial relations procedures. Issues of unsatisfactory performance are processed through formal CDETB procedures.

Appendix 1 to B5 - Guidelines for Teaching Staff

The purpose of these guidelines is to help maintain the standard of excellence of teaching and the smooth day to day running of the college.

Professional Conduct

Teachers have a duty to perform their role in a professional manner. Professionalism implies competence, responsibility, integrity and impartiality. Any conflicts of interest which arise should be brought to the immediate attention of College management.

All teachers should familiarise themselves with the various policies by the CDETb (Sexual Harassment, Code of Practice for Staff in their relation with Students, General Rules and Regulations for Schools, Equal Opportunities for Staff and Bullying and Harassment). Copies are available in the College.

Particular attention should be paid to the Code of Practice in relation to staff and relationships with students. This practice seeks to remind staff to be prudent in their contact with students so as to avoid allegations of improper behaviour. Each staff member has a duty of care to act as an ordinary, prudent and reasonable person in his or her relationships with students, and indeed colleagues.

Absences of a Staff Member

It is the responsibility of each teacher to sign the staff register daily. Staff registers are kept in each of the two staffrooms.

(a) All staff absences and the reasons for such are the concern of the Principal and Deputy Principals.

(b) If a staff member is ill, they should contact the College office before 8.30am. An answering machine will operate for messages outside of office hours. If a staff member expects to be absent from any class contact duties they should give details to College management immediately.

(c) If a staff member expects to be absent for more than one day they should attempt to estimate the duration of the illness. This is most important in order that class needs can be met. On return the staff member should confirm to College management that they are resuming work.

(d) Absences of more than 3 consecutive days require the presentation of a doctor's certificate of illness and these will be forwarded to CDETb. Absence commencing on Friday and continuing to and including the following Monday counts as 4 days' absence; thus a medical certificate is required for this period.

(e) All staff absences and the reasons for such are the concern of College management.

Note: Teachers who act as External Examiners/Authenticators, etc., or wish to go on a course, must make a formal request in writing to the Principal regarding the time they expect to be absent from

college. This request should be made at least two weeks in advance. Staff will be facilitated as far as possible, keeping in mind that the interests of learners comes first.

The Principal must explain all absences from timetable classes to the CDETБ on a monthly basis.

Class Registers

All teachers have a legal obligation to keep a record of attendance (brown register) for each class. It is good practice to take this attendance record at the beginning of each class.

As agreed per course, each teacher/ or member of staff with course coordination responsibility will record attendance in official green registers which are stored in the two staffrooms. The Department of Education and Science requires that all class registers are kept up to date.

Up to date registers are also essential in ensuring that VTOS, BTEA and Student Grants are returned accurately. Incomplete registers cause difficulty for the VTOS Co-ordinator and the administration staff. To avoid this registers should be filled in weekly. Teachers with responsibility for registers are required to ensure that the registers are properly and fully completed and handed into the office before the year end.

Teachers' Timetable

The primary responsibility of any teacher is to their time-tabled class. Therefore, no class may be cancelled or cut short without the prior approval of the Principal. Class times and room times may not be swapped without the prior approval of the Deputy Principal.

Classes should not be left unattended for any reason – A teacher who is time-tabled for a particular class is responsible for the supervision and safety-conscious working practices of the students in their classroom.

Location work should be planned well in advance and a timetable presented at team meetings. Location diaries are kept in both staffrooms and should be recorded for the week ahead. Students under eighteen require written permission from a parent if going on location, college trips or work experience. Location/outings etc. should be recorded in the diaries/books provided. If classes are due to be taught by teachers who are not going on the outing relevant teaching colleague should be informed of the class absence. The college should be able to contact staff whilst on location.

Team Meetings

If timetabled for a team meeting, a teacher is required to attend as per a normal class. Teachers may not excuse or absent themselves from team meetings without the prior approval of the Principal or Deputy Principal.

Mobile Phones

All mobile phones should be switched off before class and meetings commence.

Classroom Management

At the end of each class rooms should be left ready for the next class, that is a clean board, furniture replaced and equipment put back.

Students are not permitted to use mobile phones during class.

The 'no eating, no drinking' rule should be enforced in all classrooms (this applies to teachers as well as students) to avoid damage to technical equipment and accidents as a result of spillages.

Materials & Equipment

Forward planning and preparation ensure that all materials necessary to deliver a class are available prior to the commencement of class. Staff should ensure that all materials given to students for use during class and not used are returned and stored away safely at the end of the session.

Teachers are responsible for establishing working practices and operation procedures in their classes which ensure a safe working environment for everybody in the classroom. These procedures and practices should also include the safety of the equipment in use. Large equipment such as the printing press in the Art Block may only be used by students under teacher supervision. Each practical teacher is responsible for safeguarding items of equipment in use in his/her class and under his/her control. Damaged or broken items should be referred for repair to the technician. Stolen items should be reported immediately to the office and the appropriate insurance form filled out. Equipment is not covered for insurance under the Committee's policy if left unattended in a motor vehicle. It is covered only during the journey or in the home of an authorised official. The staff in the General Office should be notified of any such thefts.

Audio Visual Equipment

Most classrooms are equipped with a data projector or television screen. If a television is required, it must be booked in advance via the diary in the Porter's office main/art or technicians office in the media building.

Schemes and Records of Work

Each teacher is required to maintain a record of the work completed in each class they teach. This is subject to inspection by the CEO of the CDET. Such records are vital to ensure smooth take-up of deputy teachers on occasions of absences.

Each teacher is required to furnish students with:

- A year plan
- Proposed assessment dates
- Very clear deadlines
- Assignment briefs

Assignments

Course teams should ensure students have a balanced assessment programme as far as possible.

It makes for good practice if students are asked to sign for assignments on issue and return. A fixed date, time and place should be allocated for return of the assignment. Teachers should not accept assignments on behalf of a colleague. Students should not hand in assignments to a member of staff in the staffroom.

Grades awarded to a student should be entered in the Grades Profile Book. This should be done on an on-going basis. The average turnaround time on correcting and handing back assignments is two weeks.

Visitors/Guests

Teachers often invite guests/visitors to the college to meet students. The purpose can be for a guest lecture or interviews/auditions for various activities. In general, such visits are welcome. There are a few housekeeping rules that should be observed:

- All visitors/guests should be approved in advance by the Principal.
- The teacher inviting the guest should be present to meet the guest and make the appropriate arrangements.
- To provide for unavoidable absence the relevant teacher should leave a brief note with the office in advance of the visit.
- Where other teachers' classes are affected these teachers should be consulted in advance.
- In the case of guest lecturers there is a set fee payable by the CDETb. Forms are kept in the office.
- Visitors are required to sign-in at the porter's desk and wear a visitor's ID card for the duration of their visit.

Miscellaneous

Privacy and Telephone Numbers

Personal telephone numbers are private to an individual. A teacher's privacy should be respected by asking their permission before giving their phone number to another member of staff, or, indeed, a student.

Media Contact

It has always been and will continue to be college policy that all contact with the media should be made with the prior approval of the Principal.

Learning resources and student support

Guidance counsellors

One of the key supports for students is the counselling service in the college. Students are informed of the services through the website and through member of staff responsible for course coordination at induction.

IT Technicians

The college IT systems are supported by a technical staff. Students can avail of a range of teaching materials on the college website including instruction videos.

Learning Support

Students can avail of the services the member of staff dedicated to providing learning support throughout the year. The college welcomes applications from students with special needs.

[insert further details if your college has the benefit of the Disability Support Service]

Library

Students are given an introduction to the facilities during induction.

Information Management

Policy

The College collects, analyses and uses relevant information for the effective management of its programmes and activities. The college complies with the relevant data protection legislation.

The following indicators provide key information.

- Application numbers
- Graduation rate on programmes
- Combined progression and employment rate of graduates
- Student population analysis
- Student satisfaction analysis
- Student support information
- Career path information

Student Satisfaction

The college systematically assesses and records the level of student satisfaction and takes corrective action where appropriate.

There are informal and formal mechanisms used to gauge the level of student satisfaction based on feedback. The most immediate mechanism is the informal contact between teachers and students. There are clear structures to gather and channel informal feedback. Firstly, there is the organisational structure where each class group has a coordinator and a specified counsellor to which some feedback can be referred. Secondly there is a formal structure of regular team meetings where feedback can be shared and discussed. These meetings are attended by course teachers.

One formal mechanism for student feedback is through the election of student representatives. Student representatives are invited to give feedback to course teams.

The student body is represented on the college's Board of Management in accordance with the relevant CDET B guidelines.

Students can be also surveyed on a systematic basis to determine satisfaction levels. When conducted surveys are short in nature and are followed up where issues arise .

Student Supports

Members of staff with responsibility for course coordination can submit, on an annual basis, proposals for upgrade and improvement of learning resources subject to finances available in any given year. This can also be informed by the student feedback.

Retention of Records

1. Records of student enrolment and achievement are available from when the college was set up and these are maintained indefinitely.
2. Registers of student attendance are available from when the college was set up and these are maintained indefinitely.
3. Application records are maintained for a defined period.
4. As a general rule student work for assessment is retained until the time for appeal has lapsed. There can be practical difficulties in storing certain work e.g. sculptures

Data Protection

The CDETБ is registered as a data controller under the data Protection Acts 1988 and 2003. The college follows the policy of the CDETБ which is available in full at <http://cityofdublin.etb.ie/data-protection/>. An introductory summary is reproduced below.

{On the 25th May 2018 the General Data Protection Regulation (GDPR) came into effect. In Ireland GDPR has been given legislative effect in the new Data Protection Act 2018.}

Data Protection – (Copy from CDETБ Website 4/2/16)

All personal information which City of Dublin Education and Training Board (CDETБ) holds is protected by the Data Protection Acts 1988 and 2003. The Board takes its responsibilities under these laws seriously. Its Data Protection Policy sets out, in writing, the manner in which Personal Data relating to staff, students and other individuals (e.g. parents, Board members and members of Boards of Management) is kept and how the data concerned is protected.

CDETБ is obliged to comply with the principles of data protection set out in the Data Protection Acts 1988 and 2003 which can be summarised as follows:

- *obtain and process personal data fairly*
- *keep it only for one or more specified and explicit lawful purposes*
- *process it only in ways compatible with the purposes for which it was given initially*
- *keep personal data safe and secure*
- *keep data accurate, complete and up-to-date*
- *ensure that it is adequate, relevant and not excessive*
- *retain it no longer than is necessary for the specified purpose or purposes*
- *provide a copy of his/her personal data to any individual, on request*

Purpose of the Policy: *The Data Protection Acts apply to the keeping and processing of personal data, both in manual form and on computer. The purpose of this Policy is to assist CDETБ to meet its statutory obligations while explaining those obligations to staff.*

To whom will the Policy apply? *The Policy applies to all staff, the Board, parents/guardians, students and others insofar as they handle or process personal data in the course of their dealings with CDETБ.*

QA Procedures for CDETБ FE Colleges UNDER REVIEW

Data Protection Statement

To be signed by students 18 years and over

CDETB is registered as a Data Controller under the Data Protection Acts 1988 and 2003. The personal data supplied on your application form is required for the purposes of student enrolment, registration, administration, child welfare and to fulfil our other legal obligations. Contact details will also be used to notify you of school/ETB events or activities.

While the information provided will generally be treated as confidential to ETB, from time to time it may be necessary for us to exchange personal data on the confidential basis with other bodies including the Department of Education and Science, the Department of Social and Family Affairs, An Garda Síochána, the Health Services Executive, the National Education Welfare Board or with another school (where the student is transferring). We rely on students to provide us with accurate and complete information and to update us in relation to any change in information provided. Should you wish to update or access your personal data you should write to the college Principal.

Data Protection Policy of CDETB

A copy of the full Data Protection Policy of CDETB is available at www.cdetb.ie or on request from the Chief Executive Officer, CDETB, Town Hall, Ballsbridge, Dublin 4.

Photographs of Students

The college maintains a database of photographs of college events held over years.

It has become customary to take photos of students engaged in activities and events in the interest of creating a pictorial as well as historical record of life at the college.

Photographs may be published on our college website or in brochures, newsletters and similar college-related productions. In the case of website, student names will not be recorded with the photograph. If a student prefers not to have their photograph included in such records, they should notify the college Principal. Signed permission is given as below:

I consent to the use of this information supplied as described.

Signature of Student: _____

Print name: _____ Course Title _____

Note:

There is a slightly revised form used for students under 18 for parents' signature.

Public Information

Policy

The College publishes information about its activities, including courses, which is clear, accurate, up to date and readily accessible.

The principle source of public information about the college is the college website. Course information is updated on the website on an annual basis. Current information is updated as the need arises.

The users of this information include the following:

- Prospective students
- Graduates
- Current students
- CDETБ
- QQI
- Other stakeholders
- Employers
- Public

Prospective Students

The website contains a list of courses offered and for each programme sets out the following – Description, Course Content, Entry Requirements, Certification and Progression. Applications can be made through the website and through <https://www.fetchcourses.ie/>. Details of application dates and interview requirements are published.

The website also provides general information about the college.

Other published sources of information include the CDETБ Course Guide, the Qualifax Handbook and the CDETБ website.

Prospective students can visit the college on the college's annual Open Day/Evening.

Current Students

Students are issued with a relevant student resource material at induction, which provides a range of practical information together with college regulations including those on assessment. This information is also published on the website.

Monitoring, Review and Evaluation of Programmes

Policy

The College monitors and periodically reviews its courses to ensure that they achieve the objectives set for them and respond to the needs of students and society. These reviews are intended to lead to continuous improvement of the programme. Any action planned or taken as a result is communicated to all those concerned.

The development of a quality enhancement system is an on-going process.

There are a number of terms used to describe the activities carried out as part of the continuous improvement of QA systems. Many of these activities are complementary and overlap each other. For the purposes of this section the following terms are used to classify these activities:

- Monitoring is an activity carried out on a daily, weekly or monthly basis with a short term focus.
- Review is an activity carried out annually with a medium term or long term focus.
- Evaluation is an activity carried out at intervals at 1 year+of three years or more and by definition has a long term focus.

Monitoring

In general, the college implements a common structure for the monitoring of programmes across the college. In cases, there will be minor differences in the monitoring process, due to the requirements of different awarding bodies. These differences are primarily in the area of documentation and customised report and monitoring forms.

Course Team Meetings

All course teams have team meetings. The meeting is chaired by the member of staff responsible for course coordination and is attended by the course team, the career counsellor, the member of staff responsible for awarding body co-ordination and a member of senior management may also attend.

The agenda often deals with day-to-day operational issues and student issues. These meetings act as on-going monitoring of the programme and address matters from resource needs to assessment. They provide the data and impetus for the development of the courses. Issues that arise from these meetings form the basis of future planning and feed into the annual review of each course.

The first team meeting of each academic year deals with matters arising from the annual review of the previous year.

Student Feedback

Each class group is encouraged to elect student representatives who are invited to express their concerns and suggestions to the course team.

Corrective Action

Action points arising from external monitoring are communicated to team meetings by the particular member of staff responsible for awarding body co-ordination and appropriate action taken. Issues arising from surveys and meetings are dealt with immediately by the member of staff responsible for course coordination or, depending on the nature of the issues, are addressed at the annual review of the course.

Annual Review

Each course team carries out an annual course review which is attended by a member of centre management and can include the member of staff responsible for awarding body co-ordination. The purpose of these reviews is to take an overview of the course and address general issues related to its development. In practice these reviews take place towards the end of the academic year when more data is available. Students survey results, completion rates and issues of a more general nature that may have arisen at the team meetings are addressed at the annual review.

The issues that may be considered at annual review include:

- Programme content in the light of the latest research
- The changing needs of society and the economy
- The students' workload, progression and completion
- The student expectations, needs and satisfaction in relation to the programme
- The learning environment and support services

Please see CDETБ procedures on Exam Boards, Results Approval Panels and Programme Review for more detail.

Student Surveys

Student surveys are a useful means of collecting feedback. When carried out, the member of staff responsible for course coordination would often conduct them and the results are presented to the course team meeting. They can be used to inform the annual course review meeting. The student surveys contribute to the evaluation and effectiveness of a course. Students do not in general receive formal feedback from these surveys often due to the timing of when they are conducted i.e. late in the academic year.

Completion Rates

All courses examine completion rates. The data is compiled by members of staff with course co-ordination responsibility. Most courses have longitudinal data indicating trends in completion rates over a number of years. This data contributes to the decision making of CDETБ and the compilation of national statistics.

External Examining

External examining is an integral part of all courses delivered in the college. The role of the external examiner varies somewhat depending on the nature of the awarding body. In all cases, external examining is carried out on an annual basis, by an external examiner/external verifier/external authenticator, agreed between the college and the awarding body. The external reports generated feed into both the annual course reviews and the more detailed centre/course self-evaluations.

QA Procedures for CDET B FE Colleges UNDER REVIEW

Evaluation of Courses

Principles

The college is committed to self-evaluation on an on-going basis. It is carried out in a structured manner, the aim being to compile a report on the effectiveness and success of individual courses. It seeks to identify good practice and to use the findings to develop future policy and practices, not just for the course being evaluated, but also for all courses.

Methodology

Policy

- a) The policy of the college is that self-evaluation should be carried out for all courses at regular intervals by appropriate personnel.
- b) The policy of the college is that the work of evaluation is carried out by an internal team, the work is verified by an external evaluator and an agreed report is issued.
- c) The normal practice is that college courses are evaluated on an individual basis. It may be decided to simultaneously self-evaluate a group of courses from a field of learning so as to maximise the use of time and resources.
- d) The responsibility for the coordination of evaluation is delegated to the member of staff with course co-ordination responsibility for the particular course. In the case of a group evaluation the Principal appoints a person to direct the evaluation. All relevant members of staff participate in the evaluation of the course.
- e) Evaluation will take place no less than every five years and/or as circumstances dictate.

Methodology

- The method of evaluation will be to firstly collect information on the course. The information will consist of annual reviews of the programme together with other relevant information.
- The information will be collated and analysed and a draft report compiled. The person co-ordinating the evaluation, together with the programme team, carries out this work.
- The external evaluator will verify the findings of the draft report and make recommendations where appropriate.
- A final report will be compiled by the external evaluator.

The final report will be fed back to the college management and the course team through the team meetings. A copy is also sent to the Quality Team within the college. A course improvement plan is prepared by the course team which incorporates a time frame for the implementation of any actions required. The actions taken are monitored by the member of staff responsible for awarding body co-ordination and processed through the quality group. Students are informed of the outcome of evaluations by the member of staff responsible for course coordination.

In some cases, where the evaluation requires corrective action involving staff, premises and resources, the issues may be dealt with locally by the Principal. In other cases where the issues are beyond the remit of the Principal to implement or correct, these may be referred to the College Board of Management or to the CDET B.

Student Input into Evaluation

Policy

It is the policy of the college to afford all students the opportunity to contribute to the evaluation of courses.

Procedures

1. Students' views and concerns reported by team teachers and principally by the member of staff responsible for course coordination are recorded at weekly team meetings. These views and concerns are taken into account in the evaluation of programmes and services where appropriate.
2. Feedback from students on matters relating to individual modules and course(s) and services is gathered through the use of questionnaires or other appropriate methods.
3. Feedback from students reported through the college Guidance and Counselling Services, and student support services will contribute to the evaluation of course(s) and services where relevant.

The views of past students can be gathered by graduate survey and considered for the purposes of evaluating courses and services.

Selection of External Evaluator

Policy

- a) The college will appoint an external evaluator for each evaluation team. The person appointed will be independent of the college and will be capable of comparing the quality of the relevant programmes with that of similar programmes elsewhere.
- b) The primary role of the external evaluator will be to review evaluation documentation prepared by college staff as part of the self-evaluation.

Procedures

1. The person coordinating the self-evaluation will propose three suitable people to the Quality Team at least three months in advance of the start of the work. The Quality Team will make a recommendation to the Principal based on the selection criteria. The Principal will write to the people considered most suitable inviting them to become external evaluator and setting out the terms of reference and the conditions.
2. Selection Criteria - ideally the external evaluator should have:
 - Academic qualifications appropriate to the relevant programmes.
 - Experience in the broad subject area of the programme whether through education, training or industry experience.
 - Experience as a teacher, lecturer, external assessor/examiner/evaluator with an appropriate educational body or institution.

Evaluation of Services related to Programmes

Premises, Facilities and Equipment

The evaluation of the facilities relevant to a particular programme is done primarily through the member of staff responsible for course coordination. This is facilitated on an on-going basis by the team meetings. An internal review of each course is carried out on an annual basis where updates required in relation to facilities and equipment are highlighted and budgeted for. This applies especially where programme development, such as the introduction of a new or updated module, may require additional resources.

The member of staff responsible for course coordination will directly requisition smaller budget items throughout the year as the need arises. The member of staff responsible for course coordination make proposals for larger amounts on an annual basis.

Where the issue is one of facilities, for example a specialised room, the request is processed through the member of College management with responsibility for timetabling and the programme is timetabled to that facility. The request is made formally in writing by the member of staff responsible for course coordination.

Where the issue involves buildings and infrastructure the request is taken by the member of staff responsible for course coordination to a higher level and will normally involve the college Principal, the Principal Officer of the CDETБ and the Maintenance Department of the CDETБ.

Appendix A – CDVEC Legacy Policies

CDVEC Legacy Policy - General Rules

Full Title

General Rules & Regulations for Schools, Colleges & Other Centres and the Classes & Activities Operating under the Authority of the CDVEC

General Statement of Education Policy

The CDVEC responds to community needs in its schools, colleges and other centres. These include locally based education centres. Its Youth Service provides a wide range of educational, learning and recreational experiences appropriate to the age, ability and needs of its students/participants. It endeavours to create and sustain a caring, flexible, supportive and safe environment in which staff and participants will feel valued, motivated and stimulated in their efforts to grow as human beings and to realise their personal potential. The CDVEC believes that its objectives are best achieved in a safe and secure environment which, while recognising individual rights and responsibilities, encourages commitment and shared responsibility for the common good.

Purpose of the Rules and Regulations

In the implementation of the above policy, the following rules and regulations provide a uniform framework within which CDVEC institutions operate.

Admissions Policy

Admission to a particular course/activity is subject to places being available and is governed by three principles:

That, in the professional judgement of the School Authority (the term 'School Authority' as in these regulations, indicates the Chief Executive Officer, or an officer delegated to act on his behalf), and following an interview (if deemed appropriate) the student/participant is suitable for a course/activity.

That, in the professional judgement of the School Authority, the student/participant, because of previous education, training or experience, is considered likely to benefit from attendance.

That participation will contribute positively to the course/activity and in no way infringe upon the opportunities or rights of other students or staff.

All disputes in relation to admission will be referred to the CEO or Deputy Officer.

Student/Participant Responsibilities

Students/participants are obliged to make themselves aware of, and comply with, these CDVEC rules and regulations and the local rules and regulations of the school/college/centre in which they are registered. Students/participants must provide themselves with such books, stationery, equipment, materials and dress as may be required by the School Authority.

In addition, each student/participant has a responsibility in a number of areas:

(i) to fellow students to co-operate in the creation and maintenance of a suitable environment

- (ii) to staff to fulfil all obligations to ensure the smooth running of the school/college/centre
- (iii) to school/college/centre to respect the buildings and property and to ensure the school/college/centre maintains a respected position in the community as a whole
- (iv) to the community to behave responsibly and respectfully in the community
- (v) to health and safety to ensure that the Health and Safety procedures and regulations are adhered to

Serious Breaches of Discipline

Sanctions

A student whose conduct is unsatisfactory may be subject to warnings or penalties as determined by the Principal/Head of Centre, including that of exclusion from the school/college/centre in case of a serious breach of school/college/centre discipline. Unsatisfactory conduct includes failure to comply with general rules and regulations, unacceptable behaviour or inappropriate behaviour towards students or staff, bringing illegal substances into the school/college/centre, theft, damage to property, bringing the school/college/centre into disrepute or other misconduct.

Exclusion

Where other avenues have been exhausted, it is recognised that in a small number of cases, schools/colleges/centres may not be able to maintain the attendance of a particular student. This may be for a variety of reasons, including consistent undisciplined, disruptive or confrontational behaviour to the detriment of the school/college/centre and other students and/or staff. In such cases, after due consideration the school/college/centre is obliged to exclude such students from attendance.

The student and, where appropriate, his/her parents/guardians have the right to be kept fully informed at all stages of the disciplinary proceedings, including the reasons for the decisions to exclude the student from the school/college/centre. Where possible, such students should be referred to other agencies which may be able to cater for their particular needs. Before any decision is taken to exclude a student, the school/college/centre will inform the student and, where appropriate, his/her guardians of the reason why exclusion is being considered and offer them the opportunity to respond.

(The CEO of the CDVEC must be informed prior to a decision on exclusion from a school/college/centre).

Appeals

The appeals procedure will operate in line with the provisions of the Education Act 1998.

Formation and Continuance of Classes

The CDVEC will use its best efforts to ensure the completion of a course once it has commenced. However, as the funding for programmes is outside the control of the VEC, a guarantee cannot be given in respect of programmes especially where duration is greater than one session/year. All courses may be subject to timetable changes from time to time. The formation of courses is subject to a minimum enrolment.

Student/Participant Property

The CDVEC does not accept any responsibility for loss of or damage to the property of any student/participant.

CDVEC Property

Students/participants may be liable for the cost of repair or replacement of CDVEC property damaged through wilful or careless conduct.

Change of Registration Details

Students/participants must immediately notify the school/college/centre of any change in registration details. The CDVEC cannot be responsible for any consequences due to any failure on the part of the student/participant to make such notification.

Infectious and Notifiable Diseases

Students/participants must inform the school/college/centre of any personal health issues which may affect the health, safety or progress in the course/activity of themselves or of others. Any student who has had contact with a condition that is considered contagious/infectious must immediately notify the school/college/centre.

Examinations

Students must comply with the rules and regulations of the examining body relevant to the course being attended.

Attendance

Every course/activity requires a commitment to attend all parts of the programme on offer fully and punctually. Any student unable to fulfil this commitment may be required to leave the course/activity. Absence for reasons covered by a medical certificate fall outside minimum attendance requirements.

Junior cycle and senior cycle students are expected to provide a satisfactory written explanation from their parents/guardians for all absences.

Post-Leaving Certificate students and other adult students who have been absent without satisfactory explanation for any fifteen days will be deemed to have opted out of the course. In general, a minimum of 75% attendance is required. Re-affirmation of enrolment can occur only with the permission of the Principal.

Students/participants on other programmes must comply with the rules and regulations on attendance relevant to that programme.

May 1999

CDVEC Legacy Policy – Relationship with Students

Full Title

A Code of Practice for CDVEC Staff in their Relationships with the Scheme's Students

To All Staff and Students

The CDVEC is committed to providing a quality educational service to all its students within a safe and secure environment. In the last year we have introduced policy documents on Equal Opportunities and Sexual Harassment in order to support and promote an environment in which the human integrity and dignity for all staff and students, men and women, is respected.

This new Code of Practice for staff concerning relationships with the scheme's students is being introduced to create a further awareness among staff as to their responsibilities within staff/student relationships. This Code of Practice also seeks to remind staff to be prudent in their contacts with students so as to avoid allegations of improper behaviour. In this context staff should adhere to the protective measures contained within this Code of Practice so as to avoid situations which could lead to allegations of unprofessional/inappropriate behaviour. Such allegations or breaches of this Code of Practice may constitute grounds for an investigation in accordance with existing procedures which could result in disciplinary sanctions up to and including dismissal.

CDVEC staff has a duty of care to all students in the scheme. This duty of care requires a certain standard of conduct for the protection of students against unreasonable risks. Each staff member has a duty to act as an ordinary, prudent, and reasonable person in his or her relationships with students. This Code of Practice is intended to promote a healthy and safe working and study environment and is not intended to stifle normal, healthy professional relationships among staff and students of the organisation.

W. J. Arundel
Chief Executive Officer

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Professionalism

Professionalism is characterised by behaviour that shows respect for the interests and welfare of students, subject to the requirements of the law. It implies competence, responsibility, integrity, and impartiality. Consequently, members of staff should not publicly engage in demeaning descriptions of either students or colleagues, including remarks based on, for example race, religion, gender, sexual orientation, age, disability, economic status, marital status, family status or other remarks which reflect adversely on the dignity of others.

CDVEC aims to promote self-respect and a positive self-image in its students. Specifically, it seeks to:

- (a) To acknowledge and support the rights, capacities, and worth of all individuals.
- (b) To encourage self-discipline and a sense of responsibility in students.

Staff, by example, should promote positive attitudes to the worth of all persons, to social justice, and to equal opportunity. This is best realised through a "professional approach" that ensures a quality educational experience conducted in a friendly, co-operative climate of respect and a team approach to problem-solving. This principle of justice should pervade all relationships. In this context, the student has the following expectations:

- To express himself/herself, to share ideas, and to ask questions
- To respect from others, and to be treated fairly and equally. Ridicule, sarcasm, and remarks likely to undermine the dignity of the student should never be used. Corporal punishment or any physical contact that could be construed as corporal punishment is forbidden.
- To be free from intimidation and bullying. Staff should refrain from any misuse of power that diminishes the integrity of the person.
- To a rational settlement of problems, and to an opportunity to tell his/her own side of a story in a dispute.
- To learn without interference, at his/her own pace, in a reasonable working environment.

Boundaries

1. Professional Distance

While encouraging and fostering a positive relationship with students, all CDVEC Staff must retain a sense of themselves as 'professionals', and, thus, maintain a professional distance with students in both the workplace and in social situations. Staff members should ensure that they do not place themselves in situations where students have undue expectations of a staff member's ability to resolve conflicts or personal issues. Students themselves have a responsibility to recognise the 'professional' nature of their relationship with a staff member and hence not hold undue expectations of how staff should relate to them in the workplace or in social situations.

2. Referral

Each CDVEC staff member should cultivate awareness of the limits of his/her competence to deal effectively with a student's personal issues. He/she should take immediate steps to obtain consultation or to refer a student to the tutor/guidance counsellor/psychologist/management person, within the school/centre or college, if it becomes apparent that the student's problems are beyond his/her competence. Competence also implies acceding to a student's request for referral even where the staff member perceives the student's problem to be less severe than the student him/herself.

3. Confidentiality

Serious concerns about the health and well-being of a student or such information about a student as might affect the health and well-being of other students in the school/centre or college should normally be discussed with the Principal/Head of Centre. Staff should always respect the confidential nature of personal information shared with them by students. They should disclose such information, where appropriate, only in the context of referral to a professional or management person, and usually with the consent of the student or, where obliged by law, to the designated authority only. Disclosure of information to the appropriate third party should be made where it is deemed necessary (a) to protect the interests of the student, (b) to protect the interests of society, and (c) to safeguard the welfare of another individual or student. Consent of the student should be obtained, where possible. Staff should always show respect for the interests and welfare of students and, therefore, a student's personal circumstances should never become the subject of gossip.

Prudent Behaviour

One-to-One Meetings

In one-to-one contact with students, staff must be aware of their vulnerability to all sorts of allegation that can arise in such situations. Where possible, doors should be left open while the staff member is engaged in discussion with the student. For those staff whose job it is to see students in one-to-one situations (counsellors, psychologists, management personnel and teachers), reasonable and sensible precautions should be taken to avoid the possibility of misinterpretation or allegation. A record should be kept of dates, times and the content of meetings and interviews with students. Such meetings/interviews should take place within the school/centre premises.

1. Physical Contact

Staff should avoid physical contact with students of a nature that could be misconstrued. Casual, well-intentioned gestures, if repeated frequently with a student could be misinterpreted.

2. Sexual Harassment

The attention of staff is drawn to CDVEC's Policy Statement on Sexual Harassment (1995). Sexual harassment is unlawful. It is defined as: "Unwanted conduct of a sexual nature or other conduct based on sex affecting the dignity of women and men at work". The Policy Statement gives examples of physical, verbal, and non-verbal/visual behaviours which may be considered inappropriate and/or unacceptable. The Policy Statement adds: "It should also be noted that it is the impact of the conduct on the recipient and not the intent of the perpetrator that determines whether the behaviour is acceptable". Staff is reminded that they have obligations both in law and to CDVEC to refrain from behaviour likely to contravene the terms of the Employment Equality Act (1977) and CDVEC policy on Sexual Harassment.

3. Out-of-School Activities

This Code of Practice extends to trips and outings of any nature organised by the school/centre. Staff should maintain a 'professional distance' with students in all such school/centre-related activities. The conditions under which students go on college/centre-organised trips and outings should be clearly set down and agreed in advance. Staff, in consultation with management, should contingency plans in anticipation of problems arising.

Disciplinary Investigation & Sanctions

As outlined in the introduction to these guidelines, unacceptable and inappropriate behaviour by students is a matter to be dealt with under the school/centre's Code of Behaviour and disciplinary procedures.

Staff is expected to adhere at all times to a professional approach in their dealings with students.

The CDVEC expects that staff would comply with the enclosed code of practice and the CDVEC policy documents on sexual harassment and equal opportunities. It is primarily the responsibility of individual staff members to ensure that their behaviour is appropriate, professional and not open to the possibility of misinterpretation or allegations.

Receipt of a formal complaint or alleged breaches of these Guidelines by staff may constitute grounds for a disciplinary investigation in accordance with existing procedures. Retaliation against an employee or student for making a complaint is a disciplinary offence. Equally a malicious complaint

will be treated as misconduct under the disciplinary procedures. Where disciplinary action is taken following a complaint and subsequent investigation, the staff member who has been disciplined may appeal the action under existing procedures.

QA Procedures for CDETBF Colleges UNDER REVIEW

CDVEC Legacy Policy – Computer Usage

Full Title

Computer & Network Usage Policy

To All Staff and Students

The primary objective of the City of Dublin Vocational Education Committee's computer and network resources is to enhance and support its educational, training and other services. These resources include hardware, software, user accounts, local and wide area network facilities as well as services accessed via the Internet. The CDVEC encourages its staff and students to use these resources in a manner which will facilitate their work, education and training.

Computer and network resources are powerful enabling technologies for accessing, and delivering information and knowledge. As such, they are strategic technologies for the current and future needs of the CDVEC. Because these technologies give individuals the ability to access and copy information from remote sources, users must respect the rights of others, respect the integrity of the systems and related physical resources, and observe all relevant laws, rules, regulations and contractual obligations. These will include all existing CDVEC regulations and policies.

This Policy applies to all CDVEC staff, students and to others who are authorised to use its computer and network resources whether individually controlled or shared, standalone or networked. The Policy also applies to all computer and network facilities controlled or contracted by the CDVEC. These include PCs, workstations, servers, communication equipment as well as associated peripherals and software regardless of whether used for administration, teaching, training, research or other purposes.

I would like to take this opportunity of wishing all staff and students in the CDVEC every success in their work, education and training.

W. J. Arundel
Chief Executive Officer

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General Rules

The CDVEC's computer and network resources represent a considerable investment and providing access to them is expensive. They shall not be used to disseminate, view or store commercial or personal advertisements, solicitations, promotions, destructive code such as viruses, self-replicating programs etc., pornographic text or images, or any other unauthorised materials.

Users shall not use the CDVEC's Internet connection to download unauthorised software, "plug-ins", games or other entertainment software (including screen savers) or save inappropriate or offensive material.

Software provided by the CDVEC may only be used as part of the user's role as a member of the

CDVEC staff or for educational and training purposes as a student of the CDVEC.

The user agrees to abide by all copyright and licensing agreements for software entered into by the CDVEC with other parties. Users shall not copy or use material created by others without acknowledgement, or, where appropriate obtains permission from the copyright owner.

Users must not jeopardise, in any way, the integrity, performance or reliability of the CDVEC's computer and network resources. No attempts must be made to circumvent data protection schemes, 'hack' into systems or interfere with the intended operation of the CDVEC's computer and network resources. Users are warned that gaining unauthorised access to data (including programmes) and/or interfering with data belonging to others are offences under the criminal law.

The user undertakes to comply with the provisions of data protection legislation.

It is not permitted to use computer and network resources for inappropriate purposes which include but are not limited to the following activities:

- Knowingly performing any act which will interfere with the normal operation of computers, peripherals or networks
- Knowingly destroying the integrity of computer-based information
- Deliberately wasting computer resources
- Compromising the privacy of others
- Granting another individual unauthorised access to your computer account or attempting to access another individual's computer files.
- Using the computer and network facilities for unauthorised profit or commercial purposes
- Accessing, downloading, saving, creating or transmitting any abusive, obscene, threatening, defamatory, offensive or harassing images or material.
- Causing offence to another individual or discriminating on the grounds of gender, marital status, sexual orientation, religious or political belief, age, disability, race, colour or membership of the traveller community

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Data protection (Amendment) Act 2003

Due to the permanent nature of electronic communication, and because record keeping is often now kept electronically, such records may be demanded from the CDVEC in connection with legal proceedings. Further, if any such communications contain personal data, which includes, but is not limited to, data relating to the racial or ethnic origin, the political opinions and the religious or philosophical beliefs of a person or the health or sexual life of the data subject or the commission or alleged commission of any offence by the data subject, then the data subject can require the CDVEC

to provide copies of such communications. Accordingly, all electronic communications must be as carefully worded as other formal written correspondence.

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Email

Email is provided for educational, research and administrative use only. Users should be aware that email is neither secure nor guaranteed to be private.

Users must not send messages, including attachments, which are abusive, obscene, threatening, defamatory, offensive or harassing.

Users must not partake in or promote the sending or distribution of chain email messages or send unnecessary files which would adversely affect computer and network resources.

The CDVEC accepts no liability for lost or deleted email.

Users must not send anonymous email. Neither may they use the email address of another user to send email.

Users must not open email attachments from unsolicited or unknown sources.

Existing norms of behaviour apply to computer based information just as they would apply to more traditional media.

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Websites

Students' work should only appear in an educational context on Web pages with a notice prohibiting the copying of such work without the expressed written permission of the CDVEC Centre.

Copyrighted material must not appear on any Web page without the permission of and an acknowledgement of the copyright holder.

No personal information such as home address, telephone numbers, contact details, or other personal information about a student, the student's family or members of staff should appear with such work.

Only large college/centre group photographs should be used on the Website. No individual student photographs or images which might assist in identifying an individual should appear. No photographs of staff should appear on the Website without the informed prior approval of that staff member.

Students are not permitted to register or sign 'visitor's books' on Websites without prior permission. If a Web page is inviting contact from other Internet users, a generic e-mail address must be used e.g. <info@centrename.cdvec.ie>

All Websites should display the following disclaimer:

"The information contained in these Web pages is, to the best of our knowledge, true and accurate at the time of publication and is solely for information purposes only. The CDVEC accepts no liability for any loss or damage arising as a result of use or reliance on this information."

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Policy Enforcement

Users should report to their Principal or Head of Centre any suspected abuse of computer and network resources, or any unpleasant material or email that may come to their attention as well as

any suspected damage or problems with files. Users when requested, are expected to co-operate with system administrators and/or other authorised staff in any investigation of system abuse.

- The CDVEC reserves the right to examine any files held on its computer systems.
- Any user found in breach of this Policy may be liable for legal and CDVEC disciplinary procedures.

This document is subject to regular review and will be re-issued when revisions are necessary

October 2003

QA Procedures for CDET B FE Colleges UNDER REVIEW

Appendix B – Relevant Documents

Document	Description
	<p>Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG). (2015). Brussels, Belgium.</p> <p>The ESG 2015 was adopted by the Ministers responsible for higher education in the European Higher Education Area in May 2015.</p> <p>http://www.enqa.eu/wp-content/uploads/2015/11/ESG_2015.pdf</p>
	<p>DRAFT STATUTORY QA BY QQI FOR USE BY ALL PROVIDERS - Core Statutory Quality Assurance (QA) Guidelines</p> <p>This White Paper contains proposed policy for core statutory quality assurance guidelines applicable to all providers.</p> <p>December 2015</p> <p>http://www.qqi.ie/Publications/Core%20Statutory%20QA%20Guidelines.pdf</p>
	<p>Standards and guidelines for quality assurance in the European Higher Education Area DRAFT</p> <p>Endorsed by the Bologna Follow-Up Group on 19 September 2014.</p> <p>Subject to approval by the Ministerial Conference in Yerevan, 14-15, May 2015 https://www.eqar.eu/fileadmin/documents/e4/ESG - draft endoreded by BFUG.pdf</p>
	<p>Quality Assurance Guidelines and Criteria for Provider Access to Initial Validation of Programmes Leading to QQI Awards, Further Education and Training (QQI 2013).</p> <p>This document sets out guidelines and criteria for further education and training quality assurance procedures.</p> <p>2013</p> <p>www.qqi.ie/Publications/Quality%20Assurance%20Guidelines%20FET%20013.pdf</p>